

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:** 2016-17

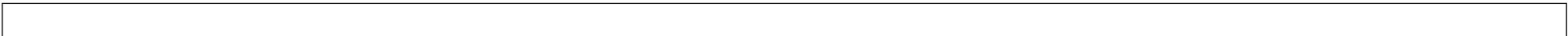
Local Control and Accountability Plan and Annual Update Template

Liberty Union High School District is composed of 3 comprehensive high schools and 2 alternative high schools, grades 9-12, with a common Board of Education and administration. Four other elementary school districts feed into Liberty Union High School District at the high school level. Approximately 8,100 students are served on 5 different school campuses. Our district has 31% of socioeconomically disadvantaged, 13% students with disabilities, 7% English Language Learners, and less than 1% foster youth. LUHSD is a member of Contra Costa County SELPA and provides approximately 2,000 identified students with disabilities a full continuum of services with the vast majority being served on our school sites; a very small percentage is served through non-public schools. White ethnicity student enrollment encompasses 45% of district student enrollment, followed by 33% Hispanic Latino, 9% African American, 5% Filipino, 4% two or more races, and 3% Asian. LUHSD has 3 school sites with Title 1 designation. Our enrollment in the district has experienced an overall increase in the past five years. Taking into account experiences from the recent and past, the past academic year provided knowledge of the growth Liberty Union High School District (LUHSD). Our district has and continues to make strides toward maintaining a place students become college and career ready upon graduating. As evidenced by our baseline LCAP, and other data points, LUHSD continues to grow as an institution while analyzing implementation and outcomes of last year's LCAP plan and the preparation of the 2016-2019 plan.

LUHSD refined quarterly common assessments within ELA, Math, and Social Science. Select grade levels and content areas utilized technology for their common assessments. Recent efforts during saw LUHSD LCAP stakeholders engaged in a more formative approach to analyzing, discussing, and editing, when applicable, the LUHSD LCAP plan. Veteran Educational Services staff were able to take into account multiple quantitative and qualitative data points to influence the LCAP plan and decisions made as a result of analysis and stakeholder input.

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 assessment in the form of baseline data are finally available. This will propel our ability to analyze SBAC assessment growth trends over time for analysis of potential interventions 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 future results of the SBAC test are received.

Eighty-three (83) informational and input meetings were held with site, district, and/or community stakeholders (See Appendix A), including several Superintendent 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.



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 LCAP was designed to support our District Strategic Goals, the LEA Plan, State Priorities, School Site Plans, Stakeholder Input and Research Based Programs to meet the needs of students.</p> <p>A total of 84 meetings were conducted to share out the information and gather feedback. These stakeholders included: African American Parent Night African American Parents (Students) District/Parent Advisory Committee (Parents, Admin, Certificated, Classified,</p>	<p>There were nine (9) common themes that existed from thorough, inclusive stakeholder comments gathered; these priorities and location within the LCAP can be found in Appendix C of this document and includes feedback made by staff, students, parents, community members and/or business organizations.</p> <p>The highest areas of interest continue to be: 1. Mental Health 2. Facilities</p>

Students, low income, and foster youth)
 ELAC/DLAC (Parents of ELs)
 Campus Climate Committees (Students)
 Certificated Union (LEA)
 Classified Union (CSEA)
 Coffee with Principal (Parents)
 Curriculum Council (LEA)
 Freshman Orientation Activities (Students)
 Life After HS, What's Next? (Students, Parents, Local Professionals)
 Link Crew (Students)
 Math Parent Night (Parents)
 Parents of FHS Students (Parent and Students)
 Parent Advisory Group including EL, SED, and foster youth parents (Parents)
 Parent Day (Parents)
 Pizza with the Principal (Students)
 Regional LCAP Meeting (Parents, Students)
 School Site Council (Parents, Staff, and Students)
 Site Advisory Committee (Parents)
 Title I Parent Advisory Meeting (Parents)

These stakeholders including unduplicated parents (EL, SED, and foster youth), parents, students, staff, administrators, community members and/or business organizations were paramount in the evaluation and creation of 2016-2017 LCAP plan. In addition to aforementioned meetings, an email address for comments (lcapcomments@luhsd.net) was and is listed on site and district website to gather additional feedback. The superintendent responds to guest and community inquiries in writing. Appendix A of this document provides the list of meetings with dates, stakeholders attending, and the input provided for the LCAP at these meetings.

A considerably larger input from stakeholders was gathered during the 2015-2016 academic year (over 1000 comments as opposed to the 178 the previous year. This input was gathered from discourse within meetings and placed into groups including similar themes. Those themes with the greatest area of interest were assembled and assessed for feasibility for the updated LCAP plan. A few of the items (ex. longer library hours) were action items that could be addressed in the current year.

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

In addition to above, other high-interest areas communicated are:

10. Student Safety
11. Professional Development

The LUHSD has created three LCAP goals to address areas aforementioned:
 Goal I: Provide a physical and emotionally supportive school environment which supports student learning.
 Goal II: Prepare students for career and college by providing a rigorous and stimulating curriculum and instructional program.
 Goal III: Recognizes the need for stakeholder involvement.

As a result of the feedback gathered in the high interest areas above, this plan continues to focus and target these specific actions:

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

<p>The LCAP plan was presented to the Board on June 8, 2016 for public hearing and was approved June 15, 2016.</p>	<p>In addition, LUHSD will focus on the following areas. 10. Increase campus supervision services of students (Goal I) 11. Increase services, support, offerings, training, and frequency of ongoing targeted professional development (Goal II)</p>
<p>Annual Update:</p> <p>The LUHSD Educational Services staff collected information on the 2015-2016 Local Control Accountability Plan in December as part of the reporting process for stakeholders. Progress related to metrics, program, and activities of the LCAP plan were initially shared at staff meetings, and expanded further to the same meetings where additional input for the 2016-2017 plan was provided. Please see Appendix B for metrics.</p> <p>During the school year, the LUHSD Educational Services departments communicated updates and progress on past and current LCAP. Discourse about process of implementation and disclosure of data and metrics analyzed were communicated during meetings as noted in Appendix A and included:</p> <ul style="list-style-type: none"> 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 <p>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 LCAP was provided and</p>	<p>Annual Update:</p> <p>As a result of both stakeholder input and data analysis (appendices C, D), the following items below are high interest areas of focus. While the outline of the new items are also listed in Appendix D, a summary of changes are:</p> <p>Goal I (Physical/Emotional supportive school)</p> <ul style="list-style-type: none"> Student safety and security on campus Equitable staffing for campus supervision Technology roles/responsibilities and staffing Equity and maintenance of Facilities Support providers/counselors for students social and emotional well-being <p>Goal II (College and career ready students)</p> <ul style="list-style-type: none"> Student academic support Student social and emotional supports Instruction and curriculum support for teachers Effective professional development and staff development Reevaluate placement of targeted students to one building/SLC Technology support for teachers, staff, and students <p>Goal III (Stakeholder Engagement)</p> <ul style="list-style-type: none"> Parent educational and training programs Improve student academic communication to parents Increase academic and community/business integration/partnerships Community liaisons/outreach ambassadors Parent volunteer coordinator <p>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</p>

reviewed, including Appendix B, which contains important metrics to assess student achievement and connectivity to the school community.

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

align with the District Strategic Plan. Since previously labeled LCAP sub goals are embedded within actions and/or services (for example, "1A. Providing a safe, secure, updated, clean environment"), these sub goals have been omitted in current 2016-2017 LCAP for clarity.

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?

<p>GOAL 1:</p>	<p>The Liberty Union High School District (LUHSD) will provide a physically and emotionally supportive school environment which supports student learning by:</p> <ul style="list-style-type: none"> • Providing a safe, secure, updated, clean environment • Creating Opportunities to incorporate best practices and program successes • Fostering an atmosphere of respect and civility among all students and • Aligning operating budget to the LUHSD Strategic Plan and the goals outlined in the LCAP 	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify <u>LUHSD Strategic Plan (LUHSDSP) Goal #1</u></p>
<p>Identified Need :</p>	<p>Overall chronic absenteeism rate is 14% LEA Wide. The percentage of chronic absenteeism higher than the LEA wide average by subgroups is listed below: African American – 18% (4% higher than the average) Hispanic or Latino – 15% (1% higher than the average) English Learners – 18% (4% higher than the average) Students with Disabilities – 23% (9% higher than the average) Foster Youth – 26% (12% higher than the average)</p> <p>The current attendance rates for schools in LUHSD are: Freedom HS - 94% Heritage HS - 95% Liberty HS - 95% LaPaloma HS- (alternative site, so attendance is measured differently for this school site) Independence HS- (independent study, so attendance is measured differently for this school site)</p> <p>The suspension rates for LUHSD has student populations that have a disparity between the enrollment percentage and the percentage of students suspended: African American is 9% of enrollment and 27% of suspensions SED are 31% of the student enrollment and 54% of suspensions ELs are 7% of the student enrollment and 10% of suspensions Students with Disabilities are 13% of the student enrollment and 29% of suspensions</p> <p>The expulsion rates for LUHSD has student populations that have a disparity between the enrollment percentage and the percentage of students expelled: African American is 9% of enrollment and 20% of expulsions Hispanic or Latino is 33% of enrollment and 40% of expulsions SED are 31% of the student enrollment and 60% of expulsions ELs are 7% of the student enrollment and 20% of expulsions Students with Disabilities are 13% of the student enrollment and 40% of expulsions</p>	
<p>Goal Applies to:</p>	<p>Schools: ALL Applicable Pupil Subgroups:</p>	<p>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,</p>

Hispanic, Students with Disabilities

LCAP Year 1: 2016-17

- Expected Annual Measurable Outcomes:
- Increased student connectedness to school by lowering chronic absenteeism rate by 2% for African American, Hispanic or Latino, ELs, SED, and Foster Youth and increasing attendance by .2%. (Priority 5A, B)
 - Lower suspension & expulsion rates by 2% for African American, Hispanic or Latino, SED, ELs and Students with Disabilities. (Priority 6A,B)
 - All school facilities are maintained in good repair (Priority 1C)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
(A) Continue to provide equitable and updated technology infrastructure/environment at all sites that allow students the ability to use 21st century technology skills, for the successful implementation of Common Core State Standards (CCSS) and Smarter Balanced (SBAC) Testing.	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)	(A.1) Continue the infrastructure update project Base - purchase or reserve for purchases 4000-4999: Books And Supplies Base \$500,000 (A.2) Continue & explore additional IT support staff 2000-2999: Classified Personnel Salaries Base \$139,804 (A.3) Review & revise district standard for classroom technology equipment such as projectors, laptops and other 21st century learning devices 4000-4999: Books And Supplies Base \$100,000 (A.4) LMS (Learning Management System) and Data Management System are being evaluated and considered for purchase. 5000-5999: Services And Other Operating Expenditures Base \$32,000
(B) Continue to provide a clean, equitable and well-maintained facilities/environment.	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)	(B.1) Continue 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 \$4,200,000 Continue additional M&O person to maintain and repair facilities. 2000-2999: Classified Personnel Salaries Base 49,884 Continue additional M&O person to maintain and repair facilities. 3000-3999: Employee Benefits Base \$11,394
(C) Conduct monthly campus facility inspection by site administration to ensure a safe, secure, updated, clean environment.	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	(C.1) Site admin. will keep log of inspections and report to Maintenance & Operations Dept. and create schedule for repairs 1000-1999: Certificated Personnel Salaries Base \$31,379

		_ Other Subgroups: (Specify)	
(D) Investigate options for an additional school site/facilities and/or upgrade site/facilities to accommodate district growth and support efforts to provide a safe, secure, updated, clean environment.	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)	(D.1) Continue Targeted Facility Master Plan to include instructional plans for new and/or modernized facilities and for a bond election. 5800: Professional/Consulting Services And Operating Expenditures Base \$200,000
(E) Creating Opportunities to incorporate best practices and program successes through district-wide student leadership and campus climate committee meetings for student collaboration to address such issues as graduation rates, dropout rates, and campus climate 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)	(E.1) Continue student participation in fairs and competitions-base and site funds 5000-5999: Services And Other Operating Expenditures Base \$21,000 (E.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 \$55,081 (E.3) continued 3000-3999: Employee Benefits Supplemental \$17,202
(F) Maintain collaboration time for principals/staff to share best practices and program successes.	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)	(F.1) Conduct presentations at community organizations/ clubs 4000-4999: Books And Supplies Base \$9,960
(G) Provide collaboration time for district counselors to meet on a quarterly basis and share best practices and program successes emphasizing the needs and support for EL's, SED, and FY students and parents.	Freedom HS, Heritage HS, Liberty HS, and Independence HS	<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	(G.1) Schedule counselor release time and meeting location 1000-1999: Certificated Personnel Salaries Supplemental \$30,795

<p>(H) School sites will evaluate existing programs, expand, explore, or create new programs that celebrate diversity, positive behavior and attendance, and address chronic absenteeism to foster an atmosphere of respect and civility among all students.</p>	<p>All Schools</p>	<p><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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) All significant subgroups</p>	<p>(H.1) Review, revise and continue attendance recognition program primarily targeting the highest number of unduplicated students. Outreach to EL's, FY, SED students 4000-4999: Books And Supplies Supplemental \$25,000</p>
<p>(I) Administration will model respect and positive interaction with students, staff, and parents to foster an atmosphere of respect and civility among all students. Staff and Students will continue to receive training and presentations to help reduce student suspension and expulsion rates.</p>	<p>All Schools</p>	<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>(I.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</p> <p>(I.2) Diversity and Inclusion Training 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$65,000</p> <p>(I.3) Social Media and awareness training for admin, coaches and teachers. Speaker at PD. 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$10,000</p> <p>(I.4) Address social media and respect and civility issues with students and community. Programs such as School Ambassador, Pause Before You Post, character ed, #ICANHELP, and others will be reviewed and considered. 4000-4999: Books And Supplies Supplemental \$10,000</p> <p>(I.5) SDD Keynote speaker to focus on social and emotional needs and positive interactions and instructional strategies. 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$25,000</p>
<p>(J) Continue budget for campus climate activities to promote an atmosphere of respect and civility among all students to help reduce student suspension and expulsion rates. ie: staff/student leadership training.</p>	<p>All Schools</p>	<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>(J.1) Implement site budget for activities 4000-4999: Books And Supplies Base \$13,884</p> <p>(J.2) Implement site budget for activities 4000-4999: Books And Supplies Supplemental \$20,000</p>
<p>(K) School sites will examine Healthy Kids Survey (HKS) results as it relates to respect and civility issues among</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> All OR:</p>	<p>(K.1) Revise/Implement budget 5000-5999: Services And Other Operating Expenditures Base \$13,000</p>

<p>students.</p>		<ul style="list-style-type: none"> <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>(L) Monitor financial decisions to ensure that they reflect alignment to operating budget to the LUHSD Strategic Plan and goals outlined in the LCAP.</p>	<p>All Schools</p>	<ul style="list-style-type: none"> <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>(L.1) Continue the position for Accounting Technician 2000-2999: Classified Personnel Salaries Base \$57,700</p> <p>(L.2) Continue the position for Accounting Technician 3000-3999: Employee Benefits Base 16,517</p>
<p>(M) Explore and implement funding options/sources to fund major facility improvement projects that are aligned to operating budget to the LUHSD Strategic Plan and goals outlined in the LCAP.</p>	<p>All Schools</p>	<ul style="list-style-type: none"> <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>(M.1) Continue to review options for funding major facility improvements. 4000-4999: Books And Supplies Base \$0.00</p>
<p>(N) Continue with the replacement, repair, and restore budget plan for facilities aligned to operating budget to the LUHSD Strategic Plan and goals outlined in the LCAP.</p>	<p>All Schools</p>	<ul style="list-style-type: none"> <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>(N.1) Facilities Director and CBO will meet quarterly 4000-4999: Books And Supplies Base \$1,536</p>
	<p>All Schools</p>	<ul style="list-style-type: none"> <input 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)	
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Increased student connectedness to school by lowering chronic absenteeism rate by 2% for African American, Hispanic or Latino, ELs, SED, and Foster Youth and increasing attendance by .2%. (Priority 5A, B) Lower suspension & expulsion rates by 2% for African American, Hispanic or Latino, SED, ELs and Students with Disabilities. (Priority 6A,B) All school facilities are maintained in good repair (Priority 1C) 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
(A) Continue to provide equitable and updated technology infrastructure/environment at all sites that allow students the ability to use 21st century technology skills, for the successful implementation of Common Core State Standards (CCSS) and Smarter Balanced (SBAC) Testing.	All Schools	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	(A.1) Continue the infrastructure update project Base - purchase or reserve for purchases 4000-4999: Books And Supplies Base \$500,000 (A.2) Continue & explore additional IT support staff 2000-2999: Classified Personnel Salaries Base \$139,804 (A.3) Review & revise district standard for classroom technology equipment such as projectors, laptops and other 21st century learning devices 4000-4999: Books And Supplies Base \$100,000 (A.4) LMS (Learning Management System) and Data Management System are being evaluated and considered for purchase. 5000-5999: Services And Other Operating Expenditures Base \$32,000
(B) Continue to provide a clean, equitable and well-maintained facilities/environment.	All Schools	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	(B.1) Continue 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 \$4,200,000 Continue additional M&O person to maintain and repair facilities. 2000-2999: Classified Personnel Salaries Base \$49,884
(C) Conduct monthly campus facility inspection by site administration to ensure a safe, secure, updated, clean environment.	All Schools	<input checked="" type="checkbox"/> All OR: Low Income pupils	(C.1) Site admin. will keep log of inspections and report to Maintenance & Operations Dept. and create schedule for repairs

		English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Base \$31,379
(D) Investigate options for an additional school site/facilities and/or upgrade site/facilities to accommodate district growth and support efforts to provide a safe, secure, updated, clean environment.	All Schools	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	(D.1) Continue Targeted Facility Master Plan to include instructional plans for new and/or modernized facilities and for a bond election. 5800: Professional/Consulting Services And Operating Expenditures Base \$200,000
(E) Creating Opportunities to incorporate best practices and program successes through district-wide student leadership and campus climate committee meetings for student collaboration to address such issues as graduation rates, dropout rates, and campus climate 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 Redesignated fluent English proficient Other Subgroups: (Specify)	(E.1) Continue student participation in fairs and competitions-base and site funds 5000-5999: Services And Other Operating Expenditures Base \$21,000 (E.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 \$55,081 (E.3) continued 3000-3999: Employee Benefits Supplemental \$17,202
(F) Maintain collaboration time for principals/staff to share best practices and program successes.	All Schools	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	(F.1) Conduct presentations at community organizations/ clubs 4000-4999: Books And Supplies Base \$9,960
(G) Provide collaboration time for district counselors to meet on a quarterly basis and share best practices and program successes emphasizing the needs and support for EL's, SED, and FY students and parents.	Freedom HS, Heritage HS, Liberty	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth	(G.1) Schedule counselor release time and meeting location 1000-1999: Certificated Personnel Salaries Supplemental \$30,795

	HS, and Independence HS	<input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	
(H) School sites will evaluate existing programs, expand, explore, or create new programs that celebrate diversity, positive behavior and attendance, and address chronic absenteeism to foster an atmosphere of respect and civility among all students.	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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) All significant subgroups	(H.1) Review, revise and continue attendance recognition program. Outreach to EL's, FY, SED students 4000-4999: Books And Supplies Supplemental \$25,000
(I) Administration will model respect and positive interaction with students, staff, and parents to foster an atmosphere of respect and civility among all students. Staff and Students will continue to receive training and presentations to help reduce student suspension and expulsion rates.	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 Other Subgroups: (Specify)	(I.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 (I.2) Diversity and Inclusion Training 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$65,000 (I.3) Social Media and awareness training for admin, coaches and teachers. Speaker at PD. 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$10,000 (I.4) Address social media and respect and civility issues with students and community. Programs such as School Ambassador, Pause Before You Post, character ed, #ICANHELP, and others will be reviewed and considered. 4000-4999: Books And Supplies Supplemental \$10,000 (I.5) SDD Keynote speaker to focus on social and emotional needs and positive interactions and instructional strategies. 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$25,000
(J) Continue budget for campus climate activities to promote an atmosphere of respect and civility among all students to help reduce student suspension and expulsion rates. ie: staff/student leadership training.	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 Other Subgroups: (Specify)	(J.1) Implement site budget for activities 4000-4999: Books And Supplies Base \$13,884 (J.2) Implement site budget for activities 4000-4999: Books And Supplies Supplemental \$20,000

<p>(K) School sites will examine Healthy Kids Survey (HKS) results as it relates to respect and civility issues among students.</p>	<p>All Schools</p>	<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>Administer Healthy Kid Survey - every other year 2015,2017,2019 4000-4999: Books And Supplies Base \$0.00</p>
<p>(L) Monitor financial decisions to ensure that they reflect alignment to operating budget to the LUHSD Strategic Plan and goals outlined in the LCAP.</p>	<p>All Schools</p>	<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>Continue Accounting Technician 2000-2999: Classified Personnel Salaries Base \$60,000 Continue Accounting Technician 3000-3999: Employee Benefits Base \$17,800</p>
<p>(M) Explore and implement funding options/sources to fund major facility improvement projects that are aligned to operating budget to the LUHSD Strategic Plan and goals outlined in the LCAP.</p>	<p>All Schools</p>	<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>continue to explore funding options to improvement facilities to address enrollment growth 5000-5999: Services And Other Operating Expenditures Base \$0.00</p>
<p>(N) Continue with the replacement, repair, and restore budget plan for facilities aligned to operating budget to the LUHSD Strategic Plan and goals outlined in the LCAP.</p>	<p>All Schools</p>	<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>Continue to repair and replace aging facilities 6000-6999: Capital Outlay Base \$0.00</p>
	<p>All</p>	<p>All</p>	

	Schools	OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Increased student connectedness to school by lowering chronic absenteeism rate by 2% for African American, Hispanic or Latino, ELs, SED, and Foster Youth and increasing attendance by .2%. (Priority 5A, B) • Lower suspension & expulsion rates by 2% for African American, Hispanic or Latino, SED, ELs and Students with Disabilities. (Priority 6A,B) • All school facilities are maintained in good repair (Priority 1C)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
(A) Continue to provide equitable and updated technology infrastructure/environment at all sites that allow students the ability to use 21st century technology skills, for the successful implementation of Common Core State Standards (CCSS) and Smarter Balanced (SBAC) Testing.	All Schools	<u>X</u> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	(A.1) Continue the infrastructure update project Base - purchase or reserve for purchases 4000-4999: Books And Supplies Base \$500,000 (A.2) Continue & explore additional IT support staff 2000-2999: Classified Personnel Salaries Base \$139,804 (A.3) Review & revise district standard for classroom technology equipment such as projectors, laptops and other 21st century learning devices 4000-4999: Books And Supplies Base \$100,000 (A.4) LMS (Learning Management System) and Data Management System are being evaluated and considered for purchase. 5000-5999: Services And Other Operating Expenditures Base \$32,000
(B) Continue to provide a clean, equitable and well-maintained facilities/environment.	All Schools	<u>X</u> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	(B.1) Continue 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 \$4,200,000 Continue additional M&O person to maintain and repair facilities. 2000-2999: Classified Personnel Salaries Base \$49,884

<p>(C) Conduct monthly campus facility inspection by site administration to ensure a safe, secure, updated, clean environment.</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> All OR: _____ Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>(C.1) Site admin. will keep log of inspections and report to Maintenance & Operations Dept. and create schedule for repairs 1000-1999: Certificated Personnel Salaries Base \$31,379</p>
<p>(D) Investigate options for an additional school site/facilities and/or upgrade site/facilities to accommodate district growth and support efforts to provide a safe, secure, updated, clean environment.</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> All OR: _____ Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>(D.1) Continue Targeted Facility Master Plan to include instructional plans for new and/or modernized facilities and for a bond election. 5800: Professional/Consulting Services And Operating Expenditures Base \$200,000</p>
<p>(E) Creating Opportunities to incorporate best practices and program successes through district-wide student leadership and campus climate committee meetings for student collaboration to address such issues as graduation rates, dropout rates, and campus climate issues.</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> All OR: _____ _ Low Income pupils _ English Learners _ Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>(E.1) Continue student participation in fairs and competitions-base and site funds 5000-5999: Services And Other Operating Expenditures Base \$21,000 (E.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 \$55,081 (E.3) continued 3000-3999: Employee Benefits Supplemental \$17,202</p>
<p>(F) Maintain collaboration time for principals/staff to share best practices and program successes.</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> All OR: _____ Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>(F.1) Conduct presentations at community organizations/ clubs 4000-4999: Books And Supplies Base \$9,960</p>

<p>(G) Provide collaboration time for district counselors to meet on a quarterly basis and share best practices and program successes emphasizing the needs and support for EL's, SED, and FY students and parents.</p>	<p>Freedom HS, Heritage HS, Liberty HS, and Independence HS</p>	<p><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 checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>(G.1) Schedule counselor release time and meeting location 1000-1999: Certificated Personnel Salaries Supplemental \$30,795</p>
<p>(H) School sites will evaluate existing programs, expand, explore, or create new programs that celebrate diversity, positive behavior and attendance, and address chronic absenteeism to foster an atmosphere of respect and civility among all students.</p>	<p>All Schools</p>	<p><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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) All significant subgroups</p>	<p>(H.1) Review, revise and continue attendance recognition program. Outreach to EL's, FY, SED students 4000-4999: Books And Supplies Supplemental \$25,000</p>
<p>(I) Administration will model respect and positive interaction with students, staff, and parents to foster an atmosphere of respect and civility among all students. Staff and Students will continue to receive training and presentations to help reduce student suspension and expulsion rates.</p>	<p>All Schools</p>	<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 Other Subgroups: (Specify)</p>	<p>(I.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 (I.2) Diversity and Inclusion Training 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$65,000 (I.3) Social Media and awareness training for admin, coaches and teachers. Speaker at PD. 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$10,000 (I.4) Address social media and respect and civility issues with students and community. Programs such as School Ambassador, Pause Before You Post, character ed, #ICANHELP, and others will be reviewed and considered. 4000-4999: Books And Supplies Supplemental \$10,000 (I.5) SDD Keynote speaker to focus on social and emotional needs and positive interactions and instructional strategies. 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$25,000</p>
<p>(J) Continue budget for campus climate activities to promote an atmosphere of respect and civility among all students to help reduce student suspension and expulsion rates. ie: staff/student leadership training.</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>(J.1) Implement site budget for activities 4000-4999: Books And Supplies Base \$13,884 (J.2) Implement site budget for activities 4000-4999: Books</p>

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	And Supplies Supplemental \$20,000
(K) School sites will examine Healthy Kids Survey (HKS) results as it relates to respect and civility issues among students.	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)	Healthy Kids Survey 5000-5999: Services And Other Operating Expenditures Base \$13,000
(L) Monitor financial decisions to ensure that they reflect alignment to operating budget to the LUHSD Strategic Plan and goals outlined in the LCAP.	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 the Accounting Technician Position 2000-2999: Classified Personnel Salaries Base \$63,000 Continue the Accounting Technician Position 3000-3999: Employee Benefits Base \$18,000
(M) Explore and implement funding options/sources to fund major facility improvement projects that are aligned to operating budget to the LUHSD Strategic Plan and goals outlined in the LCAP.	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 funding options to improve and expand facilities to address growth 5000-5999: Services And Other Operating Expenditures Base \$0.00
(N) Continue with the replacement, repair, and restore budget plan for facilities aligned to operating budget to the LUHSD Strategic Plan and goals outlined in the LCAP.	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	Continue to improve and expand facilities to address growth 5000-5999: Services And Other Operating Expenditures Base \$0.00

		_ Other Subgroups: (Specify)	
	All Schools	_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

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> <ul style="list-style-type: none"> • Meeting all state and federal accountability measures • Demonstrating student proficiency in all content standards • Increasing percentage of students who are college ready and UC/CSU eligible • Providing relevant curriculum, and instruction to expand, enrich, and support career opportunities and • Aligning operating budget to the LUHSD Strategic Plan and the goals outlined in the LCAP 	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input 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 style="text-align: center;">COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/></p> <p>Local : Specify <u>LUHSD Plan Goal #2</u> <u>& Title III Program Improvement Plan</u> <u>Goal 2c</u></p>
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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. The 2015 SBAC data is our baseline data:</p> <ul style="list-style-type: none"> o LUHSD Overall Scale Score for ELA was 2603 <ul style="list-style-type: none"> • 15% Not Met • 24% Nearly Met • 36% Met • 25% Exceeded o African-American <ul style="list-style-type: none"> • 28% Not Met • 30% Nearly Met • 26% Met • 13% Exceeded o Hispanic Latino <ul style="list-style-type: none"> • 21% Not Met • 31% Nearly Met • 31% Met • 15% Exceeded o Economically Disadvantaged <ul style="list-style-type: none"> • 24% Not Met • 29% Nearly Met • 32% Met • 13% Exceeded o LUHSD Overall Scale Score for Math was 2562 <ul style="list-style-type: none"> • 40% Not Met • 30% Nearly Met • 23% Met • 7% Exceeded o African-American <ul style="list-style-type: none"> • 56% Not Met • 24% Nearly Met • 15% Met
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- 3% Exceeded
- o Hispanic Latino
 - 51% Not Met
 - 29% Nearly Met
 - 17% Met
 - 3% Exceeded
- o Economically Disadvantaged
 - 51% Not Met
 - 30% Nearly Met
 - 15% Met
 - 3% Exceeded

*CAHSEE has been suspended and is no longer a viable metric for future data.

The percentage of students districtwide meeting UC/CSU coursework requirements at graduation is 45%. There is a gap in the percentage of students meeting this requirements:

- o African American- 36% of its population has UC/CSU requirements met (9% below district average)
- o Hispanic or Latino – 36% of its population has UC/CSU requirements met (9% below district average)
- o SED – 34% of its population has UC/CSU requirements met (11% below district average)
- o Students with Disabilities – 12% of its population has UC/CSU requirements met (33% below district average)

English Learners who are making progress towards English proficiency increased from 65.8% to 74.7%; a 9% increase.

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 522 to 532.

1330 Students took an AP test in the Spring of 2015 and the average pass rate with 3 or better is 60% districtwide. Students falling below that percentage are listed below:

- o African American – 39% (21% below district average)
- o Filipino – 65% (5% above the district average)
- o Hispanic or Latino – 58% (2% below the district average)
- o Two or more races – 59% (1% below the district average)
- o SED – 53% (7% below the district average)

The districtwide average for EAP readiness in English is 24% and Math 7%, and Conditionally Ready in English 35% and Math 23%. Students falling below that percentage are listed below:

- o African American – 13% ready in English and 2% ready in Math and Conditionally Ready in English 26% and Math 15%.
- o Hispanic or Latino - 15% ready in English and 3% ready in Math and Conditionally Ready in English 31% and Math 17%.
- o SED - 18% ready in English and 3% ready in Math and Conditionally Ready in English 32% and Math 15%.
- o ELs - 1% ready in English and 0% ready in Math and Conditionally Ready in English 8% and Math 0%.
- o Students with Disabilities - 5% ready in English and 2% ready in Math and Conditionally Ready in English 14% and Math 7%.
- o Foster youth - 0% ready in English and 0% ready in Math and Conditionally Ready in English 25% and Math 0%.

The number of students taking the SAT is 1132. The participation numbers are listed below:

- o African American – 105
- o Hispanic or Latino – 286
- o SED – 255
- o EL – 11
- o Students with Disabilities – 25
- o Foster youth – 3

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, 74.7%
- Meeting AMAO #2 – yes, 68.5%
- Meeting AMAO #3 – N/A.

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 91%. Students falling below this average include:

- African American – 82% (9% below the district average)
- SED – 85% (6% below the district average)
- EL – 87% (4% below the district average)
- Students with Disabilities – 76% (18% below the district average)

Cohort Dropout rates for LUHSD district is 3%. Student above this average include:

- Hispanic or Latino - 3
- African American - 6%
- Socio-Economically Disadvantaged - 6%
- Students with Special Needs - 6%

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: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • 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) • When the API (Academic Performance Index) is initiated, establish baseline metric (Priority 4B) • All students will participate in a broad course of study that includes all subject areas required in ed code (Priority 8) • Increase percentage of students completing graduation requirements needed for UC/CSU by 2% with special focus on African American, Hispanic or Latino, SED, and Students with Disabilities to reduce the achievement gap. (Priority 4C) • Increase EL percentage of students who make progress toward proficiency rate by 1% (Priority 4E) • Increase EL reclassification rate by 1% (Priority 4E) • Increase the number of students who have passed an advanced placement examination with a score of 3 or higher by 2% with special focus on African American, Hispanic or Latino, SED, EL, Students with Disabilities, and Foster Youth to reduce the achievement gap. (Priority 4F) • Increase the percentage of students who are "Ready"/"Conditionally Ready" who take the Early Assessment Program by 2% with a special focus on African American, Hispanic or Latino, SED, EL, Students with Disabilities, and Foster Youth to reduce the achievement gap. (Priority 4G) • Increase 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 4) • Increase 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) • Increase graduation rates by .5% for all students with specific focus on EL, SED, and Foster Youth to reduce the achievement gap (Priority 5E) • Decrease cohort dropout rates by .2% with specific focus on SED, Students with Disabilities, African American and Hispanic/Latino populations. (Priority 5D) • AMAO #3 measures the Reading and Math growth as determined by SBAC results (Priority 2, 4D) • 100% of teachers will be appropriately assigned (Priority 1) • Every pupil will have access to the standards-aligned instructional materials (Priority 1A) • Full implementation of academic standards and performance standards as adopted by the State Board as initially measured by course of study revisions and textbook adoption and implementation; future years as measured by classroom observation. (Priority 2A) • Programs listed in the action plan have been developed and provided to unduplicated pupils and individuals with exceptional needs. (Priority 7B,C) • All students participate in a broad course of study which includes all subject areas described in Section 51210 and 51220a, as applicable. (Priority 7A)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
(A) Provide professional development for teachers and administrators to support implementation of meeting all state and federal accountability measures accountability measures with a focus on EL, SED, FY and identified subgroups.	All Schools	<p><u>X</u> All</p> <p>OR:</p> <p>Low Income pupils</p> <p>English Learners</p> <p>Foster Youth</p> <p>Redesignated fluent English proficient</p>	<p>(A.1) Schedule Professional Development Day(s) as appropriate to focus on accountability assessments emphasizing CCSS and NGSS standards 1000-1999: Certificated Personnel Salaries Base \$321,312</p> <p>(A.2) Continued-- Schedule Professional Development Day(s) as</p>

		<p><u> </u> Other Subgroups: (Specify)</p>	<p>appropriate to focus on accountability assessments emphasizing CCSS and NGSS standards 3000-3999: Employee Benefits Base \$54,530.00</p>
<p>(B) Provide student targeted intervention to address learning gaps identified by state/district assessments with a focus on EL, SED, FY and identified subgroups to meet all state and federal accountability measures.</p>	<p>All Schools</p>	<p><u> </u> 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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>All significant subgroups</u></p>	<p>(B.1) Review and add additional online intervention programs- Apex - Title I 5000-5999: Services And Other Operating Expenditures Other \$13,539</p> <p>(B.2) Provide intervention classes: READ180, MATH 180, CAHSEE Test Prep, Intensified Algebra & Geometry, math support classes, tutorial support, credit recovery, English 3D EL Acad. Support, with targeted enrollment of EL, FY, SED and other identified sub-groups 3000-3999: Employee Benefits Supplemental 138,609</p> <p>(B.3) Provide intervention classes: READ180, MATH 180, CAHSEE Test Prep, Intensified Algebra & Geometry, math support classes, tutorial support, credit recovery, English 3D EL Acad. Support, with targeted enrollment of EL, FY, SED and other identified sub-groups 1000-1999: Certificated Personnel Salaries Supplemental \$540,000</p> <p>(B.4) Study Hall - Hire certificated staff to supervise and monitor Study Hall 1000-1999: Certificated Personnel Salaries Supplemental \$152,010</p> <p>(B.5) Provide field trip opportunities for EL, SED, FY students - 5000-5999: Services And Other Operating Expenditures Supplemental \$25,000</p> <p>(B.6) Continue Homework Extended Learning Program (HELP) 1000-1999: Certificated Personnel Salaries Supplemental \$6,842</p> <p>(B.7) Study Hall - Hire certificated staff to supervise and monitor Study Hall 3000-3999: Employee Benefits Supplemental \$62,460</p> <p>(B.8) Provide supplemental funds to each school site to use specifically for EL, FY, and low income students. Services and books and supplies 4000-4999: Books And Supplies Supplemental \$124,900</p>
<p>(C) Continue implementing and refining new CCSS and Next Generation Science Standards(NGSS) emphasizing student profeciency and literacy strategies across all content areas to demonstrate student proficiency in all content standards.</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> All OR: <u> </u> Low Income pupils <u> </u> English Learners Foster Youth <u> </u> Redesignated fluent</p>	<p>(C.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</p> <p>(C.2) Purchase new ELA textbooks, supplemental materials for alignment to CCSS and NGSS</p>

		<p>English proficient _ Other Subgroups: (Specify)</p>	<p>4000-4999: Books And Supplies Base \$1,300,000</p> <p>(C.3) Purchase new ELD textbooks/supplemental materials aligned to CCSS and NGSS 4000-4999: Books And Supplies Base/Supplemental \$400,000</p> <p>(C.4) Purchase new elective textbooks. 4000-4999: Books And Supplies Restricted Lottery \$200,000</p> <p>(C.5) 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>(C.6) Provide standards-aligned instructional materials to all students - replacements and growth. 4000-4999: Books And Supplies Base \$208,000</p> <p>(C.7) Provide supplemental standard-based instructional materials for targeted EL, SED, FY and other identified sub-groups of students. 4000-4999: Books And Supplies Base/Supplemental \$241,284</p> <p>continued with C.5 - Professional Development - Conference and travel, UC Regents - Educator Effectiveness 5000-5999: Services And Other Operating Expenditures Other \$65,000</p>
<p>(D) Require equal access to all courses for all students with a focus on under-represented and unduplicated students in AP and College Prep coursework to demonstrate student proficiency in all content standards.</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>(D.1) Provide student-centered master schedule based on student registrations, course sign-ups and course catalogs 4000-4999: Books And Supplies Base \$3,000</p> <p>(D.2) Continue revisions to course of study (COS) to ensure no barriers for student enrollment 4000-4999: Books And Supplies Base \$0.00</p> <p>(D.3) Purchase new Advanced Placement materials and textbooks 4000-4999: Books And Supplies Base \$100,000</p>
<p>(E) Align quarterly district assessments to the Common Core State Standards and NGSS to demonstrate student proficiency in all content standards.</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>(E.1) Provide professional development and teacher release time to revise assessments. 1000-1999: Certificated Personnel Salaries Base \$9,474</p> <p>(E.2) Continue contract for data management system to track student assessment data 5000-5999: Services And Other Operating Expenditures Base \$47,000</p>

<p>(F) Maintain and consider technology hardware and software for student/teacher use with assessments, curriculum and intervention courses to allow demonstration of student proficiencies in all content standards.</p>	<p>All Schools</p>	<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>(F.1) Continue the purchases of / reserves for computers/ software for classrooms and the Smarter Balanced Assessment-- reserve to replenish devices Other \$500,000 (F.2) Continue contract for plagiarism software for teacher use - TURNITIN 5000-5999: Services And Other Operating Expenditures Supplemental \$34,843 (F.3) Purchase computers/software for EL classrooms 5000-5999: Services And Other Operating Expenditures Supplemental \$25,000 (F.4) Maintain software support for the "READ180 Next Generation" reading program. 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$50,000 (F.5) Purchase Math 180 software program for special education students and pilot program for general education students 5000-5999: Services And Other Operating Expenditures Supplemental \$50,000</p>
<p>(G) Increase mentoring of English Learner / SPEL students to demonstrate student proficiency in all content standards.</p>	<p>All Schools</p>	<p><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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with Disabilities</p>	<p>(G.1) Continue & evaluate "Keys To Your Success" program 5000-5999: Services And Other Operating Expenditures Supplemental \$90,874 (G.2) Apex online credit recovery program for use with EL, SED, FY -see above 5000-5999: Services And Other Operating Expenditures Supplemental \$15,000</p>
<p>(H) LUHSD teachers will be highly qualified and CLAD credentialed to foster student proficiency in all content standards.</p>	<p>All Schools</p>	<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>(H.1) Recruit and hire Highly Qualified, CLAD certificated teachers 4000-4999: Books And Supplies Base \$10,000 (H.2) Provide BTSA teachers & support 1000-1999: Certificated Personnel Salaries Base \$180,000</p>
<p>(I) Prepare students for SAT/ACT/AP examinations to demonstrate student proficiency in all content standards.</p>	<p>All Schools</p>	<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</p>	<p>(I.1) Continue sections of SAT/ACT prep class. 1000-1999: Certificated Personnel Salaries Supplemental \$40,000 (I.2) Continue/Expand AP course offerings and training 4000-4999: Books And Supplies Base \$30,000 (I.3) All counselors will work with families of targeted students</p>

		English proficient _ Other Subgroups: (Specify)	for increased enrollment in AP courses 1000-1999: Certificated Personnel Salaries Supplemental \$0.00 (I.4) SAT/ACT Prep courses - Princeton review HHS LHS 5000-5999: Services And Other Operating Expenditures Supplemental 40,000
(J) Increase opportunities for students and parents to visit colleges to increase graduation rates and college interest while increasing percentage of students who are college ready and UC/CSU eligible.	All Schools	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(J.1) Expand PUSH classes 4000-4999: Books And Supplies Supplemental \$4000 (J.2) Expand PUSH classes 66% 1000-1999: Certificated Personnel Salaries Supplemental \$58,856 (J.3) Expand PUSH classes 3000-3999: Employee Benefits Supplemental \$17,292
(K) Continue with District College/Career Counselor position to assist Foster Youth, EL, SED students to increase graduation rates, increase percentage of students who are college ready and UC/CSU eligible, and reduce dropout rates.	Freedom HS, Heritage HS, and Liberty HS	_ 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 checked="" type="checkbox"/> Other Subgroups: (Specify) All significant subgroups	(K.1) Maintain 3 "Targeted Assistance" counselors-Add 3 counselors. 1000-1999: Certificated Personnel Salaries Supplemental \$429,249 (K.2) Maintain 3 "Targeted Assistance" counselors-Add 3 counselors. 3000-3999: Employee Benefits Supplemental \$71,957
(L) Maintain, increase and educate adult intervention, mentoring and support to increase percentage of students who are college ready and UC/CSU eligible.	All Schools	_ 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 <input checked="" type="checkbox"/> Other Subgroups: (Specify)	(L.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 (L.2) Hire 1.0 FTE School Psychologist, to the existing 0.4FTE Psychologist 1000-1999: Certificated Personnel Salaries Supplemental \$119,459 (L.3) Hire 1.0 FTE School Psychologist, to the existing 0.4FTE Psychologist 3000-3999: Employee Benefits Supplemental \$42,818 (L.4) Mental Health counseling interns (MFTS) hours increased to 20 hours per week at comprehensive sites and to 10 hours per week at alternative sites. 5000-5999: Services

			<p>And Other Operating Expenditures Supplemental \$50,000</p> <p>(L.5) Suicide prevention and bullying training for staff and teachers. Supplemental \$20,000</p> <p>(L.6) Provide interpreters and document translation for parents 5000-5999: Services And Other Operating Expenditures Supplemental \$5,000</p> <p>(L.7) Provide EL students bus tickets for specialized level 1 & 2 ELD program 5000-5999: Services And Other Operating Expenditures Supplemental \$20,000</p> <p>(L.8) Add 1.0 FTE Campus Supervisor to existing 2.0 FTE added in 2015-16 2000-2999: Classified Personnel Salaries Supplemental \$130,620</p> <p>(L.9) Hire 3 additional College and Career Center Technicians Supplemental \$181,819</p> <p>(L.10) 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</p>
<p>(M) Increase percentage of students enrolled in AP courses with special focus on EL's, FY, SED and significant sub-groups to also increase percentage of students who are college ready and UC/CSU eligible.</p>	<p>All Schools</p>	<p><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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>(M.1) All counselors will work with families of targeted students for increased enrollment in AP courses 1000-1999: Certificated Personnel Salaries Base \$112,489</p>
<p>(N) Expand, enrich, and support career pathways to increase students' opportunity to have real world experiences, meet industry standards, and enroll in capstone courses to provide relevant curriculum and instruction to expand, enrich, and support career opportunities.</p>	<p>All Schools</p>	<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>(N.1) Continue to provide professional development and release time for CTE teachers 2000-2999: Classified Personnel Salaries Base \$4,060</p> <p>(N.2) Continue ROP Program/Courses 1000-1999: Certificated Personnel Salaries Base \$726,810</p> <p>(N.3) Career capstone and internships will be researched and considered for expansion at school sites. 4000-4999: Books And Supplies Base \$0.00</p> <p>(N.4) continued -- Continue ROP Program/Courses 3000-3999: Employee Benefits Other 45,508</p>
<p>(O) Provide collaboration time for C.T.E. and academic core teachers to align standards and curriculums w/</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> All OR:</p>	<p>(O.1) Continue articulation time with local community colleges/ business community</p>

<p>community college for articulated courses to provide relevant curriculum and instruction to expand, enrich, and support career opportunities.</p>		<p><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>4000-4999: Books And Supplies Base \$4,466</p>
<p>(P) Expand the work experience (WE) program to providing relevant curriculum and instruction to expand, enrich, and support career opportunities.</p>	<p>All Schools</p>	<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>(P.1) Continue to explore additional staffing for release periods for WE coordinator 1000-1999: Certificated Personnel Salaries Base \$40,381</p>
<p>(Q) Continue adoption of positive budget certification to align operating budget to the LUHSD Strategic Plan and the goals outlined in the LCAP.</p>	<p>All Schools</p>	<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>(Q.1) Maintain 3% reserve as recommended by CDE 0000: Unrestricted Other \$0.00</p>

LCAP Year 2: 2017-18

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| <p>Expected Annual Measurable Outcomes:</p> | <ul style="list-style-type: none"> • 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) • When the API (Academic Performance Index) is initiated, establish baseline metric (Priority 4B) • All students will participate in a broad course of study that includes all subject areas required in ed code (Priority 8) • Increase percentage of students completing graduation requirements needed for UC/CSU by 2% with special focus on African American, Hispanic or Latino, SED, and Students with Disabilities to reduce the achievement gap. (Priority 4C) • Increase EL percentage of students who make progress toward proficiency rate by 1% (Priority 4E) • Increase EL reclassification rate by 1% (Priority 4E) • Increase the number of students who have passed an advanced placement examination with a score of 3 or higher by 2% with special focus on African American, Hispanic or Latino, SED, EL, Students with Disabilities, and Foster Youth to reduce the achievement gap. (Priority 4F) • Increase the percentage of students who are "Ready"/"Conditionally Ready" who take the Early Assessment Program by 2% with a special focus on African American, Hispanic or Latino, SED, EL, Students with Disabilities, and Foster Youth to reduce the achievement gap. (Priority 4G) • Increase 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 4) • Increase 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) • Increase graduation rates by .5% for all students with specific focus on EL, SED, and Foster Youth to reduce the achievement gap (Priority 5E) • Decrease cohort dropout rates by .2% with specific focus on SED, Students with Disabilities, African American and Hispanic/Latino populations. (Priority 5D) • AMAO #3 measures the Reading and Math growth as determined by SBAC results (Priority 2, 4D) • 100% of teachers will be appropriately assigned (Priority 1) • Every pupil will have access to the standards-aligned instructional materials (Priority 1A) • Full implementation of academic standards and performance standards as adopted by the State Board as initially measured by course of study revisions and textbook adoption and implementation; future years as measured by classroom observation. (Priority 2A) • Programs listed in the action plan have been developed and provided to unduplicated pupils and individuals with exceptional needs. (Priority 7B,C) • All students participate in a broad course of study which includes all subject areas described in Section 51210 and 51220a, as applicable. (Priority 7A) |
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
(A) Provide professional development for teachers and administrators to support implementation of meeting all state and federal accountability measures accountability measures with a focus on EL, SED, FY and identified subgroups.	All Schools	<p><u>X</u> All</p> <p>OR:</p> <p>Low Income pupils</p> <p>English Learners</p> <p>Foster Youth</p> <p>Redesignated fluent English proficient</p>	<p>(A.1) Schedule Professional Development Day(s) as appropriate to focus on accountability assessments emphasizing CCSS and NGSS standards 1000-1999: Certificated Personnel Salaries Base \$321,312</p> <p>(A.2) Continued-- Schedule Professional Development Day(s) as</p>

		Other Subgroups: (Specify)	appropriate to focus on accountability assessments emphasizing CCSS and NGSS standards 3000-3999: Employee Benefits Base \$54,530.00
(B) Provide student targeted intervention to address learning gaps identified by state/district assessments with a focus on EL, SED, FY and identified subgroups to meet all state and federal accountability measures.	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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>All significant subgroups</u>	(B.1) Review and add additional online intervention programs- Apex - Title I 5000-5999: Services And Other Operating Expenditures Other \$13,539 (B.2) (B.3) Provide intervention classes: READ180, MATH 180, CAHSEE Test Prep, Intensified Algebra & Geometry, math support classes, tutorial support, credit recovery, English 3D EL Acad. Support, with targeted enrollment of EL, FY, SED and other identified sub-groups 3000-3999: Employee Benefits Supplemental \$138,609 (B.3) Provide intervention classes: READ180, MATH 180, CAHSEE Test Prep, Intensified Algebra & Geometry, math support classes, tutorial support, credit recovery, English 3D EL Acad. Support, with targeted enrollment of EL, FY, SED and other identified sub-groups 1000-1999: Certificated Personnel Salaries Supplemental \$540,000 (B.4) Study Hall - Hire certificated staff to supervise and monitor Study Hall 1000-1999: Certificated Personnel Salaries Supplemental \$152,010 (B.5) Provide field trip opportunities for EL, SED, FY students - 5000-5999: Services And Other Operating Expenditures Supplemental \$25,000 (B.6) Continue Homework Extended Learning Program (HELP) 1000-1999: Certificated Personnel Salaries Supplemental \$6842 (B.7) Study Hall - Hire certificated staff to supervise and monitor Study Hall 3000-3999: Employee Benefits Supplemental \$62,460 (B.8) Provide supplemental funds to each school site to use specifically for EL, FY, and low income students. Services and books and supplies 4000-4999: Books And Supplies Supplemental \$124,900
(C) Continue implementing and refining new CCSS and Next Generation Science Standards(NGSS) emphasizing student proficiency and literacy strategies across all content areas to demonstrate student	All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	(C.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

<p>proficiency in all content standards.</p>		<p>Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>(C.2) Purchase new ELA textbooks, supplemental materials for alignment to CCSS and NGSS 4000-4999: Books And Supplies Base \$1,300,000</p> <p>(C.3) Purchase new ELD textbooks/supplemental materials aligned to CCSS and NGSS 4000-4999: Books And Supplies Base/Supplemental \$400,000</p> <p>(C.4) Purchase new elective textbooks. 4000-4999: Books And Supplies Restricted Lottery \$200,000</p> <p>(C.5) 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>(C.6) Provide standards-aligned instructional materials to all students - replacements and growth. 4000-4999: Books And Supplies Base \$208,000</p> <p>(C.7) Provide supplemental standard-based instructional materials for targeted EL, SED, FY and other identified sub-groups of students. 4000-4999: Books And Supplies Base/Supplemental \$241,284</p> <p>continued with C.5 - Professional Development - Conference and travel, UC Regents - Educator Effectiveness 5000-5999: Services And Other Operating Expenditures Other \$65,000</p>
<p>(D) Require equal access to all courses for all students with a focus on under-represented and unduplicated students in AP and College Prep coursework to demonstrate student proficiency in all content standards.</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>(D.1) Provide student-centered master schedule based on student registrations, course sign-ups and course catalogs 4000-4999: Books And Supplies Base \$3,000</p> <p>(D.2) Continue revisions to course of study (COS) to ensure no barriers for student enrollment 4000-4999: Books And Supplies Base \$0.00</p> <p>(D.3) Purchase new Advanced Placement materials and textbooks 4000-4999: Books And Supplies Base \$100,000</p>
<p>(E) Align quarterly district assessments to the Common Core State Standards and NGSS to demonstrate student proficiency in all content standards.</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient</p>	<p>(E.1) Provide professional development and teacher release time to revise assessments. 1000-1999: Certificated Personnel Salaries Base \$9,474</p> <p>(E.2) Continue contract for data management system to track student assessment data 5000-5999: Services And Other Operating Expenditures Base \$47,000</p>

		Other Subgroups: (Specify)	
(F) Maintain and consider technology hardware and software for student/teacher use with assessments, curriculum and intervention courses to allow demonstration of student proficiencies in all content standards.	All Schools	<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)	(F.1) Continue the purchases of / reserves for computers/software for classrooms and the Smarter Balanced Assessment-- reserve to replenish devices 0000: Unrestricted Other \$500,000 (F.2) Continue contract for plagiarism software for teacher use - TURNITIN 5000-5999: Services And Other Operating Expenditures Supplemental \$34,843 (F.3) Purchase computers/software for EL classrooms 5000-5999: Services And Other Operating Expenditures Supplemental \$25,000 (F.4) Maintain software support for the "READ180 Next Generation" reading program. 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$50,000 (F.5) Purchase Math 180 software program for special education students and pilot program for general education students 5000-5999: Services And Other Operating Expenditures Supplemental \$50,000
(G) Increase mentoring of English Learner / SPEL students to demonstrate student proficiency in all content standards.	All Schools	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 checked="" type="checkbox"/> Other Subgroups: (Specify) Students with Disabilities	(G.1) Continue & evaluate "Keys To Your Success" program 5000-5999: Services And Other Operating Expenditures Supplemental \$90,874 (G.2) Apex online credit recovery program for use with EL, SED, FY -see above 5000-5999: Services And Other Operating Expenditures Supplemental \$15,000
(H) LUHSD teachers will be highly qualified and CLAD credentialed to foster student proficiency in all content standards.	All Schools	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	(H.1) Recruit and hire Highly Qualified, CLAD certificated teachers 4000-4999: Books And Supplies Base \$10,000 (H.2) Provide BTSA teachers & support 1000-1999: Certificated Personnel Salaries Base \$180,000
(I) Prepare students for SAT/ACT/AP examinations to	All	<input checked="" type="checkbox"/> All	(I.1) Continue sections of SAT/ACT prep class. 1000-1999:

<p>demonstrate student proficiency in all content standards.</p>	<p>Schools</p>	<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Certificated Personnel Salaries Supplemental \$40,000 (I.2) Continue/Expand AP course offerings and training 4000-4999: Books And Supplies Base \$30,000 (I.3) All counselors will work with families of targeted students for increased enrollment in AP courses 0000: Unrestricted Base 0.00 I.4 SAT/ACT Prep courses - Princeton review HHS LHS 5000-5999: Services And Other Operating Expenditures Supplemental 40,000</p>
<p>(J) Increase opportunities for students and parents to visit colleges to increase graduation rates and college interest while increasing percentage of students who are college ready and UC/CSU eligible.</p>	<p>All Schools</p>	<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>(J.1) Expand PUSH classes 4000-4999: Books And Supplies Supplemental \$4000 (J.2) Expand PUSH classes 66% 1000-1999: Certificated Personnel Salaries Supplemental \$58,856 (J.3) Expand PUSH classes 3000-3999: Employee Benefits Supplemental \$17,292</p>
<p>(K) Continue with District College/Career Counselor position to assist Foster Youth, EL, SED students to increase graduation rates, increase percentage of students who are college ready and UC/CSU eligible, and reduce dropout rates.</p>	<p>Freedom HS, Heritage HS, and Liberty HS</p>	<p><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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>All significant subgroups</u></p>	<p>Maintain Counselors 1000-1999: Certificated Personnel Salaries Supplemental \$450,000 Maintain Counselors 3000-3999: Employee Benefits Supplemental \$80,000</p>
<p>(L) Maintain, increase and educate adult intervention, mentoring and support to increase percentage of students who are college ready and UC/CSU eligible.</p>	<p>All Schools</p>	<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>L1.Continue Stipend positions 2000-2999: Classified Personnel Salaries Supplemental \$9162 L2.Psychologists 1000-1999: Certificated Personnel Salaries Supplemental \$125,000 L3.Psychologists 3000-3999: Employee Benefits Supplemental \$45,000 L4.Mental Health counseling interns 5000-5999: Services And Other Operating Expenditures Supplemental \$65,000 L5. Suicide Training for staff and students 5000-5999: Services And Other Operating Expenditures Supplemental \$20,000</p>

			<p>L6. Interpreters for meetings and document translation 5000-5999: Services And Other Operating Expenditures Supplemental \$5,000</p> <p>L7. Bus passes - transportation to specialized EL program 5000-5999: Services And Other Operating Expenditures Supplemental \$20,000</p> <p>L8. Campus Supervisors added in 15-16 and 16-17 2000-2999: Classified Personnel Salaries Supplemental \$135,000</p> <p>L9 College and Career Center Technicians 2000-2999: Classified Personnel Salaries Supplemental \$195,000</p> <p>L10. Provide professional development for counselors, teachers, support providers, and administrators to focus on the needs of EL, Low Income, Homeless and Foster Youth 5000-5999: Services And Other Operating Expenditures Supplemental \$35,000</p>
<p>(M) Increase percentage of students enrolled in AP courses with special focus on EL's, FY, SED and significant sub-groups to also increase percentage of students who are college ready and UC/CSU eligible.</p>	<p>All Schools</p>	<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>M1. Call Counselors will work with families of targets students for increased enrollment to AP courses - see in goal 2 K 1 1000-1999: Certificated Personnel Salaries Supplemental \$0.00</p>
<p>(N) Expand, enrich, and support career pathways to increase students' opportunity to have real world experiences, meet industry standards, and enroll in capstone courses to provide relevant curriculum and instruction to expand, enrich, and support career opportunities.</p>	<p>All Schools</p>	<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>N1. continue PD for CTE teachers - release time 1000-1999: Certificated Personnel Salaries Base \$5000</p> <p>N2. Continue ROP programs and courses- CTEIG 6397 resource 1000-1999: Certificated Personnel Salaries Other \$800,000</p> <p>N2. Continue ROP programs and courses- CTEIG 6397 resource 3000-3999: Employee Benefits Base \$135,768</p> <p>N3 Career capstone and internships will be expanded at school sites 5000-5999: Services And Other Operating Expenditures Base \$5000</p>
<p>(O) Provide collaboration time for C.T.E. and academic core teachers to align standards and curriculums w/ community college for articulated courses to provide relevant curriculum and instruction to expand, enrich, and support career opportunities.</p>	<p>All Schools</p>	<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</p>	<p>O1. Continue articulation with time with local community colleges and businesses 4000-4999: Books And Supplies Base \$5000</p>

		English proficient _ Other Subgroups: (Specify)	
(P) Expand the work experience (WE) program to providing relevant curriculum and instruction to expand, enrich, and support career opportunities.	All Schools	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	P1. Continue to explore additional staffing for release time for WE coordinator 1000-1999: Certificated Personnel Salaries Base \$45000
(Q) Continue adoption of positive budget certification to align operating budget to the LUHSD Strategic Plan and the goals outlined in the LCAP.	All Schools	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Q.1) Maintain 3% reserve as recommended by CDE 0000: Unrestricted Other \$2,588,137

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • 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) • When the API (Academic Performance Index) is initiated, establish baseline metric (Priority 4B) • All students will participate in a broad course of study that includes all subject areas required in ed code (Priority 8) • Increase percentage of students completing graduation requirements needed for UC/CSU by 2% with special focus on African American, Hispanic or Latino, SED, and Students with Disabilities to reduce the achievement gap. (Priority 4C) • Increase EL percentage of students who make progress toward proficiency rate by 1% (Priority 4E) • Increase EL reclassification rate by 1% (Priority 4E) • Increase the number of students who have passed an advanced placement examination with a score of 3 or higher by 2% with special focus on African American, Hispanic or Latino, SED, EL, Students with Disabilities, and Foster Youth to reduce the achievement gap. (Priority 4F) • Increase the percentage of students who are "Ready"/"Conditionally Ready" who take the Early Assessment Program by 2% with a special focus on African American, Hispanic or Latino, SED, EL, Students with Disabilities, and Foster Youth to reduce the achievement gap. (Priority 4G) • Increase 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 4) • Increase 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) • Increase graduation rates by .5% for all students with specific focus on EL, SED, and Foster Youth to reduce the achievement gap (Priority 5E) • Decrease cohort dropout rates by .2% with specific focus on SED, Students with Disabilities, African American and Hispanic/Latino populations. (Priority 5D) • AMAO #3 measures the Reading and Math growth as determined by SBAC results (Priority 2, 4D) • 100% of teachers will be appropriately assigned (Priority 1) • Every pupil will have access to the standards-aligned instructional materials (Priority 1A) • Full implementation of academic standards and performance standards as adopted by the State Board as initially measured by course of study revisions and textbook adoption and implementation; future years as measured by classroom observation. (Priority 2A) • Programs listed in the action plan have been developed and provided to unduplicated pupils and individuals with exceptional needs. (Priority 7B,C) • All students participate in a broad course of study which includes all subject areas described in Section 51210 and 51220a, as applicable. (Priority 7A)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
(A) Provide professional development for teachers and administrators to support implementation of meeting all state and federal accountability measures accountability measures with a focus on EL, SED, FY and identified subgroups.	All Schools	<p><u>X</u> All</p> <p>OR:</p> <p>Low Income pupils</p> <p>English Learners</p> <p>Foster Youth</p> <p>Redesignated fluent English proficient</p>	<p>(A.1) Schedule Professional Development Day(s) as appropriate to focus on accountability assessments emphasizing CCSS and NGSS standards</p> <p>1000-1999: Certificated Personnel Salaries Base \$321,312</p> <p>(A.2) Continued-- Schedule Professional Development Day(s) as</p>

		Other Subgroups: (Specify)	appropriate to focus on accountability assessments emphasizing CCSS and NGSS standards 3000-3999: Employee Benefits Base \$54,530.00
(B) Provide student targeted intervention to address learning gaps identified by state/district assessments with a focus on EL, SED, FY and identified subgroups to meet all state and federal accountability measures.	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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>All significant subgroups</u>	(B.1) Review and add additional online intervention programs- Apex - Title I 5000-5999: Services And Other Operating Expenditures Other \$13,539 (B.2) (B.3) Provide intervention classes: READ180, MATH 180, CAHSEE Test Prep, Intensified Algebra & Geometry, math support classes, tutorial support, credit recovery, English 3D EL Acad. Support, with targeted enrollment of EL, FY, SED and other identified sub-groups 3000-3999: Employee Benefits Supplemental 138,609 (B.3) Provide intervention classes: READ180, MATH 180, CAHSEE Test Prep, Intensified Algebra & Geometry, math support classes, tutorial support, credit recovery, English 3D EL Acad. Support, with targeted enrollment of EL, FY, SED and other identified sub-groups 1000-1999: Certificated Personnel Salaries Supplemental \$540,000 (B.4) Study Hall - Hire certificated staff to supervise and monitor Study Hall 1000-1999: Certificated Personnel Salaries Supplemental \$152,010 (B.5) Provide field trip opportunities for EL, SED, FY students - 5000-5999: Services And Other Operating Expenditures Supplemental \$25,000 (B.5) Continue Homework Extended Learning Program (HELP) 1000-1999: Certificated Personnel Salaries Supplemental \$6842 (B.6) Study Hall - Hire certificated staff to supervise and monitor Study Hall 3000-3999: Employee Benefits Supplemental \$62,460 (B.7) Provide supplemental funds to each school site to use specifically for EL, FY, and low income students. Services and books and supplies 4000-4999: Books And Supplies Supplemental \$124,900
(C) Continue implementing and refining new CCSS and Next Generation Science Standards(NGSS) emphasizing student profeciency and literacy strategies across all content areas to demonstrate student	All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	(C.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

<p>proficiency in all content standards.</p>		<p>Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>(C.2) Purchase new ELA textbooks, supplemental materials for alignment to CCSS and NGSS 4000-4999: Books And Supplies Base \$1,300,000</p> <p>(C.3) Purchase new ELD textbooks/supplemental materials aligned to CCSS and NGSS 4000-4999: Books And Supplies Base/Supplemental \$400,000</p> <p>(C.4) Purchase new elective textbooks. 4000-4999: Books And Supplies Restricted Lottery \$200,000</p> <p>(C.5) 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>(C.6) Provide standards-aligned instructional materials to all students - replacements and growth. 4000-4999: Books And Supplies Base \$208,000</p> <p>(C.7) Provide supplemental standard-based instructional materials for targeted EL, SED, FY and other identified sub-groups of students. 4000-4999: Books And Supplies Base/Supplemental \$241,284</p> <p>continued with C.5 - Professional Development - Conference and travel, UC Regents - Educator Effectiveness 5000-5999: Services And Other Operating Expenditures Other \$65,000</p>
<p>(D) Require equal access to all courses for all students with a focus on under-represented and unduplicated students in AP and College Prep coursework to demonstrate student proficiency in all content standards.</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>(D.1) Provide student-centered master schedule based on student registrations, course sign-ups and course catalogs 4000-4999: Books And Supplies Base \$3,000</p> <p>(D.2) Continue revisions to course of study (COS) to ensure no barriers for student enrollment 0000: Unrestricted Base \$0.00</p> <p>(D.3) Purchase new Advanced Placement materials and textbooks 4000-4999: Books And Supplies Base \$100,000</p>
<p>(E) Align quarterly district assessments to the Common Core State Standards and NGSS to demonstrate student proficiency in all content standards.</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient</p>	<p>(E.1) Provide professional development and teacher release time to revise assessments. 1000-1999: Certificated Personnel Salaries Base \$9,474</p> <p>(E.2) Continue contract for data management system to track student assessment data 5000-5999: Services And Other Operating Expenditures Base \$47,000</p>

		Other Subgroups: (Specify)	
(F) Maintain and consider technology hardware and software for student/teacher use with assessments, curriculum and intervention courses to allow demonstration of student proficiencies in all content standards.	All Schools	<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)	(F.1) Continue the purchases of / reserves for computers/software for classrooms and the Smarter Balanced Assessment-- reserve to replenish devices 0000: Unrestricted Other \$500,000 (F.2) Continue contract for plagiarism software for teacher use - TURNITIN 5000-5999: Services And Other Operating Expenditures Supplemental \$34,843 (F.3) Purchase computers/software for EL classrooms 5000-5999: Services And Other Operating Expenditures Supplemental \$25,000 (F.4) Maintain software support for the "READ180 Next Generation" reading program. 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$50,000 (F.5) Purchase Math 180 software program for special education students and pilot program for general education students 5000-5999: Services And Other Operating Expenditures Supplemental \$50,000
(G) Increase mentoring of English Learner / SPEL students to demonstrate student proficiency in all content standards.	All Schools	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 checked="" type="checkbox"/> Other Subgroups: (Specify) Students with Disabilities	(G.1) Continue & evaluate "Keys To Your Success" program 5000-5999: Services And Other Operating Expenditures Supplemental \$90,874 (G.2) Apex online credit recovery program for use with EL, SED, FY -see above 5000-5999: Services And Other Operating Expenditures Supplemental \$15,000
(H) LUHSD teachers will be highly qualified and CLAD credentialed to foster student proficiency in all content standards.	All Schools	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	(H.1) Recruit and hire Highly Qualified, CLAD certificated teachers 4000-4999: Books And Supplies Base \$10,000 (H.2) Provide BTSA teachers & support 1000-1999: Certificated Personnel Salaries Base \$180,000
(I) Prepare students for SAT/ACT/AP examinations to	All	<input checked="" type="checkbox"/> All	(I.1) Continue sections of SAT/ACT prep class. 1000-1999:

<p>demonstrate student proficiency in all content standards.</p>	<p>Schools</p>	<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Certificated Personnel Salaries Supplemental \$40,000 (I.2) Continue/Expand AP course offerings and training 4000-4999: Books And Supplies Base \$30,000 (I.3) All counselors will work with families of targeted students for increased enrollment in AP courses 0000: Unrestricted Base \$0.00 (I.4) SAT/ACT Prep courses - Princeton review HHS LHS 5000-5999: Services And Other Operating Expenditures Supplemental \$40,000</p>
<p>(J) Increase opportunities for students and parents to visit colleges to increase graduation rates and college interest while increasing percentage of students who are college ready and UC/CSU eligible.</p>	<p>All Schools</p>	<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) <u>As a result of state assessments</u></p>	<p>(J.1) Expand PUSH classes 4000-4999: Books And Supplies Supplemental \$4000 (J.2) Expand PUSH classes 66% 1000-1999: Certificated Personnel Salaries Supplemental \$58,856 (J.3) Expand PUSH classes 3000-3999: Employee Benefits Supplemental \$17,292</p>
<p>(K) Continue with District College/Career Counselor position to assist Foster Youth, EL, SED students to increase graduation rates, increase percentage of students who are college ready and UC/CSU eligible, and reduce dropout rates.</p>	<p>Freedom HS, Heritage HS, and Liberty HS</p>	<p><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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>All significant subgroups</u></p>	<p>K.1. Maintain Counselors 1000-1999: Certificated Personnel Salaries Supplemental \$450,000 K.1. Maintain Counselors 3000-3999: Employee Benefits Supplemental \$90000</p>
<p>(L) Maintain, increase and educate adult intervention, mentoring and support to increase percentage of students who are college ready and UC/CSU eligible.</p>	<p>All Schools</p>	<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>L1. Stipend positions 1000-1999: Certificated Personnel Salaries Supplemental \$10000 L2. Psychologists 1000-1999: Certificated Personnel Salaries Supplemental \$125,000 L2. Psychologists 3000-3999: Employee Benefits Supplemental \$45,000 L3. Mental health Counseling 5000-5999: Services And Other Operating Expenditures Supplemental \$65000 L4. Continue Suicide training 4000-4999: Books And Supplies Supplemental \$20,000</p>

			<p>L5 Interpreters for meetings and document translations 5000-5999: Services And Other Operating Expenditures Supplemental \$5000</p> <p>L6. Bus passes 5000-5999: Services And Other Operating Expenditures Supplemental \$20000</p> <p>L8. Campus Supervisors 2000-2999: Classified Personnel Salaries Supplemental \$135,000</p> <p>L9. Career Center Technicians 2000-2999: Classified Personnel Salaries Supplemental \$195,000</p> <p>L10. Professional development for counselors, career coordinators and other staff to focus on the needs of EL, Low Income, Homeless and Foster Youth 5000-5999: Services And Other Operating Expenditures Supplemental \$35000</p>
<p>(M) Increase percentage of students enrolled in AP courses with special focus on EL's, FY, SED and significant sub-groups to also increase percentage of students who are college ready and UC/CSU eligible.</p>	<p>All Schools</p>	<p><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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>M1 Counselors working with families of targeted students to increase enrollment to AP courses 1000-1999: Certificated Personnel Salaries Supplemental \$0.00</p>
<p>(N) Expand, enrich, and support career pathways to increase students' opportunity to have real world experiences, meet industry standards, and enroll in capstone courses to provide relevant curriculum and instruction to expand, enrich, and support career opportunities.</p>	<p>All Schools</p>	<p><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)</p>	<p>N1. Continue PD for CTE teachers 4000-4999: Books And Supplies Base \$5000</p> <p>N2. Continue ROP/CTE courses 1000-1999: Certificated Personnel Salaries Other \$800,000</p> <p>N2. Continue ROP/CTE courses 3000-3999: Employee Benefits Other 136,000</p>
<p>(O) Provide collaboration time for C.T.E. and academic core teachers to align standards and curriculums w/ community college for articulated courses to provide relevant curriculum and instruction to expand, enrich, and support career opportunities.</p>	<p>All Schools</p>	<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>Continue Articulation with community colleges and business 4000-4999: Books And Supplies Base \$5000</p>

<p>(P) Expand the work experience (WE) program to providing relevant curriculum and instruction to expand, enrich, and support career opportunities.</p>	<p>All Schools</p>	<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>P1. Continue WE coordinator 1000-1999: Certificated Personnel Salaries Base \$45000</p>
<p>(Q) Continue adoption of positive budget certification to align operating budget to the LUHSD Strategic Plan and the goals outlined in the LCAP.</p>	<p>All Schools</p>	<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>(Q.1) Maintain 3% reserve as recommended by CDE 0000: Unrestricted Base \$2,655,425</p>

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: <ul style="list-style-type: none"> • Enhancing communication, partnerships, and collaboration among staff, parents, and students • Expanding parent involvement • Increasing communication and collaboration with our business and community organizations and • Aligning operating budget to the LUHSD Strategic Plan and the goals outlined in the LCAP 	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>Specify LUHSD Strategic Plan Goal #3</u>
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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.
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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
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LCAP Year 1: 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% (Priority 4C, 8) Increase number of school site parent workshops focusing on unduplicated parents or online resources for unduplicated parents by .5% (Priority 3B,C, 8)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
(A) Monitor and evaluate parent/community liaison stipend position for under-represented student populations to enhancing communication, partnerships, and collaboration among staff, parents, and students.	Freedom HS, Heritage HS, and Liberty HS	_ 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 checked="" type="checkbox"/> Other Subgroups: (Specify) All significant subgroups	(A.1) Continue & evaluate position to serve as parent liaison for English Learner students/parents 2000-2999: Classified Personnel Salaries Supplemental \$6000 (A.1) Continue & evaluate position to serve as parent liaison for English Learner students/parents 3000-3999: Employee Benefits Supplemental \$1,371

<p>(B) Expand, develop, and provide parent education programs to support student success by enhancing communication, partnerships, and collaboration among staff, parents, and students.</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>(B.1) Continue parent volunteer program at each site (stipend) 2000-2999: Classified Personnel Salaries Base \$5,000</p> <p>(B.2) Continue parent training to increase access to their students' records 5000-5999: Services And Other Operating Expenditures Base \$6,000</p> <p>(B.1) Continue parent volunteer program at each site (stipend) 3000-3999: Employee Benefits Base \$1142</p>
<p>(C) Expand parent involvement and increase parent visitations to school sites and provide courses (ex. Parent University) for all parent support groups with specific emphasis on groups such as African American, English Learner, SPED, and Foster Youth.</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>(C.1) "Take Your Parent to School Day" by providing opportunities for parent tours of classrooms and programs during school hours 4000-4999: Books And Supplies Supplemental \$3,000</p> <p>(C.2) School sites will schedule Parent University evening workshops 4000-4999: Books And Supplies Supplemental \$6,000</p> <p>(C.3) Continue with 2 career technicians for each comprehensive site to focus on parent communication and information, registration and requirements for college application process. 2000-2999: Classified Personnel Salaries Supplemental \$134,599</p> <p>(C.4) Continue with 2 career technicians for each comprehensive site to focus on parent communication and information, registration and requirements for college application process. 3000-3999: Employee Benefits Supplemental 63,517</p>
<p>(D) Explore ways to strengthen, increase, and facilitate two way business/community involvement and communication such as re-instituting Principal for a Day program.</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>(D.1) Continue program working with the local business community and Chamber of Commerce 4000-4999: Books And Supplies Base \$750</p> <p>(D.2) Continue collaboration with cities' Economic Development Departments and Chamber of Commerce to expand Career Fair and other career opportunities. 4000-4999: Books And Supplies Base \$3,000</p>
	<p>All Schools</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	Increased attendance at district and site parent meetings by .5% (Priority 3A) Increase number of business partnerships by .5% (Priority 4C, 8) Increase number of school site parent workshops focusing on unduplicated parents or online resources for unduplicated parents by .5% (Priority 3B,C, 8)		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
(A) Monitor and evaluate parent/community liaison stipend position for under-represented student populations to enhancing communication, partnerships, and collaboration among staff, parents, and students.	Freedom HS, Heritage HS, and Liberty HS	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 checked="" type="checkbox"/> Other Subgroups: (Specify) All significant subgroups	(A.1) Continue & evaluate position to serve as parent liaison for English Learner students/parents 2000-2999: Classified Personnel Salaries Supplemental \$6000
(B) Expand, develop, and provide parent education programs to support student success by enhancing communication, partnerships, and collaboration among staff, parents, and students.	All Schools	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	(B.1) Continue parent volunteer program at each site (stipend) 2000-2999: Classified Personnel Salaries Base \$5,000 (B.2) Continue parent training to increase access to their students' records 5000-5999: Services And Other Operating Expenditures Base \$6,000
(C) Expand parent involvement and increase parent visitations to school sites and provide courses (ex. Parent University) for all parent support groups with specific emphasis on groups such as African American, English Learner, SPED, and Foster Youth.	All Schools	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners Foster Youth Redesignated fluent English proficient	(C.1) "Take Your Parent to School Day" by providing opportunities for parent tours of classrooms and programs during school hours 4000-4999: Books And Supplies Supplemental \$3,000 (C.2) School sites will schedule Parent University evening workshops 4000-4999: Books And Supplies Supplemental

		<p>Other Subgroups: (Specify)</p>	<p>\$6,000</p> <p>(C.3) Continue with 2 career technicians for each comprehensive site to focus on parent communication and information, registration and requirements for college application process. 2000-2999: Classified Personnel Salaries Supplemental \$134,599</p> <p>(C.4) Continue with 2 career technicians for each comprehensive site to focus on parent communication and information, registration and requirements for college application process. 3000-3999: Employee Benefits Supplemental 63,517</p>
<p>(D) Explore ways to strengthen, increase, and facilitate two way business/community involvement and communication such as re-instituting Principal for a Day program.</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>(D.1) Continue program working with the local business community and Chamber of Commerce 4000-4999: Books And Supplies Base \$750</p> <p>(D.2) Continue collaboration with cities' Economic Development Departments and Chamber of Commerce to expand Career Fair and other career opportunities. 4000-4999: Books And Supplies Base \$3,000</p>
	<p>All Schools</p>	<p><input type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>Increased attendance at district and site parent meetings by .5% (Priority 3A) Increase number of business partnerships by .5% (Priority 4C, 8) Increase number of school site parent workshops focusing on unduplicated parents or online resources for unduplicated parents by .5% (Priority 3B,C, 8)</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>(A) Monitor and evaluate parent/community liaison stipend position for under-represented student populations to enhancing communication, partnerships, and collaboration among staff, parents, and students.</p>	<p>Freedom HS, Heritage HS, and Liberty HS</p>	<p>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 checked="" type="checkbox"/> Other Subgroups: (Specify) All significant subgroups</p>	<p>(A.1) Continue & evaluate position to serve as parent liaison for English Learner students/parents 2000-2999: Classified Personnel Salaries Supplemental \$6000</p>
<p>(B) Expand, develop, and provide parent education programs to support student success by enhancing communication, partnerships, and collaboration among staff, parents, and students.</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>(B.1) Continue parent volunteer program at each site (stipend) 2000-2999: Classified Personnel Salaries Base \$5,000 (B.2) Continue parent training to increase access to their students' records 5000-5999: Services And Other Operating Expenditures Base \$6,000</p>
<p>(C) Expand parent involvement and increase parent visitations to school sites and provide courses (ex. Parent University) for all parent support groups with specific emphasis on groups such as African American, English Learner, SPED, and Foster Youth.</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>(C.1) "Take Your Parent to School Day" by providing opportunities for parent tours of classrooms and programs during school hours 4000-4999: Books And Supplies Supplemental \$3,000 (C.2) School sites will schedule Parent University evening workshops 4000-4999: Books And Supplies Supplemental \$6,000 (C.3) Continue with 2 career technicians for each comprehensive site to focus on parent communication and information, registration and requirements for college application process. 2000-2999: Classified Personnel Salaries Supplemental</p>

			\$134,599 (C.4) Continue with 2 career technicians for each comprehensive site to focus on parent communication and information, registration and requirements for college application process. 3000-3999: Employee Benefits Supplemental 63,517
(D) Explore ways to strengthen, increase, 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)	(D.1) Continue program working with the local business community and Chamber of Commerce 4000-4999: Books And Supplies Base \$750 (D.2) Continue collaboration with cities' Economic Development Departments and Chamber of Commerce to expand Career Fair and other career opportunities. 4000-4999: Books And Supplies Base \$3,000
	All Schools	<input type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	

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.

<p>Original GOAL 1 from prior year LCAP:</p>	<p>The Liberty Union High School District (LUHSD) will provide a physical and emotionally supportive school environment which supports student learning by: 1A. Providing a safe, secure, updated, clean environment 1B. Creating Opportunities to incorporate best practices and program successes 1C. Fostering an atmosphere of respect and civility among all students and 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 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"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify <u>LUHSD Strategic Plan (LUHSDSP) Goal #1</u></p>
<p>Goal Applies to:</p>	<p>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</p>	
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> 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) 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) Lower suspension & expulsion rates by 2% for African American, Hispanic or Latino, SED, ELs and Students with Disabilities. (Priority 6A,B) All school facilities are maintained in good repair (Priority 1A) 	<p>Actual Annual Measurable Outcomes:</p> <p>Chronic absenteeism rate rose by 2% across the district (2014-15), from 12% to 14%. Chronic absenteeism among significant student populations is:</p> <ul style="list-style-type: none"> African American students increased from 17% to 18% (1% increase) Hispanic and Latino students increased from 14% to 15% (1% increase) SED students increased from 18% to 20% (2% increase) EL students held steady at 18% Students with disabilities increased from 22% to 23% (1% increase) Foster Youth dropped from 30% to 26% (4% decrease) <p>The 2014-15 SBAC data is our baseline data; preliminary data for the 2015-16 school year indicates growth across the district. However, complete and comprehensive data is currently not available. The baseline data is:</p> <ul style="list-style-type: none"> o LUHSD Overall Scale Score for ELA was 2603 <ul style="list-style-type: none"> 15% Not Met 24% Nearly Met 36% Met 25% Exceeded o African-American <ul style="list-style-type: none"> 28% Not Met 30% Nearly Met 26% Met

- 13% Exceeded
- o Hispanic Latino
 - 21% Not Met
 - 31% Nearly Met
 - 31% Met
 - 15% Exceeded
- o Economically Disadvantaged
 - 24% Not Met
 - 29% Nearly Met
 - 32% Met
 - 13% Exceeded

o LUHSD Overall Scale Score for Math was 2562

- 40% Not Met
- 30% Nearly Met
- 23% Met
- 7% Exceeded

- o African-American
 - 56% Not Met
 - 24% Nearly Met
 - 15% Met
 - 3% Exceeded

- o Hispanic Latino
 - 51% Not Met
 - 29% Nearly Met
 - 17% Met
 - 3% Exceeded

- o Economically Disadvantaged
 - 51% Not Met
 - 30% Nearly Met
 - 15% Met
 - 3% Exceeded

Cohort graduation rates increased district-wide 2% (from 89% to 91%)

for the 4 year cohort groups. Students falling below this average include:

- African American rates held steady at 82% (0% increase)
- SED raised grad rates from 83% to 85% (2% increase)
- EL raised grad rates from 86% to 87% (1% increase)
- Students with Disabilities raised grad rates from 73% to 76% (3% increase)

All school facilities were reviewed for maintenance reported to

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) Continue the infrastructure update project Base Base \$1,418,651	1.A.1.3 - Follett - textbook/inventory control program (\$19,333). Jagath Arachige - Office 365 reconfiguration (\$7,200). Blackboard - SAAS innovative clsm. (\$4,500) PO's 1601334, 1601518	(1.A.1.1) Continue the infrastructure update project Base 6000-6999: Capital Outlay Base 927,800
	(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 \$0.00		
	(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		
Scope of Service: All Schools <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: All Schools <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)	
(1.A.2) Develop three year plan to provide equitable and well maintained facilities	(1.A.2.1) Begin Facilities Plan including new LHS Science Wing, cable infrastructure at FHS, and	Liberty Science wing	Liberty High Science Wing project 6000-6999: Capital Outlay Base/Dev. Fees \$2,669,313

be in good repair.

	<p>other prioritized items on the facility plan) 6000-6999: Capital Outlay Base/Dev. Fees \$3,500,000</p> <p>Hire additional M&O person to maintain and repair facilities. 2000-2999: Classified Personnel Salaries Base 49,884</p>	<p>Additional M&O staff</p>	<p>Additional M&O staff 2000-2999: Classified Personnel Salaries Base \$53,580</p> <p>Additional M&O staff 3000-3999: Employee Benefits Base \$24,436</p>
<p>Scope of Service All Schools</p> <hr/> <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>Scope of Service All Schools</p> <hr/> <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>(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 & Operations Dept. and create schedule for repairs 5000-5999: Services And Other Operating Expenditures Base \$31,379</p>	<p>Conducted monthly campus inspections</p>	<p>Conducted monthly inspections- no additional expenses 5000-5999: Services And Other Operating Expenditures Base</p>
<p>Scope of Service All Schools</p> <hr/> <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</p>		<p>Scope of Service All Schools</p> <hr/> <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>	

_ Other Subgroups: (Specify)				
(1.A.4) Investigate options for an additional school site/facilities to accommodate district growth		(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	Currently working with Architect, Political Consultant, Financial Advisor	Working on Facility Master Plan 5000-5999: Services And Other Operating Expenditures Base \$65,000
Scope of Service	All Schools		Scope of Service	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)			<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.1) Create district-wide student leadership and campus climate committee meetings for student collaboration		(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	Created district-wide student leadership and campus climate committee meetings for student collaboration	1.B.1.2 Diversity Coordinator 2000-2999: Classified Personnel Salaries Supplemental 50,658 1.B.1.2 Diversity Coordinator 3000-3999: Employee Benefits Supplemental \$22,025
Scope of Service	All Schools		Scope of Service	All Schools
<input type="checkbox"/> All OR:			<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 checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)		<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 _ Other Subgroups: (Specify)	
(1.B.2) Maintain collaboration time for principals/staff to share best practices	(1.B.2.1) Conduct presentations at community organizations/ clubs 5800: Professional/Consulting Services And Operating Expenditures Base \$9,960	1.B.2.1 - LCAP Presentations - supplies/facility rental (\$481.18) Anxiety Disorders Seminar (\$220)	LCAP presentation and Seminar 4000-4999: Books And Supplies Base \$701.00
Scope of Service: All Schools <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: All Schools <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
(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.3.1) Schedule counselor release time and meeting location 1000-1999: Certificated Personnel Salaries Supplemental \$30,795	Counselor release time for meetings.	Counselor release time 1000-1999: Certificated Personnel Salaries Base \$30,795 Counselor release time 3000-3999: Employee Benefits Base \$4,783
Scope of Service: All Schools _ 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		Scope of Service: All Schools _ 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	

<p>proficient _ Other Subgroups: (Specify)</p>		<p>proficient _ Other Subgroups: (Specify)</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>(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</p>	<p>1.C.1.1 - Attendance recognition program: equipment and supplies for Back to School BBQ, Attendance Honor Roll, Jump into Future (\$4,325.77 PO:1601796) Positive Attendance Program (\$2,925) Bus Passes (\$1,125)</p>	<p>Attendance assemblies and recognitions 4000-4999: Books And Supplies Supplemental \$29,296</p>
<p>Scope of Service All Schools</p> <hr/> <p>_ 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 _ Other Subgroups: (Specify)</p>		<p>Scope of Service All Schools</p> <hr/> <p>_ 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 _ Other Subgroups: (Specify)</p>	
<p>(1.C.2) Administration will model respect and positive interaction with students, staff, and parents</p>	<p>(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.</p>	<p>1.C.2.1 - Positive Interactions; Parent Nights, Student Assemblies, Student/Senior Awards. Supplies; frames, lanyards, awards, prizes, raffles (\$2,770.96)</p>	<p>1.C.2.1 Parent and student meetings 4000-4999: Books And Supplies Supplemental \$2,771 1.C.2.5 PDD Guest Speaker - Global Insight Productions 5000-5999: Services And Other Operating Expenditures Supplemental \$10,000 1.C.2.4 -Campus Climate activities & ODAT \$5k workshops 4000-4999: Books And Supplies Supplemental \$12,280 1.c.2.2 - World Trust Training 5000-5999: Services And Other Operating Expenditures Supplemental \$30,000 1.C.2.3 Social Media awareness - #ICANHELP 5000-5999: Services And Other Operating Expenditures Supplemental \$2,250</p>

	<p>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</p> <p>(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</p>	<p>1.C.2.5 - Speaker: SDD Guest Speaker (\$400)</p>	<p>additional Administration at CEC 1000-1999: Certificated Personnel Salaries Supplemental \$16,488</p> <p>additional Administration at CEC 3000-3999: Employee Benefits Supplemental \$7,921</p>
<p>Scope of Service All Schools</p> <hr/> <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>Scope of Service All Schools</p> <hr/> <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>(1.C.3) Establish budget for campus climate activities ie: staff/student leadership training.</p>	<p>(1.C.3.1) Implement site budget for activities 5800: Professional/Consulting Services And Operating Expenditures Base \$13,884</p> <p>(1.C.3.2) Implement site budget for activities 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$20,000</p>	<p>1.C.3.1 - Campus Climate Activity; SF Shakespeare Festival (\$314.50), Text on-line curriculum (\$2,500), One Day at a Time Contract (\$5,000) I Can Help Assemblies (\$3,000)</p>	<p>1.C.3.1 Campus climate assemblies and activities - see goal 1.C.2.3 5000-5999: Services And Other Operating Expenditures Supplemental \$0.00</p>
<p>Scope of Service All Schools</p>		<p>Scope of Service All Schools</p>	

<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>(1.C.4) School sites will examine Healthy Kids Survey (HKS) results as it relates to respect and civility issues.</p>	<p>(1.C.4.1) Revise/Implement budget 4000-4999: Books And Supplies Base \$13,000</p>	<p>Healthy Kids survey conducted every other year</p>	<p>1.C.4.1 - Healthy Survey takes place every other year - 2015 & 2017 4000-4999: Books And Supplies Base 0.00</p>
<p>Scope of Service All Schools</p>		<p>Scope of Service All Schools</p>	
<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>(1.D.1) Monitor financial decisions to ensure that they reflect district priorities</p>	<p>(1.D.1) Hire position for Accounting Technician 2000-2999: Classified Personnel Salaries Base \$83,068</p>	<p>Hired Accounting Tech/Purchaser to help assist with technology and LCAP tracking and purchasing.</p>	<p>1.D.1 Maintain Accounting Tech/Purchasing 2000-2999: Classified Personnel Salaries Base \$58,692 1.D.1 Maintain Accounting Tech/Purchasing 3000-3999: Employee Benefits Base \$15,811</p>
<p>Scope of Service All Schools</p>		<p>Scope of Service All Schools</p>	
<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient</p>	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)									
(1.D.2) Explore and implement funding options/sources to fund major facility improvement projects	Continue to review options for funding major facility improvements. Base	Continue to explore options to obtain funding to address growth and modernization for district	Explore options using Financial Planner and M&O Director 0000: Unrestricted Base \$0.00								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">All Schools</td> </tr> <tr> <td colspan="2" style="border-top: 1px dashed black; padding: 2px;"> <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) </td> </tr> </table>	Scope of Service	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)			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">All Schools</td> </tr> <tr> <td colspan="2" style="border-top: 1px dashed black; padding: 2px;"> <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) </td> </tr> </table>	Scope of Service	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)		
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(1.D.3) Develop a replacement, repair, and restore budget plan for facilities	(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	Replacement, repair, and restore budget plan for facilities	1.D.3 Install bus cameras - Transportation expense - purchased in Fund 63 5000-5999: Services And Other Operating Expenditures Other \$35,904								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">All Schools</td> </tr> <tr> <td colspan="2" style="border-top: 1px dashed black; padding: 2px;"> <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) </td> </tr> </table>	Scope of Service	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)			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">All Schools</td> </tr> <tr> <td colspan="2" style="border-top: 1px dashed black; padding: 2px;"> <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) </td> </tr> </table>	Scope of Service	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)		
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<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) Continue adoption of positive budget certification	(1.D.4) Maintain 3% reserve as recommended by CDE	Positive budget certification was adopted	1.D.4 Economic Uncertainty Reserve - 3% of expenses Base \$2,423,794								

		Base \$2,179,010			
Scope of Service	All Schools		Scope of Service	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)			<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?		2015-16 Data for chronic absenteeism, suspension rates, and expulsion rates will not be available until the conclusion of the 2015-16 school year. However, comparing 2013-14 to 2014-15 school year absenteeism yielded mixed results from a reduction of 4% for foster youth to an increase of 2% for SED students. Suspension rates were also mixed, with a drop of 3% for SED students to a rise of 2% for students with disabilities. Expulsion rates dropped significantly in all areas from 4-15% except for a 1% increase in EL students. It should also be noted that drop out rates decreased by 1% and graduation rates increased by 2%, while school attendance rates across the district held steady at 94%. Based upon this limited timeline of data from 1 year, and the fact that our current programs and strategies have only been instituted for a year, current programs and strategies will remain intact and monitored. Stakeholder feedback and data analysis of the 2015-16 school year led to changes in the 2016-17 LCAP. All comprehensive school sites will now have the full time equivalent of 5 campus supervisors after an increase of 1 FTE campus supervisor across the district. Additionally, 1 school psychologist will be added to help increase emotionally supportive services for our students throughout the district.			

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.

<p>Original GOAL 2 from prior year LCAP:</p>	<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> <ul style="list-style-type: none"> 2.A Meeting all state and federal accountability measures 2.B Demonstrating student proficiency in all content standards 2.C Increasing percentage of students who are college ready and UC/CSU eligible 2.D Providing relevant curriculum, and instruction to expand, enrich, and support career opportunities and 2.E Aligning operating budget to the LUHSD Strategic Plan and the goals outlined in the LCAP 	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input 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 Plan Goal #2 & Title III Program Improvement Plan Goal 2c</u></p>
<p>Goal Applies to:</p>	<p>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</p>	
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • 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 4) • 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 4) • When the API (Academic Performance Index) is initiated, establish baseline metric (Priority 4) <p>All students will participate in a broad course of study that includes all subject areas required in ed code (Priority 8)</p> <ul style="list-style-type: none"> • 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 4) • Increased EL reclassification rate by 1% (Priority 4) • 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 4) • 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 	<p>Actual Annual Measurable Outcomes:</p> <p>The 2014-15 SBAC data is our baseline data; preliminary data for the 2015-16 school year indicates growth across the district. However, complete and comprehensive data is currently not available. The baseline data is:</p> <ul style="list-style-type: none"> o LUHSD Overall Scale Score for ELA was 2603 <ul style="list-style-type: none"> • 15% Not Met • 24% Nearly Met • 36% Met • 25% Exceeded o African-American <ul style="list-style-type: none"> • 28% Not Met • 30% Nearly Met • 26% Met • 13% Exceeded o Hispanic Latino <ul style="list-style-type: none"> • 21% Not Met • 31% Nearly Met • 31% Met • 15% Exceeded o Economically Disadvantaged <ul style="list-style-type: none"> • 24% Not Met • 29% Nearly Met • 32% Met • 13% Exceeded o LUHSD Overall Scale Score for Math was 2562

achievement gap. (Priority 4)

- 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 4)
- 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 4)
- Increased graduation rates by .5% for all students with specific focus on EL, SED, and Foster Youth to reduce the achievement gap (Priority 5)
- Decrease cohort dropout rates by .2% with specific focus on SED, Students with Disabilities, African

American and Hispanic/Latino populations. (Priority 5)

- 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 2, 4)
- 100% of teachers will be appropriately assigned (Priority 1)
- Every pupil will have access to the standards-aligned instructional materials (Priority 1)
- Full implementation of academic standards and performance standards as adopted by the State Board (Priority 2)
- Programs listed in the action plan have been developed and provided to unduplicated pupils and individuals with exceptional needs. (Priority 7)
- All students participate in a broad course of study which includes all subject areas described in Section 51210 and 51220a, as applicable. (Priority 7)

- 40% Not Met
- 30% Nearly Met
- 23% Met
- 7% Exceeded
- o African-American
 - 56% Not Met
 - 24% Nearly Met
 - 15% Met
 - 3% Exceeded
- o Hispanic Latino
 - 51% Not Met
 - 29% Nearly Met
 - 17% Met
 - 3% Exceeded
- o Economically Disadvantaged
 - 51% Not Met
 - 30% Nearly Met
 - 15% Met
 - 3% Exceeded

CAHSEE Percent Proficient District wide for 10th grade students in ELA is 65% (an increase of 2%) and Math 61% (a decrease of 4%). This compares to a pass rate of 90% (increase of 2%) and 88% (decrease of 2%) respectively. There is an achievement gap with the following populations that fall below the district wide average:

- o African America students have an ELA proficiency rate of 50 (6% increase)% and Math proficiency rate of 43% (1% increase). ELA passage rates increased by 12% to 87% and math decreased by 2% to 77%.
- o Hispanic or Latino students have an ELA proficiency rate of 55% (2% increase) and Math proficiency rate of 51% (2% decrease) and an ELA passage rate of 82% (2% decrease) and a math passage rate of 82% (4% decrease)
- o SED students have an English proficiency rate of 47% (2% increase) and Math proficiency rate of 45% (4% decrease) and an ELA passage rate of 80% (0% change) and math passage rate of 78% (decrease of 3%)
- o EL students have an English proficiency rate of 8% (1% increase) and Math proficiency rate of 19% (4% increase) and an ELA passage rate of 49% (decrease of 4%) and math passage rate of 56% (decrease of 6% decrease)
- o Students with Disabilities have an English proficiency rate of 12% (decrease of 4%) and Math proficiency rate of 17% (2 %

decrease) and an ELA passage rate of 50% (4% decrease) and a math passage rate of 46% (10% decrease)

- o Foster youth have an English proficiency rate of 50% (2% increase) and Math proficiency rate of 44% (1% decrease) and an ELA passage rate of 46% (3% increase) and a math passage rate of 56% (2% decrease)

*CAHSEE has been suspended and is no longer a viable metric for future data.

API has been suspended.

All students will participate in a broad course of study that includes all subject areas required in ed code

The percent of English Learners who are making progress towards English proficiency increased by 9% to 74.7%

The EL Reclassification rate for ELs is 15% which is the same as the year prior and the number of EL students has increased from 522 to 532.

1330 Students took an AP test in the Spring of 201 and the average pass rate with 3 or better is 60% district wide. Students falling below that percentage are listed below:

- o African American – 39% (4% decrease)
- o Filipino – 65% (7% increase)
- o Hispanic or Latino – 58% (0% change)
- o Two or more races – 59% (9% increase)
- o SED – 53% (6% increase)
- o EL – 50% (38% decrease)
- o Students with Disabilities – 55% (0% change)
- o Foster Youth – 100% (100% increase)

The district wide average for EAP readiness in English is 24% and Math 7%, and Conditionally Ready in English 35% and Math 23%.

- o African American – 13% ready in English and 2% ready in Math and Conditionally Ready in English 26% and Math 15%. (10% increase in ELA and 15% decrease in math)
- o Hispanic or Latino - 15% ready in English and 3% ready in Math and Conditionally Ready in English 31% and Math 17%. (12% increase in ELA and a 19% in math)
- o SED - 18% ready in English and 3% ready in Math and

Conditionally Ready in English 32% and Math 15%. (baseline results)

- o ELs - 1% ready in English and 0% ready in Math and Conditionally Ready in English 8% and Math 0%. (baseline results)
- o Students with Disabilities - 5% ready in English and 2% ready in Math and Conditionally Ready in English 14% and Math 7%. (14% increase in ELA and a 2% increase in math)
- o Foster youth - 0% ready in English and 0% ready in Math and Conditionally Ready in English 25% and Math 0%. (25% decrease in ELA and unchanged in math)

The number of students taking the SAT is 1132 (increase of 214). The participation numbers are listed below:

- o African American – 105 (increase of 27)
- o Hispanic or Latino – 286 (increase of 68)
- o SED – 255 (increase of 63)
- o EL – 11 (increase of 8)
- o Students with Disabilities – 25 (increase of 11)
- o Foster youth – 3 (increase of 2)

Career Academy participation rate increased by 28 students for a total of 1514.

2014-15 Cohort Graduation rates for the LUHSD district is 91% (2% increase).

- African American – 82% (0% change)
- Hispanic or Latino -- 90% (3% increase)
- SED – 85% (2% increase)
- EL – 87% (1% increase)
- Students with Disabilities – 76% (3% increase)
- Foster Youth -- N/A

Cohort Dropout rates for LUHSD district is 3% (1% decrease)

- Hispanic or Latino - 3 (2% decrease)
- African American - 6% (0% change)
- Socio-Economically Disadvantaged - 6% (0% change)
- Students with Special Needs - 6% (0% change)
- EL students -- 5% (1% increase)
- Foster Youth -- N/A

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

	<p>Meeting AMAO #1 – yes, 74.7% Meeting AMAO #2 – yes, 68.5% Meeting AMAO #3 – N/A. 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.</p> <p>100% of teachers are appropriately assigned.</p> <p>Every pupil has access to the standards-aligned instructional materials.</p> <p>Full implementation of academic standards and performance standards as adopted by the State Board.</p> <p>Programs listed in the action plan have been developed and provided to unduplicated pupils and individuals with exceptional needs.</p> <p>All students participate in a broad course of study which includes all subject areas described in Section 51210 and 51220a, as applicable.</p>
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LCAP Year: 2015-16

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 with a focus on EL, SED, FY and identified subgroups	(2.A.1.1) Schedule Professional Development Day(s) as appropriate to focus on accountability assessments emphasizing CCSS and NGSS standards	2.A.1.1 - Professional Development Conferences/ workshops; Illuminate (\$399), UC Regents History (\$345), UC Regents Science (6,800) PO 1601520, UC Davis Content Coaches (\$15,000) PO 1601278, San Jose State Foundation (MAC) \$500), SVM/ Math conferences (\$1,168.10), NSTA/Science conferences (\$1,142.32), ACTFL/Foreign Lang. conferences (\$1,435.76), Safe/Health conferences (\$6,651.34), Literacy/EL conferences (\$1,142.09), NCTE/English conferences (\$3,166.02), Future of History Conf. (\$287), Admin conferences (\$5,057.06),	2.A.1.1 PDD Speakers J.Flores, UC Regents, DY Industries, A.Yeghoian
	1000-1999: Certificated Personnel Salaries Base \$315,932		5000-5999: Services And Other Operating Expenditures Base \$9,325
			2.A.1.1 Conference and Travel 5000-5999: Services And Other Operating Expenditures Base \$39,597
			2.A.1.1 Conference and Travel - Content Coach 4000-4999: Books And Supplies Base \$15,000

		CELDT/SELPA conferences (\$160.36), ACSA (\$8,000), CCCOE Admin. (\$10,500), ACSA Leadership \$1,095), Coaching w/Reluctant Teachers Conf. (\$1,679.52)					
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<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><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.A.2) Provide student targeted intervention to address learning gaps identified by state/district assessments with a focus on EL, SED and FY.</p>	<p>(2.A.2.1) Review and add additional online intervention programs 5000-5999: Services And Other Operating Expenditures Base \$22,000</p> <p>(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</p> <p>(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</p> <p>(2.A.2.4) Provide field trip</p>		<p>2.A.2.1 APEX - TITLE I see 2.B.5.2 5000-5999: Services And Other Operating Expenditures Other 0.00</p> <p>2.A.2.3 MATH 180 see 2.B.4.3 5000-5999: Services And Other Operating Expenditures Supplemental 0.00</p> <p>Support Classes - 3.0 FTE 1000-1999: Certificated Personnel Salaries Supplemental \$210,000</p> <p>Support Classes - 3.0 FTE 3000-3999: Employee Benefits Supplemental \$32,617.2</p> <p>2.a.2 Support Classes ELD 1000-1999: Certificated Personnel Salaries Supplemental \$274,025</p> <p>2.A.2 ELD Support - TSA, Coordinator, Aide 1000-1999: Certificated Personnel Salaries Supplemental \$90,912</p> <p>2.A.2 Data Tech 2000-2999: Classified Personnel Salaries Supplemental \$32,579</p>				

	<p>opportunities for EL, SED, FY students 5000-5999: Services And Other Operating Expenditures Supplemental \$25,000</p> <p>(2.A.2.5) Continue Homework Extended Learning Program (HELP) 1000-1999: Certificated Personnel Salaries Supplemental \$55,301</p> <p>(2.A.2.6) Study Hall - Hire certificated staff to supervise and monitor Study Hall 1000-1999: Certificated Personnel Salaries Base \$253,165</p> <p>(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</p> <p>(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</p>	<p>2.A.2.4 - Student Field Trips; Berkeley transportation (\$1,183.50) PO 1600999, Get Real Academy (\$72.08) Bus to Exploratorium (\$1,277) PO 1601070, Bus to Monterey Bay Aquarium (\$1,435), mileage (\$57.02), Bus to UPO (\$760), Sub's (\$270)</p> <p>2.A.2.7 - Nystrom Atlas Pack (\$849.42), ELD meetings (\$230.91)</p>	<p>2.A.2 ELD Support 3000-3999: Employee Benefits Supplemental \$109,903</p> <p>2.A.2.7 Site allocation 4000-4999: Books And Supplies Supplemental \$45,063</p> <p>Study Hall Certificated Staff 1000-1999: Certificated Personnel Salaries Supplemental \$208,321</p>
<p>Scope of Service All Schools</p> <hr/> <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>Scope of Service All Schools</p> <hr/> <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.1) Implement new CCSS and Next Generation Science Standards(NGSS) emphasizing literacy strategies across all content areas</p>	<p>(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</p> <p>(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</p> <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.1.1 - EL supplemental materials; Delaney Education Flip Books (\$139.83) PO 1601002, Vocab Toolkits (616.20), Misc. textbooks/novels (\$1,301.83), Misc. instructional materials (\$9,080.21), CDWG Projector (\$4,501)</p> <p>2.B.1.3 - PD collaboration time; UC Davis agreement (\$11,300) PO 1600695</p>	<p>2.B.1.2 Various Textbook adoptions 4000-4999: Books And Supplies Supplemental \$60,574</p> <p>2.B.1.2 Various Textbook adoptions 4000-4999: Books And Supplies Base \$633,871</p> <p>2.B.1.2 Various Textbook adoptions 4000-4999: Books And Supplies Restricted Lottery \$103,845</p>
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	(2.B.1.6) Hire 2 Librarians 1000-1999: Certificated Personnel Salaries Supplemental 223,122		
Scope of Service All Schools		Scope of Service All Schools	
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.B.2) Require equal access to all courses for all students with a focus on under-represented students in AP and College Prep coursework.	(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 (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 Base \$0.00 (2.B.2.3) Purchase new Advanced Placement materials and textbooks 4000-4999: Books And Supplies Restricted Lottery \$0.00	2.B.2.3 - AP testing supplies; Senior Reports (\$195) PO 1601816, testing supplies (347.50) PO 1601772 2.B.2.7 - Math T1-84 calculators (\$3,580)	2.B.2.1 Course catalogs (duplication) and meetings 5000-5999: Services And Other Operating Expenditures Base \$3000 2.B.2.2 COS revisions 5000-5999: Services And Other Operating Expenditures Base \$0.00 2.B.2.3 AP Textbook adoption - see goal 2.B.1.2 4000-4999: Books And Supplies Restricted Lottery \$0.00
Scope of Service All Schools		Scope of Service All Schools	

<p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>(2.B.3) Align quarterly district assessments to the Common Core State Standards and NGSS</p>	<p>(2.B.3.1) Provide professional development and teacher release time to revise assessments. 1000-1999: Certificated Personnel Salaries Base \$9,474 (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>	<p>2.B.3.1 - Assessment release time; Assessment Review days</p>	<p>2.B.3.1 Assessment release time - sub costs 1000-1999: Certificated Personnel Salaries Base \$6,250 2.B.3.1 Assessment release time - sub costs 1000-1999: Certificated Personnel Salaries Base \$971 2.B.3.2 Illuminate 5000-5999: Services And Other Operating Expenditures Base \$40,000</p>
<p>Scope of Service All Schools <input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service All Schools <input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>(2.B.4) Purchase technology hardware and software for student/teacher use with assessments, curriculum and intervention courses</p>	<p>(2.B.4.1) Continue the purchase of computers/ software for 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</p>	<p>2.B.4.1 - Testing computers/software; Qlab Pro bundle license/interface card (\$1,933.92) PO 1601420, Admin test computer (\$668.35) PO 1601889, CDWG Tech Supplies (\$7,520), Dell computers (\$248,751) edhelper subscription (\$40) Blackboard Connect \$5000 Destiny \$12,688 TURNITIN \$34,843</p>	<p>2.B.4.1 Computer purchases 4000-4999: Books And Supplies Base \$1,489,125 2.B.4.1 Computer purchases 4000-4999: Books And Supplies Supplemental \$14,517 2.B.4.1 Computer purchases 4000-4999: Books And Supplies Other \$299,434 2.B.4.2 TURNITIN and other software</p>

	<p>(2.B.4.3) Purchase computers/software for EL classrooms 4000-4999: Books And Supplies Supplemental \$20,000</p> <p>(2.B.4.4) Maintain software support for the "READ180 Next Generation" reading program. 5000-5999: Services And Other Operating Expenditures Supplemental \$15,000</p> <p>(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</p>	<p>2.B.4.3 - EL computers/software; Troxell Document-Camera/Projector (\$1,067.64), CDWG Office Pro licenses (\$10,960.70) PO 1601320</p> <p>2.B.4.5 - HMH READ 180 Support Plan (\$2,200) PO 1601111</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental \$52,531</p> <p>2.B.4.3&2.B.4.5 Read180 & Math180 5000-5999: Services And Other Operating Expenditures Supplemental \$97,543</p>
<p>Scope of Service All Schools</p> <hr/> <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>Scope of Service All Schools</p> <hr/> <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.B.5) Increase mentoring of English</p>	<p>(2.B.5.1) Continue & evaluate "Keys</p>		<p>2.B.5.2 Apex 5000-5999: Services</p>

<p>Learner / SPEL students</p>	<p>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 \$</p>		<p>And Other Operating Expenditures Other \$13,539</p>
<p>Scope of Service All Schools</p> <hr/> <p><input 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>		<p>Scope of Service All Schools</p> <hr/> <p><input 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>	
<p>(2.B.6) LUHSD teachers will be highly qualified and CLAD credentialed</p>	<p>(2.B.6.1) Recruit and hire Highly Qualified, CLAD certificated 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</p>	<p>2.B.6.2 - BTSA teacher conference; Placer COE (\$50)</p>	<p>2.B.6.2 BTSA program 1000-1999: Certificated Personnel Salaries Other \$53,609 2.B.6.2 BTSA program 3000-3999: Employee Benefits Other \$8,327</p>
<p>Scope of Service All Schools</p> <hr/> <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>Scope of Service All Schools</p> <hr/> <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.C.1) Prepare students for SAT/ACT/AP examinations</p>	<p>(2.C.1.1) Continue sections of SAT/ACT prep class. 1000-1999: Certificated Personnel Salaries Base \$82,264</p> <p>(2.C.1.2) Continue/Expand AP course offerings and training 1000-1999: Certificated Personnel Salaries Base \$30,000</p> <p>(2.C.1.3) All counselors will work with families of targeted students for increased enrollment in AP courses 1000-1999: Certificated Personnel Salaries</p>	<p>2.C.1.1 - SAT/ACT testing; Princeton Review SAT Course (\$9,000), testing supplies (\$111.11) PO 1601895, College Board AP/preAP order form(\$215)</p>	<p>2.C.1.1. Princeton Review 5000-5999: Services And Other Operating Expenditures Other \$18,000</p> <p>2.C.1. AP course offerings total 20.5FTE 1000-1999: Certificated Personnel Salaries Base \$1,435,000</p> <p>2.C.1. AP course offerings total 20.5FTE 3000-3999: Employee Benefits Base \$222,884</p>
<p>Scope of Service All Schools</p> <hr/> <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>Scope of Service All Schools</p> <hr/> <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.C.2) Increase opportunity for students and parents to visit colleges to help increase graduation rates and college interest.</p>	<p>(2.C.2.1) Expand PUSH classes Base \$33,442</p> <p>(2.C.2.1) Expand PUSH classes Supplemental \$110,000</p>	<p>2.C.2.1 - Scholarship supplies/postage (\$230.38)</p>	<p>2.C.2.1 Push sections 1000-1999: Certificated Personnel Salaries Supplemental \$57,406</p> <p>2.C.2.1 Push sections 3000-3999: Employee Benefits Supplemental \$19,428</p> <p>PUSH supplies 4000-4999: Books And Supplies Supplemental \$4000</p>
<p>Scope of Service All Schools</p> <hr/> <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>Scope of Service All Schools</p> <hr/> <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 <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>(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</p>	<p>(2.C.3.1) Maintain 3 "Targeted Assistance" counselors 2000-2999: Classified Personnel Salaries Supplemental \$290,520</p>	<p>Target college and career counselor for unduplicated students</p>	<p>2.C.3.1 Counselors 3.0FTE 2000-2999: Classified Personnel Salaries Supplemental \$182,398 2.C.3.1 Counselors 3.0FTE 3000-3999: Employee Benefits Supplemental \$66,927 Counselor Travel and Conference 5000-5999: Services And Other Operating Expenditures Supplemental \$15,809</p>
<p>Scope of Service: All Schools</p> <hr/> <p><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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: All Schools</p> <hr/> <p><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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>(2.C.4) Explore increasing adult intervention, mentoring and support</p>	<p>(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</p>	<p>MFT Interns (\$50,000)</p>	<p>2.C.4.2 0.4FTE Psychologist 1000-1999: Certificated Personnel Salaries Restricted Lottery \$48,211 2.C.4.2 0.4FTE Psychologist 3000-3999: Employee Benefits Supplemental \$18,062 2.C.4.3 Mental Health Interns 5000-5999: Services And Other Operating Expenditures Supplemental \$61,650 2.c.4.5 Interpreters 5000-5999: Services And Other Operating Expenditures Supplemental \$10,933 2.C.4.6 - Bus Passes 5000-5999: Services And Other Operating</p>

	<p>comprehensive sites and to 10 hours per week at alternative sites. 5000-5999: Services And Other Operating Expenditures Supplemental \$42,980</p> <p>(2.C.4.4) Suicide prevention and bullying training for staff and teachers. 5000-5999: Services And Other Operating Expenditures Supplemental \$20,000</p> <p>(2.C.4.5) Provide interpreters and document translation for parents 2000-2999: Classified Personnel Salaries Supplemental \$5,000</p> <p>(2.C.4.6) Provide EL students bus tickets for specialized level 1 & 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>	<p>2.C.4.5 - Translator services (\$10,000) PO's; 1600828, 1600829, 1601579, 1601423, DCR translation services (\$1,200)</p> <p>2.C.4.6 - Bus Tickets</p>	<p>Expenditures Supplemental \$8,770.52</p> <p>2.C.4.7 Campus Supervisors DUO 730 2.0 FTE 2000-2999: Classified Personnel Salaries Supplemental \$58,757</p> <p>2.C.4.7 Campus Supervisors DUO 730 2.0 FTE 3000-3999: Employee Benefits Supplemental \$38,168</p> <p>2.C.4.9 - Counselor PD & EL PD 5000-5999: Services And Other Operating Expenditures Supplemental \$5,653</p>
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		2.C.4.9 - Counselor PD; CSU/UC Conf. (\$1,248.33), Misc. Counselor conferences (\$1,143.95), ACTFL conf. (\$759), CCCOE Foster Sys. Conf. (\$367), Critical Mental Health Conf. (\$536), ACSA Conf. (\$951) EL duo 645 \$1,407	
Scope of Service All Schools		Scope of Service 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 checked="" 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 checked="" 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.5.1) All counselors will work with families of targeted students for increased enrollment in AP courses 1000-1999: Certificated Personnel Salaries Base \$112,489	Counselors focused on unduplicated students to enroll in AP courses	2.c.5.1 Targeted Assistance counselors 3.0FTE - costs included in 2.C.3.1 1000-1999: Certificated Personnel Salaries Supplemental \$0.00
Scope of Service All Schools		Scope of Service 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)		<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) Expand, enrich, and support	(2.D.1.1) Continue to provide	2.D.1.1 - Virtual Ent. Conf (\$703), Small	2.D.1.2 CTEIG 1000-1999:

<p>career pathways to increase students' opportunity to have real world experiences, meet industry standards, and enroll in capstone courses</p>	<p>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>	<p>kitchen supplies (\$708). B&H camera equip. (\$2,291), Huber Kitchen Table (\$380)</p> <p>2.D.1.2 - ROP classroom supplies/awards (\$1,459.95) ROP classroom computers (\$12,952.18), Nutrition class supplies (\$232)</p>	<p>Certificated Personnel Salaries Other \$402,121</p> <p>2.D.1.2 CTEIG 3000-3999: Employee Benefits Other \$111,217</p> <p>2.D.1.2 CTEIG and ROP supplies 3000-3999: Employee Benefits Other \$18,371.13</p>
<p>Scope of Service All Schools</p> <hr/> <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>Scope of Service All Schools</p> <hr/> <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.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>(2.D.2.1) Continue articulation time with local community colleges/ business community 4000-4999: Books And Supplies Base \$4,466</p>	<p>Articulation and collaboration release time for CTE and academic teachers</p>	<p>2.D.2.1 CTE and community meetings 4000-4999: Books And Supplies Base \$1500</p>
<p>Scope of Service All Schools</p> <hr/> <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>Scope of Service All Schools</p> <hr/> <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.D.3) Expand the work experience (WE) program to support career opportunities</p>	<p>(2.D.3) Continue to explore additional staffing for release periods for WE coordinator 1000-1999: Certificated Personnel Salaries Base \$40,381</p>	<p>Explored opportunities for work experience programs</p>	
<p>Scope of Service All Schools</p> <hr/> <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>Scope of Service All Schools</p> <hr/> <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.E.1) Continue adoption of positive budget certification</p>	<p>(2.E.1) Maintain 3% reserve as recommended by CDE</p>	<p>See goal 1A</p>	<p>Maintain 3% reserve as recommended by CDE as referenced in goal 1.A. 0000: Unrestricted Other \$0.00</p>
<p>Scope of Service All Schools</p> <hr/> <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>Scope of Service All Schools</p> <hr/> <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>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>2015-16 Data is not fully available until the conclusion of the academic school year. However, there are many areas where data is available and preliminary data can be obtained to track performance on Expected Annual Measurable Outcomes Goal 2. Final SBAC results are available from 2014-15 and preliminary results are available for 2015-16. Based upon this data, the district increased the Average Scale Score by 20 points in ELA and 13 points in math. Our three comprehensive sites increased the Average Scale Score from 18-29 points in ELA and 8-19 points in math. When the final results are in, a comprehensive review will occur to determine the gains/losses in each of our focus populations of need. Baseline data from 2014-15 school year is the following:</p> <ul style="list-style-type: none"> o LUHSD Overall Scale Score for ELA was 2603 		

o LUHSD Overall Scale Score for Math was 2562

The CAHSEE exam has been suspended indefinitely; however, the data shows that there was range of scores that increased both ELA and math from an increase of 12% to a decrease of 10%. CAHSEE exams have been suspended indefinitely. Complete details are listed in the appendix B.

API has been suspended by the state, and will not be calculated for the 2015-16 school year.

UC/CSU graduation results are not available for the 2015-16 school year. However, a comparison of the 2013-14 to 2014-15 school year is available. Overall all graduates who met the UC/CSU course requirements increased by 3%. All but one population of need increased from 2-13% with the lone group dropping by 2%. Full details can be found in the appendix B.

EL Reclassification held steady at 15%

The percentage of students who passed AP exams with a 3 or higher overall went down by 1%. African-American students decreased by 5%, Hispanic Latino stayed the same, SED increased by 6%, EL decreased by 38%, students with disabilities stayed the same, and foster youth increased by 100%.

For 2014-15 the EAP Ready and Conditionally Ready increased in each high needs population in ELA from 1% to 10% except for foster youth which decreased by 25%. EAP Ready and Conditionally Ready decreased in each high needs population in math from 0% to 19% except for students with disabilities which increased by 2%. The 2014-15 data will be our baseline data since it is reported from the SBAC rather than the former CSTs.

2014-15 Career Academy programs throughout the district totaled 1486 number of students enrolled. 2015-16 Career Academy programs increased by 1% to a total of 1514 number of student enrolled.

Cohort graduation rates for the 2014-15 school year increased overall by 2% to 91% from the previous year. 2015-16 cohort graduation rates are not available yet. African-American graduation rates held steady at 82%, while Hispanic Latino rates increased by 3% to 90%, SED rates improved by 2% at 85%, and EL increased by 1% to 87%, Students with Disabilities increased by 3% to 76%, and foster youth were non-applicable for this cohort.

Cohort high school drop out rates dropped overall by 1% to 3% in the 2014-15 school year. 2015-16 cohort drop out rates are not available yet. African-American drop out rates held steady at 6%, Hispanic Latino rates decreased by 2% to 3%, SED rates were unchanged at 6%, EL increased by 1% to 5%, Students with Disabilities were unchanged at 6%, and foster youth were non-applicable for this cohort.

English Learners who made progress towards English proficiency:

1. AMAO 1 in 2014-15 is up 8.9% at 74.7%. 2012-13 was 72.3% and 2013-14 was 65.8%. This score is above the target.
2. AMAO 2 in 2014-15 is up 6.6% at 74.7%. 2012-13 was 67.1% and 2013-14 was 61.9%. This score is above the target.
3. AMAO 3 is not applicable

100% of LUHSD teachers were appropriately assigned.

Every student has access to standards aligned instructional material.

Implementation of academic and performance standards continue as the state board adopts them.

Programs that are listed in the action plan have been developed and provided to unduplicated students and individuals with exceptional needs.

All students participate in a broad course of study which includes all subject areas described in Section 51210 and 5122a, as applicable, in the California Education code.

Stakeholder feedback and data analysis of the 2015-16 school year led to changes in the 2016-17 LCAP. The programs and practices we currently have in place need time to develop to see if they continue to have a positive impact on the Expected Measurable Outcomes, and more importantly in student success. To that end, new for 2016-17 will be 3 counselors, 1 at each comprehensive site, will be added for 2016-17, along with 1 psychologist district-wide. Continued targeted intervention programs such as Ripple Effects and APEX credit recovery will continue, along with positive attendance programs, student assemblies, workshops, competitions and fairs, parent and university days, professional development, and community partnerships to name a few. Additionally, the CAHSEE goal under Expected Annual Measurable Outcomes will be deleted.

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:	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 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 6 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify <u>Specify LUHSD Strategic Plan Goal #3</u>
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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
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Expected Annual Measurable Outcomes:	Increased attendance at district and site parent meetings by 5% (Priority 3A) Increase number of business partnerships by 5% (Priority 4C,8) Increase number of school site parent workshops or online resources for parents by 5% (Priority 3B,C,8)	Actual Annual Measurable Outcomes:	Attendance within 29 stakeholder meetings increased from 178 comments in 2014-15, to over 1000 comments in 2015-16 or an 82% increase in stakeholder comments. Business partnerships increased 7% through a variety of access to business partnerships to school sites (i.e. Patriots Jet Team Foundation, Delta Schools Federal Credit Union, Internships at local TK-8 school districts) School site parent workshops or online resources for parents increased 6% through expanding site offerings and attendance (i.e. EL participation at sites, African American Parent Night, FAFSA workshops, Parent University Evening)
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LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
(3.A.1) Monitor and evaluate parent/community liaison stipend position for under-represented student populations	(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.1.1 Parent Liaison Stipends 2000-2999: Classified Personnel Salaries Supplemental 7,500 3.A.1.1 Parent Liaison Stipends 3000-3999: Employee Benefits Supplemental \$1,714
Scope of Service	All Schools	Scope of Service	All Schools
_ All		_ All	

<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>(3.A.2) Expand, develop, and provide parent education programs to support student success</p>	<p>(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</p>	<p>Several opportunities to inform parents and increase access to student records</p>	<p>3.A.3.1 Parent meetings - Site Councils, Title I meeting, DELAC, College nights, LCAP and other Parent meetings 4000-4999: Books And Supplies Base/Supplemental \$3400</p>
<p>Scope of Service All Schools</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>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>Scope of Service All Schools</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>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>(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</p>	<p>(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</p>	<p>Parent workshops an "Take Your Parent to School Day" were implemented.</p>	<p>3.B.1.1 Take your Parent to School & Parent workshops- FHS 4000-4999: Books And Supplies Restricted Lottery \$9,454 Career Techs 2000-2999: Classified Personnel Salaries Supplemental \$128,981 Career Techs 3000-3999: Employee Benefits Supplemental \$66,133</p>

	<p>communication and information, registration and requirements for college application process. 2000-2999: Classified Personnel Salaries Supplemental \$181,819</p>		
<p>Scope of Service All Schools</p> <hr/> <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>Scope of Service All Schools</p> <hr/> <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>(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</p>	<p>(3.C.1.1) Continue program working with the local business community and Chamber of Commerce 4000-4999: Books And Supplies Base \$750</p> <p>(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</p>	<p>3.C.1.1 - Career Fair supplies</p>	<p>Career Fair supplies 4000-4999: Books And Supplies Base \$55</p>
<p>Scope of Service All Schools</p> <hr/> <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>Scope of Service All Schools</p> <hr/> <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>	

(3.D.1)Continue adoption of positive budget certification	(3.D.1) Maintain 3% reserve as recommended by CDE as referenced in 1.D.4 and 2.E.1	Explored ways to strengthen and facilitate opportunities between the community/businesses and our schools					
<table border="1"> <tr> <td data-bbox="111 248 237 313">Scope of Service</td> <td data-bbox="247 248 552 313">All Schools</td> </tr> </table> <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	All Schools		<table border="1"> <tr> <td data-bbox="1045 248 1171 313">Scope of Service</td> <td data-bbox="1182 248 1497 313">All Schools</td> </tr> </table> <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	All Schools	
Scope of Service	All Schools						
Scope of Service	All Schools						
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Complete data for the 2015-16 school year is not available until the conclusion of the school year. Substantial parent, community, and business stakeholder involvement, however, occurred during the current 2015-16 school year. Over 80 community and parent meetings were held throughout the district with over 1000 parent and community participants. Each site held numerous parent workshops, including Parent Day, FAFSA Parent Night, Community Social Media presentations, and many other events bringing multiple stakeholders into our schools. Tracking of these events and the stakeholders who attended these events has only occurred for 1 year, therefore data is very limited. However, based upon stakeholder input, all of these stakeholder meetings will continue and expand throughout the district in an effort to continue engaging our community for valued feedback.						

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.

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:	<u>\$3,278,923</u>
<p>The targeted supplemental funding for the District totals approximately \$3.3 million 2016-17, which is approx. \$1M increase from prior year. The district's base funding includes expenditures that meet the needs and benefit all students through such items as The Healthy Kids Survey, increasing the technology infrastructure, student data management system, substantial professional development including an emphasis on Common Core Standards and Next Generation Science Standards, 4.5 FTE Instructional Content Coaches, Textbook adoptions in ELA/ELD, AP courses, and World Languages, facility improvement projects, equal access to all courses for all students, increased ROP and CTE courses and expanding pathways to meet both college and career readiness standards for students. These are just a few of the base expenditures. The District 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 goals. As a high school district, the programs will be available to all schools to serve all high school students in LUHSD. The programs provided are research-based programs shown to increase student achievement. These programs include: Read 180, Math 180, ELD supplementary materials, new technology, etc. Additionally, there are other services provided, such as EL liaisons, Career Center Coordinators, psychologists, campus security, Special Service Coordinator, and mental health interns, to best support unduplicated student access to programs and assist with communication with parents. To assist with the safety and support of our unduplicated students additional campus supervisors were added along with study hall teachers, and social/emotional trainings and professional development are provided for both students, counselors, and teachers. The percentage of unduplicated pupils for 2016-17 is 30.08 percent.</p>	
<p>Several actions and services use both base and supplemental funding school wide. In each case, the supplemental funds are principally directed to our unduplicated students.</p>	
<p>The District has taken steps to assist with providing a physically and emotionally supportive school environment supporting student learning. A District Diversity Coordinator, a personnel position, is dedicated to working with and effectively influencing our unduplicated students and subgroups. The District's attendance recognition program is an existing program to increase student attendance, and additional supplemental funds target unduplicated students for this pupose. Diversity and inclusion training is professional development specific to strategies targeted toward for reaching out to unduplicated students. Social media training focusing on awareness and challenges within equity, diversity, and inclusion is offered for admin, coaches and teachers. Awareness of appropriate use of social media and civility issues with students and community are a focus within partnerships with local law enforcement and programs such as School Ambassador, Pause Before You Post, character ed, #ICANHELP. Others will be reviewed and considered. SDD keynote speaker offering specific strategies for educators to address social-emotional needs, positive interactions, and effective instructional strategies to use in the classroom with students are a key component of professional development. Implementing site budgets for activities is yet another way our district and sites support providing a physically and emotionally supportive school environment. To assist with students successfully beginning their high school experience both socially and academically, the District employs freshman orientation activities at each our comprehensive sites for incoming 9th grade all students including EL, FY, and SED populations.</p>	
<p>The District prepares students for career and college by providing a rigorous and stimulating curriculum and instructional program. One way to achieve this has been providing</p>	

intervention classes including READ180, MATH 180, Intensified Algebra & Geometry, math support classes, tutorial support, credit recovery, English 3D EL Academic Support with targeted enrollment of EL, FY, SED and others by utilizing partial funding for a program that serves unduplicated students. Another is the implementation and hiring of Study Hall certificated staff to supervise and monitor Study Hall. Providing field trip opportunities for EL, SED, FY students provides opportunities for unduplicated students to gain access to college trips and other locations that enrich their instructional program. The District continues to offer Homework Extended Learning Program (HELP) dedicating time after school to support unduplicated students; other students are also served. Providing supplemental funds to each school site to use specifically for EL, FY, and low income students has been a way to support services and supplemental books and supplies. These are supplies and materials that are beyond what the regular population is provided to close gaps and supplement existing materials already in the classroom for those students. In addition, standard-based instructional materials have been purchased including but not limited to the purchase new ELD textbooks/supplemental materials aligned to CCSS and NGSS for targeted EL, SED, FY and other identified sub-groups of students. A contract for plagiarism software has been continued for teacher and student use. Math 180 software program has been purchased for special education students and a pilot program for general education students has been implemented as a support curriculum for targeted students. PUSH classes have been expanded including books/supplies to provide access to college and career success coursework and support. The District continues to offer sections of SAT/ACT prep class, and all counselors work with families of targeted students for increased enrollment in AP courses to provide access to college and career success coursework and support. SAT/ACT Prep courses including Princeton review are offered to also provide access to college and career success coursework and support.

The District recognizes the need and has made efforts to increase stakeholder input. "Take Your Parent to School Day" is a successful way to help increase parent involvement for unduplicated youth by providing opportunities for parent tours of classrooms and programs during school hours. School sites schedule Parent University evening workshops to increase parent involvement and engagement for unduplicated youth. The District continues implementation of two career technicians for each comprehensive site to focus on parent communication and information, registration and requirements for college application process and assist parents and students of unduplicated youth with navigation of the college pathway. Two career technicians continue to be accessible for each comprehensive site to focus on parent communication and information, registration and requirements for college application process and assist parents and students of unduplicated youth with navigation of the college pathway.

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.

4.88	%	<p>The District's MPP is 4.88% percent for the 2016-17 fiscal year. The District plans to meet its proportionality percentage through a combination of increased and improved services such as Read 180, Math 180, ELD supplementary materials, new technology, etc. Additionally, there are other services provided, such as EL liaisons, Career Center Coordinators, additional counselors, Psychologists, Campus Security, Special Service Coordinator, and mental health interns, to best support unduplicated student access to programs and assist with communication with parents. The funding will improve services for our unduplicated students through better attendance, pupil engagement, professional development, behavior support, and work with education partners.</p>
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Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Funding Sources	15,466,667.0 0	13,461,278.8 5	13,683,882.0 0	16,378,291.0 0	16,467,849.0 0	46,530,022.0 0
	600,000.00	0.00	0.00	0.00	0.00	0.00
Base	7,433,940.00	7,501,970.00	4,674,216.00	3,958,289.00	6,489,146.00	15,121,651.0 0
Base/CCSS	0.00	0.00	0.00	0.00	0.00	0.00
Base/Dev. Fees	3,500,000.00	2,669,313.00	4,200,000.00	4,200,000.00	4,200,000.00	12,600,000.0 0
Base/Supplemental	787,271.00	3,400.00	641,284.00	641,284.00	641,284.00	1,923,852.00
Capital Facilities	0.00	0.00	0.00	0.00	0.00	0.00
CCSS	0.00	0.00	0.00	0.00	0.00	0.00
CCSS/NGSS	0.00	0.00	0.00	0.00	0.00	0.00
Other	0.00	960,522.13	624,047.00	3,966,676.00	1,514,539.00	6,105,262.00
Restricted Lottery	281,000.00	161,510.00	481,000.00	481,000.00	481,000.00	1,443,000.00
Supplemental	2,864,456.00	2,164,563.72	3,063,335.00	3,131,042.00	3,141,880.00	9,336,257.00

Total Expenditures by Object Type						
Object Type	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Expenditure Types	15,466,667.0 0	13,461,278.8 5	13,683,882.0 0	16,378,291.0 0	16,467,849.0 0	46,530,022.0 0
	3,741,103.00	2,423,794.00	736,819.00	0.00	0.00	736,819.00
0000: Unrestricted	0.00	0.00	0.00	3,088,137.00	3,155,425.00	6,243,562.00
1000-1999: Certificated Personnel Salaries	3,168,091.00	2,834,109.00	3,107,800.00	3,104,412.00	3,109,412.00	9,321,624.00
2000-2999: Classified Personnel Salaries	1,009,379.00	573,145.00	591,910.00	789,530.00	783,368.00	2,164,808.00
3000-3999: Employee Benefits	0.00	788,727.33	544,317.00	632,178.00	642,610.00	1,819,105.00
4000-4999: Books And Supplies	3,183,290.00	2,724,886.00	3,599,780.00	3,598,778.00	3,623,778.00	10,822,336.0 0
5000-5999: Services And Other Operating Expenditures	652,415.00	519,504.52	553,256.00	615,256.00	603,256.00	1,771,768.00
5800: Professional/Consulting Services And Operating Expenditures	107,904.00	0.00	350,000.00	350,000.00	350,000.00	1,050,000.00
6000-6999: Capital Outlay	3,604,485.00	3,597,113.00	0.00	0.00	0.00	0.00
7000-7439: Other Outgo	0.00	0.00	4,200,000.00	4,200,000.00	4,200,000.00	12,600,000.0 0

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Expenditure Types	All Funding Sources	15,466,667.00	13,461,278.85	13,683,882.00	16,378,291.00	16,467,849.00	46,530,022.00
		0.00	0.00	0.00	0.00	0.00	0.00
	Base	3,631,103.00	2,423,794.00	0.00	0.00	0.00	0.00
	Base/CCSS	0.00	0.00	0.00	0.00	0.00	0.00
	Base/Dev. Fees	0.00	0.00	0.00	0.00	0.00	0.00
	CCSS	0.00	0.00	0.00	0.00	0.00	0.00
	CCSS/NGSS	0.00	0.00	0.00	0.00	0.00	0.00
	Other	0.00	0.00	500,000.00	0.00	0.00	500,000.00
	Restricted Lottery	0.00	0.00	0.00	0.00	0.00	0.00
	Supplemental	110,000.00	0.00	236,819.00	0.00	0.00	236,819.00
0000: Unrestricted	Base	0.00	0.00	0.00	0.00	2,655,425.00	2,655,425.00
0000: Unrestricted	Other	0.00	0.00	0.00	3,088,137.00	500,000.00	3,588,137.00
1000-1999: Certificated Personnel Salaries	Base	2,109,767.00	1,473,016.00	1,730,589.00	900,909.00	895,909.00	3,527,407.00
1000-1999: Certificated Personnel Salaries	Other	0.00	455,730.00	0.00	800,000.00	800,000.00	1,600,000.00
1000-1999: Certificated Personnel Salaries	Restricted Lottery	0.00	48,211.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental	1,058,324.00	857,152.00	1,377,211.00	1,403,503.00	1,413,503.00	4,194,217.00
2000-2999: Classified Personnel Salaries	Base	137,952.00	112,272.00	256,448.00	254,688.00	257,688.00	768,824.00
2000-2999: Classified Personnel Salaries	Other	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	871,427.00	460,873.00	335,462.00	534,842.00	525,680.00	1,395,984.00
3000-3999: Employee Benefits	Base	0.00	267,914.00	83,583.00	208,098.00	72,530.00	364,211.00
3000-3999: Employee Benefits	Other	0.00	137,915.13	45,508.00	0.00	136,000.00	181,508.00
3000-3999: Employee Benefits	Supplemental	0.00	382,898.20	415,226.00	424,080.00	434,080.00	1,273,386.00
4000-4999: Books And Supplies		500,000.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Base	1,237,072.00	2,140,252.00	2,284,596.00	2,283,594.00	2,288,594.00	6,856,784.00
4000-4999: Books And Supplies	Base/Supplemental	787,271.00	3,400.00	641,284.00	641,284.00	641,284.00	1,923,852.00
4000-4999: Books And Supplies	Other	0.00	299,434.00	0.00	0.00	0.00	0.00

4000-4999: Books And Supplies	Restricted Lottery	281,000.00	113,299.00	481,000.00	481,000.00	481,000.00	1,443,000.00
4000-4999: Books And Supplies	Supplemental	377,947.00	168,501.00	192,900.00	192,900.00	212,900.00	598,700.00
5000-5999: Services And Other Operating Expenditures		100,000.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	185,657.00	156,922.00	119,000.00	111,000.00	119,000.00	349,000.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	67,443.00	78,539.00	78,539.00	78,539.00	235,617.00
5000-5999: Services And Other Operating Expenditures	Supplemental	366,758.00	295,139.52	355,717.00	425,717.00	405,717.00	1,187,151.00
5800: Professional/Consulting Services And Operating Expenditures	Base	27,904.00	0.00	200,000.00	200,000.00	200,000.00	600,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	80,000.00	0.00	150,000.00	150,000.00	150,000.00	450,000.00
6000-6999: Capital Outlay	Base	104,485.00	927,800.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	Base/Dev. Fees	3,500,000.00	2,669,313.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	Capital Facilities	0.00	0.00	0.00	0.00	0.00	0.00
7000-7439: Other Outgo	Base/Dev. Fees	0.00	0.00	4,200,000.00	4,200,000.00	4,200,000.00	12,600,000.00

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).

2015-2016 LCAP Meetings
(Input and *Informational**)

<u>Meeting</u>	<u>Date</u>
1. Curriculum Council	November 12, 2015
2. <i>Liberty Staff Mtg.*</i>	<i>November 10, 2015</i>
3. <i>Heritage Staff Mtg.*</i>	<i>March 7, 2016</i>
4. <i>Freedom Staff Mtg.*</i>	<i>April 11, 2016</i>
5. Superintendent's Cabinet	Sept.1, Nov.17, Jan.26, Feb.16,23, Mar.8,15, Apr.26, May 10,24
6. Administrative Cabinet	Oct. 20, Jan. 12, Apr. 12
7. LCAP Presentations to the Board	Feb. 10, Mar. 9, Apr. 27
8. Executive Cabinet	Aug.18, Sept.15, Oct.20, Nov.10, Jan.19, Feb.16, Mar.8, Apr.19, May 17
9. LCAP Review by CCCOE	May 26, 2016
10. FHS Student Campus Climate Mtg.	December 3, 2015 (9:00 AM)
11. HHS Student Campus Climate Mtg.	January 8, 2016 (10:30 AM)
12. LHS Student Campus Climate Mtg.	January 12, 2016 (10:00 AM)
13. IHS Student Campus Climate Mtg.	January 13, 2016 (11:00 AM)
14. LaP Student Campus Climate Mtg.	January 20, 2016 (1:00 PM)
15. CSEA LCAP Mtg.	December 3, 2015 (4:00 PM)
16. CSEA LCAP Mtg (PDD)	January 13, 2016 (8:30 AM)
17. LEA LCAP Mtg.	December 8, 2015 (4:00 PM)
18. L.U.H.S.D. Administrators	January 12, 2016 (3:30 PM)
19. Content Coaches (CEC Rm.20)	January 22, 2016 (8:15 AM)
20. FHS School Site Council	January 19, 2016
21. HHS School Site Council	January 28, 2016
22. LHS School Site Council	January 20, 2016
23. IHS School Site Council	TBD
24. LaP School Site Council	March 9, 2016
25. DLAC (Board Room)	January 12, 2016 (7:00 PM)
26. Oakley Regional Meeting (FHS Career Center)	February 3, 2016 (7:00 PM)
27. Brentwood Regional Meeting (HHS Career Center)	February 4, 2016 (7:00 PM)
28. District Advisory Committee Mtg. (Board Room)	February 17, 2016 (7:00 PM)
29. LCAP Advisory Committee Mtg.	March 21, 2016
30. LCAP Update to Board	April 27, 2016
31. LCAP Board Presentation	June 8, 2016
32. LCAP Board Adoption	June 15, 2016

CONDITIONS FOR LEARNING				
LCAP PRIORITY & MEASURES	DATA SOURCE	2012-13	2013-14	2014-15
Priority 1: Basic Services				
Teacher missassignment.		0%	0%	0%
Student access to standards-aligned instructional materials.		100%	100%	100%

LCAP PRIORITY & MEASURES	DATA SOURCE	2012-13	2013-14	2014-15
Priority 1: Basic Services				
Teacher missassignment.		0%	0%	0%
Student access to standards-aligned instructional materials.		100%	100%	100%

*Requirement for LCAP.

All others are district identified measures.

CONDITIONS FOR LEARNING				
LCAP PRIORITY & MEASURES	DATA SOURCE	2012-13	2013-14	2014-15
Priority 1: Basic Services				
Student Enrollment		7704	7916	8087
Black or African American	CDE: Data Quest	9%	9%	9%
American Indian or Alaska Native	CDE: Data Quest	1%	1%	1%
Asian	CDE: Data Quest	3%	3%	3%
Filipino	CDE: Data Quest	4%	4%	5%
Hispanic Latino	CDE: Data Quest	33%	33%	33%
Native Hawaiian or Pacific Islander	CDE: Data Quest	1%	1%	1%
White	CDE: Data Quest	47%	45%	45%
Two or more races	CDE: Data Quest	3%	4%	4%
Socio-Economically Disadvantaged	CDE: Data Quest	27%	31%	31%
English Learners	CDE: Data Quest	7%	7%	7%
Students with Disabilities	CalPads	12%	13%	13%
Foster Youth	CalPads	N/A	<1%	<1%
Student Lacking Own Copy of Textbook Rate*		0%	0%	0%
Overall Facility Rating*		Good	Good	Good

*Requirement for LCAP.

All others are district identified measures.

CONDITIONS FOR LEARNING				
LCAP PRIORITY & MEASURES	DATA SOURCE	2012-13	2013-14	2014-15
Priority 2: Implementation of State Standards				
Common Core ELA Implementation*	Ed Services	N/A	Yes	Yes
Common Core Math Implementation*	Ed Services	N/A	Yes	Yes
Common Core for English Learners*	Ed Services	N/A	Yes	Yes
Next Generation Science Standards*	Ed Services	N/A	N/A	Yes
Priority 7: Course Access				
AP Courses Taught	CDE: DataQuest	77	84	108
AP Course Enrollment	CDE: DataQuest	2013	2413	2866
AP Exams	College Board	1579	2000	2305

*Requirement for LCAP.
All others are district identified measures.

PUPIL ACHIEVEMENT AND OUTCOMES					
LCAP PRIORITY & MEASURES	DATA SOURCE	2012-13	2013-14	2014-15	2015-16
Priority 4: Pupil Achievement					
UC/CSU Required Courses Met (All Graduates)	CDE: Data Quest / Calpads	38%	42%	45%	
Black or African American	CDE: Data Quest / Calpads	25%	32%	36%	
American Indian or Alaska Native	CDE: Data Quest / Calpads	18%	33%	63%	
Asian	CDE: Data Quest / Calpads	63%	52%	76%	
Filipino	CDE: Data Quest / Calpads	57%	67%	68%	
Hispanic Latino	CDE: Data Quest / Calpads	28%	34%	36%	
Native Hawaiian or Pacific Islander	CDE: Data Quest / Calpads	30%	29%	7%	
White	CDE: Data Quest / Calpads	44%	47%	49%	
Two or more races	CDE: Data Quest / Calpads	36%	37%	47%	
Socio-Economically Disadvantaged	CDE: Data Quest / Calpads	23%	30%	34%	
English Learners	CDE: Data Quest / Calpads	0%	4%	2%	
Students with Disabilities	CDE: Data Quest / Calpads	5%	10%	12%	
Foster Youth	CDE: Data Quest / Calpads	n/a	25%	38%	
Male	CDE: Data Quest / Calpads	32%	33%	39%	
Female	CDE: Data Quest / Calpads	45%	50%	51%	
UC/CSU Required Courses Met (COHORT Graduates)	LCFF Snapshot	36%	39%		
Black or African American	LCFF Snapshot	21%	29%		
American Indian or Alaska Native	LCFF Snapshot	17%	19%		
Asian	LCFF Snapshot	58%	49%		
Filipino	LCFF Snapshot	54%	65%		
Hispanic Latino	LCFF Snapshot	26%	31%		
Native Hawaiian or Pacific Islander	LCFF Snapshot	27%	27%		
White	LCFF Snapshot	42%	45%		
Two or more races	LCFF Snapshot	30%	38%		
Socio-Economically Disadvantaged	LCFF Snapshot	22%	26%		
English Learners (EL + rfeop < 3 years)	LCFF Snapshot	9%	17%		
Students with Disabilities	LCFF Snapshot	5%	9%		
Foster Youth	LCFF Snapshot	n/a	n/a		

*Requirement for LCAP.

All others are district identified measures.

PUPIL ACHIEVEMENT AND OUTCOMES					
LCAP PRIORITY & MEASURES	DATA SOURCE	2012-13	2013-14	2014-15	2015-16
Priority 4: Pupil Achievement					
AP Total Students (Unduplicated)	Ed Services SIS	922	1199	1329	
AP Exam Score of 3 or Higher* (Unduplicated)	Ed Services SIS/College Board	61%	61%	60%	
Black or African American	Ed Services SIS/College Board	46%	44%	39%	
American Indian or Alaska Native	Ed Services SIS/College Board	40%	40%	71%	
Asian	Ed Services SIS/College Board	61%	72%	61%	
Filipino	Ed Services SIS/College Board	65%	58%	65%	
Hispanic Latino	Ed Services SIS/College Board	57%	58%	58%	
Native Hawaiian or Pacific Islander	Ed Services SIS/College Board	0%	80%	86%	
White	Ed Services SIS/College Board	64%	64%	62%	
Two or more races	Ed Services SIS/College Board	48%	50%	59%	
Socio-Economically Disadvantaged	Ed Services SIS/College Board	55%	47%	53%	
English Learners	Ed Services SIS/College Board	57%	88%	50%	
Students with Disabilities	Ed Services SIS/College Board	40%	55%	55%	
Foster Youth	Ed Services SIS/College Board	100%	0%	100%	
Male	Ed Services SIS/College Board	65%	65%	63%	
Female	Ed Services SIS/College Board	59%	59%	58%	

*Requirement for LCAP.

All others are district identified measures.

PUPIL ACHIEVEMENT AND OUTCOMES					
LCAP PRIORITY & MEASURES	DATA SOURCE	2012-13	2013-14	2014-15	2015-16
Priority 4: Pupil Achievement					
CTE Course Completer Unduplicated (COHORT Graduates)	LCFF Snapshot	42%	47%		
Black or African American	LCFF Snapshot	40%	37%		
American Indian or Alaska Native	LCFF Snapshot	33%	19%		
Asian	LCFF Snapshot	36%	43%		
Filipino	LCFF Snapshot	44%	53%		
Hispanic Latino	LCFF Snapshot	42%	45%		
Native Hawaiian or Pacific Islander	LCFF Snapshot	55%	53%		
White	LCFF Snapshot	43%	52%		
Two or more races	LCFF Snapshot	23%	44%		
Socio-Economically Disadvantaged	LCFF Snapshot	36%	40%		
English Learners	LCFF Snapshot	29%	35%		
Students with Disabilities	LCFF Snapshot	22%	26%		
Foster Youth	LCFF Snapshot	n/a	n/a		
CTE Course Completer DUPLICATED (All Completers)	Ed Svcs SIS/Calpads	1151	1203	1381	
By Race/Ethnicity - % of all completers					
Black or African American	Ed Svcs SIS/Calpads	9%	7%	6%	
American Indian or Alaska Native	Ed Svcs SIS/Calpads	n/a	<1%	<1%	
Asian	Ed Svcs SIS/Calpads	9%	3%	3%	
Filipino	Ed Svcs SIS/Calpads	n/a	5%	5%	
Hispanic Latino	Ed Svcs SIS/Calpads	33%	31%	31%	
Native Hawaiian or Pacific Islander	Ed Svcs SIS/Calpads	n/a	<1%	<1%	
White	Ed Svcs SIS/Calpads	48%	50%	49%	
Two or more races	Ed Svcs SIS/Calpads	0%	4%	4%	
Socio-Economically Disadvantaged	Ed Svcs SIS/Calpads	15%	26%	22%	
English Learners	Ed Svcs SIS/Calpads	3%	2%	2%	
Students with Disabilities	Ed Svcs SIS/Calpads	4%	4%	6%	
Foster Youth	Ed Svcs SIS/Calpads	n/a	<1%	<1%	
Academy Participation Count (HHS, LHS, FHS)	Ed Svcs SIS			1486	1514
Heritage Academies	Ed Svcs SIS			564	520
Environmental Science	Ed Svcs SIS			31	34
Engineering and Technology	Ed Svcs SIS			102	94
Health and Recreation	Ed Svcs SIS			273	236
Law and government	Ed Svcs SIS			158	156
Liberty Academies	Ed Svcs SIS			708	703
Business and Technology	Ed Svcs SIS			139	111
Health Careers	Ed Svcs SIS			294	310
Public Art & Design (CPA/PADA)	Ed Svcs SIS			113	109
Teaching Learning Careers (CPA/TLC)	Ed Svcs SIS			162	173
Freedom Academies	Ed Svcs SIS			214	291
Communications	Ed Svcs SIS			22	37
STEM	Ed Svcs SIS			141	187
PHD	Ed Svcs SIS			51	67

*Requirement for LCAP.

All others are district identified measures.

PUPIL ACHIEVEMENT AND OUTCOMES					
LCAP PRIORITY & MEASURES	DATA SOURCE	2012-13	2013-14	2014-15	2015-16
Priority 4: Pupil Achievement					
EAP ELA College "Ready" Rate	13/14 LCFF Snapshot / 2015CAASPP	28%	31%	24%	
Black or African American	13/14 LCFF Snapshot / 2015CAASPP	15%	20%	13%	
American Indian or Alaska Native	13/14 LCFF Snapshot / 2015CAASPP	29%	40%	14%	
Asian	13/14 LCFF Snapshot / 2015CAASPP	37%	39%	38%	
Filipino	13/14 LCFF Snapshot / 2015CAASPP	36%	50%	34%	
Hispanic Latino	13/14 LCFF Snapshot / 2015CAASPP	19%	23%	15%	
Native Hawaiian or Pacific Islander	13/14 LCFF Snapshot / 2015CAASPP	20%	25%	20%	
White	13/14 LCFF Snapshot / 2015CAASPP	34%	37%	31%	
Two or more races	13/14 LCFF Snapshot / 2015CAASPP	25%	28%	34%	
Economically Disadvantaged	2015 CAASPP	**	**	13%	
Socio Disadvantaged	2015 CAASPP	**	**	11%	
English Learners	2015CAASPP	**	**	1%	
Students with Disabilities	13/14 LCFF Snapshot / 2015CAASPP	1%	1%	5%	
Foster Youth	13/14 LCFF Snapshot / 2015CAASPP	n/a	0%	0%	
EAP ELA College "Conditionally Ready" Rate	13/14 LCFF Snapshot / 2015CAASPP	18%	18%	35%	
Black or African American	13/14 LCFF Snapshot / 2015CAASPP	15%	18%	26%	
American Indian or Alaska Native	13/14 LCFF Snapshot / 2015CAASPP	43%	40%	36%	
Asian	13/14 LCFF Snapshot / 2015CAASPP	22%	25%	49%	
Filipino	13/14 LCFF Snapshot / 2015CAASPP	23%	23%	43%	
Hispanic Latino	13/14 LCFF Snapshot / 2015CAASPP	17%	19%	31%	
Native Hawaiian or Pacific Islander	13/14 LCFF Snapshot / 2015CAASPP	13%	8%	47%	
White	13/14 LCFF Snapshot / 2015CAASPP	19%	17%	38%	
Two or more races	13/14 LCFF Snapshot / 2015CAASPP	21%	21%	40%	
Economically Disadvantaged	2015 CAASPP	**	**	32%	
Socio Disadvantaged	2015 CAASPP	**	**	25%	
English Learners	2015 CAASPP	**	**	8%	
Students with Disabilities	13/14 LCFF Snapshot / 2015CAASPP	11%	4%	14%	
Foster Youth	13/14 LCFF Snapshot / 2015CAASPP	n/a	50%	25%	
**LCFF Snapshot data incomplete					

*Requirement for LCAP.

All others are district identified measures.

PUPIL ACHIEVEMENT AND OUTCOMES					
LCAP PRIORITY & MEASURES	DATA SOURCE	2012-13	2013-14	2014-15	2015-16
Priority 4: Pupil Achievement					
EAP Math College "Ready" Rate	13/14 LCFF Snapshot / 2015CAASPP	8%	6%	7%	
Black or African American	13/14 LCFF Snapshot / 2015CAASPP	5%	3%	2%	
American Indian or Alaska Native	13/14 LCFF Snapshot / 2015CAASPP	40%	7%	0%	
Asian	13/14 LCFF Snapshot / 2015CAASPP	14%	31%	24%	
Filipino	13/14 LCFF Snapshot / 2015CAASPP	7%	10%	15%	
Hispanic Latino	13/14 LCFF Snapshot / 2015CAASPP	4%	4%	3%	
Native Hawaiian or Pacific Islander	13/14 LCFF Snapshot / 2015CAASPP	13%	6%	0%	
White	13/14 LCFF Snapshot / 2015CAASPP	9%	13%	8%	
Two or more races	13/14 LCFF Snapshot / 2015CAASPP	19%	14%	13%	
Economically Disadvantaged	2015 CAASPP	**	**	3%	
Socio Disadvantaged	2015 CAASPP	**	**	2%	
English Learners	2015CAASPP	**	**	1%	
Students with Disabilities	13/14 LCFF Snapshot / 2015CAASPP	0%	0%	2%	
Foster Youth	13/14 LCFF Snapshot / 2015CAASPP	n/a	0%	0%	
EAP Math College "Conditionally Ready" Rate	13/14 LCFF Snapshot / 2015CAASPP	45%	39%	23%	
Black or African American	13/14 LCFF Snapshot / 2015CAASPP	38%	31%	15%	
American Indian or Alaska Native	13/14 LCFF Snapshot / 2015CAASPP	60%	38%	21%	
Asian	13/14 LCFF Snapshot / 2015CAASPP	53%	48%	31%	
Filipino	13/14 LCFF Snapshot / 2015CAASPP	52%	52%	32%	
Hispanic Latino	13/14 LCFF Snapshot / 2015CAASPP	43%	35%	17%	
Native Hawaiian or Pacific Islander	13/14 LCFF Snapshot / 2015CAASPP	38%	37%	20%	
White	13/14 LCFF Snapshot / 2015CAASPP	45%	47%	27%	
Two or more races	13/14 LCFF Snapshot / 2015CAASPP	39%	47%	26%	
Economically Disadvantaged	2015 CAASPP	**	**	15%	
Socio Disadvantaged	2015 CAASPP	**	**	9%	
English Learners	2015CAASPP	**	**	0%	
Students with Disabilities	13/14 LCFF Snapshot / 2015CAASPP	24%	7%	7%	
Foster Youth	13/14 LCFF Snapshot / 2015CAASPP	n/a	0%	0%	
**LCFF Snapshot data incomplete					

*Requirement for LCAP.

All others are district identified measures.

PUPIL ACHIEVEMENT AND OUTCOMES					
LCAP PRIORITY & MEASURES	DATA SOURCE	2012-13	2013-14	2014-15	2015-16
Priority 4: Pupil Achievement					
English Learners					
Percent Making Progress Towards English Proficiency (AMAO 1)*	CDE:DataQuest	72.3%	65.8%	74.7%	
Meeting AMAO 1	CDE:DataQuest	Yes	Yes	above target	
Percent Making Progress Towards English Proficiency (AMAO 2-- >=5 Years)*	CDE:DataQuest	67.1%	61.9%	68.5%	
Meeting AMAO 2	CDE:DataQuest	Yes	Yes	above target	
Percent Making Progress Towards English Proficiency (AMAO 3)*	CDE:DataQuest	Yes	No	n/a	
EL Reclassification Rate*	CDE:DataQuest	15%	15%	15%	
Number of English Learners	CDE:DataQuest	468	522	532	

*Requirement for LCAP.

All others are district identified measures.

PUPIL ACHIEVEMENT AND OUTCOMES					
LCAP PRIORITY & MEASURES	DATA SOURCE	2012-13	2013-14	2014-15	2015-16
Priority 4: Pupil Achievement					
Overall Cumulative (Weighted) Grade Point Average < 2.0	Ed Services SIS	22%	20%	18%	
Black or African American	Ed Services SIS	34%	32%	30%	
American Indian or Alaska Native	Ed Services SIS	33%	22%	18%	
Asian	Ed Services SIS	7%	6%	4%	
Filipino	Ed Services SIS	13%	10%	8%	
Hispanic Latino	Ed Services SIS	28%	26%	24%	
Native Hawaiian or Pacific Islander	Ed Services SIS	25%	29%	25%	
White	Ed Services SIS	16%	15%	14%	
Two or more races	Ed Services SIS	19%	19%	17%	
Socio-Economically Disadvantaged	Ed Services SIS	33%	30%	28%	
English Learners	Ed Services SIS	46%	47%	46%	
Students with Disabilities	Ed Services SIS	36%	33%	30%	
Foster Youth	Ed Services SIS	38%	33%	29%	
Overall Cumulative (Weighted) Grade Point Average 2.0 - 2.99	Ed Services SIS	37%	36%	35%	
Black or African American	Ed Services SIS	43%	42%	40%	
American Indian or Alaska Native	Ed Services SIS	26%	31%	39%	
Asian	Ed Services SIS	29%	30%	28%	
Filipino	Ed Services SIS	27%	26%	26%	
Hispanic Latino	Ed Services SIS	39%	39%	38%	
Native Hawaiian or Pacific Islander	Ed Services SIS	43%	39%	40%	
White	Ed Services SIS	35%	34%	33%	
Two or more races	Ed Services SIS	38%	36%	34%	
Socio-Economically Disadvantaged	Ed Services SIS	40%	40%	39%	
English Learners	Ed Services SIS	45%	39%	42%	
Students with Disabilities	Ed Services SIS	41%	41%	42%	
Foster Youth	Ed Services SIS	38%	46%	46%	
Overall Cumulative (Weighted) Grade Point Average >= 3.0	Ed Services SIS	42%	44%	47%	
Black or African American	Ed Services SIS	23%	27%	30%	
American Indian or Alaska Native	Ed Services SIS	42%	47%	42%	
Asian	Ed Services SIS	64%	64%	67%	
Filipino	Ed Services SIS	60%	64%	66%	
Hispanic Latino	Ed Services SIS	32%	35%	38%	
Native Hawaiian or Pacific Islander	Ed Services SIS	33%	32%	35%	
White	Ed Services SIS	49%	51%	53%	
Two or more races	Ed Services SIS	43%	45%	50%	
Socio-Economically Disadvantaged	Ed Services SIS	26%	30%	33%	
English Learners	Ed Services SIS	9%	14%	12%	
Students with Disabilities	Ed Services SIS	23%	26%	28%	
Foster Youth	Ed Services SIS	23%	21%	24%	

*Requirement for LCAP.

All others are district identified measures.

PUPIL ACHIEVEMENT AND OUTCOMES					
LCAP PRIORITY & MEASURES	DATA SOURCE	2012-13	2013-14	2014-15	2015-16
Priority 4: Pupil Achievement					
SAT Participation (unduplicated count of test scores)	Ed Services SIS	975	918	1,132	
Black or African American	Ed Services SIS	72	78	105	
American Indian or Alaska Native	Ed Services SIS	4	5	6	
Asian	Ed Services SIS	38	39	56	
Filipino	Ed Services SIS	76	63	85	
Hispanic Latino	Ed Services SIS	206	218	286	
Native Hawaiian or Pacific Islander	Ed Services SIS	7	6	8	
White	Ed Services SIS	551	470	521	
Two or more races	Ed Services SIS	21	39	65	
Socio-Economically Disadvantaged	Ed Services SIS	147	192	255	
English Learners	Ed Services SIS	7	3	11	
Students with Disabilities	Ed Services SIS	25	14	25	
Foster Youth	Ed Services SIS	0	1	3	
Male	Ed Services SIS	379	375	452	
Female	Ed Services SIS	596	543	680	
ACT Participation (unduplicated count of test scores)	Ed Services SIS	313	525	550	
Black or African American	Ed Services SIS	16	53	40	
American Indian or Alaska Native	Ed Services SIS	2	2	3	
Asian	Ed Services SIS	9	25	27	
Filipino	Ed Services SIS	15	28	33	
Hispanic Latino	Ed Services SIS	67	117	127	
Native Hawaiian or Pacific Islander	Ed Services SIS	2	5	0	
White	Ed Services SIS	198	284	283	
Two or more races	Ed Services SIS	4	11	37	
Socio-Economically Disadvantaged	Ed Services SIS	39	104	127	
English Learners	Ed Services SIS	1	1	2	
Students with Disabilities	Ed Services SIS	5	15	12	
Foster Youth	Ed Services SIS	0	0	2	
Male	Ed Services SIS	135	224	232	
Female	Ed Services SIS	178	301	318	
API Growth*	CDE: DataQuest	794	N/A	N/A	

*Requirement for LCAP.

All others are district identified measures.

PUPIL ACHIEVEMENT AND OUTCOMES				
LCAP PRIORITY & MEASURES	DATA SOURCE	2012-13	2013-14	2014-15
Priority 8: Other Pupil Outcomes				
CAHSEE ELA PASS RATE (Grade 10)	CDE: DataQuest	88%	88%	90%
Black or African American	CDE: DataQuest	76%	75%	87%
American Indian or Alaska Native	CDE: DataQuest	--%	93%	--%
Asian	CDE: DataQuest	96%	98%	93%
Filipino	CDE: DataQuest	96%	93%	97%
Hispanic Latino	CDE: DataQuest	85%	85%	83%
Native Hawaiian or Pacific Islander	CDE: DataQuest	--%	88%	79%
White	CDE: DataQuest	92%	92%	95%
Two or more races	CDE: DataQuest	91%	95%	88%
Economically Disadvantaged	CDE: DataQuest	79%	80%	80%
English Learners	CDE: DataQuest	62%	53%	49%
Students with Disabilities	CDE: DataQuest	47%	54%	50%
Male		85%	86%	87%
Female		92%	91%	93%
CAHSEE ELA Proficient & Above RATE (Grade 10)	CDE: DataQuest	65%	63%	65%
Black or African American	CDE: DataQuest	43%	44%	50%
American Indian or Alaska Native	CDE: DataQuest	--%	67%	--%
Asian	CDE: DataQuest	80%	84%	75%
Filipino	CDE: DataQuest	82%	79%	81%
Hispanic Latino	CDE: DataQuest	57%	53%	55%
Native Hawaiian or Pacific Islander	CDE: DataQuest	--%	56%	50%
White	CDE: DataQuest	72%	70%	72%
Two or more races	CDE: DataQuest	68%	73%	63%
Economically Disadvantaged	CDE: DataQuest	50%	45%	47%
English Learners	CDE: DataQuest	18%	7%	8%
Students with Disabilities	CDE: DataQuest	9%	16%	12%
Male		59%	55%	58%
Female		71%	70%	71%

-- The number of pupils in this category is too small for statistical accuracy or privacy protection

*Requirement for LCAP.

All others are district identified measures.

PUPIL ACHIEVEMENT AND OUTCOMES				
LCAP PRIORITY & MEASURES	DATA SOURCE	2012-13	2013-14	2014-15
CAHSEE MATH PASS RATE (Grade 10)	CDE: DataQuest	89%	90%	88%
Black or African American	CDE: DataQuest	74%	79%	77%
American Indian or Alaska Native	CDE: DataQuest	--%	100%	--%
Asian	CDE: DataQuest	92%	96%	97%
Filipino	CDE: DataQuest	93%	94%	96%
Hispanic Latino	CDE: DataQuest	86%	86%	82%
Native Hawaiian or Pacific Islander	CDE: DataQuest	82%	88%	93%
White	CDE: DataQuest	92%	94%	93%
Two or more races	CDE: DataQuest	88%	97%	88%
Economically Disadvantaged	CDE: DataQuest	80%	81%	78%
English Learners	CDE: DataQuest	71%	62%	56%
Students with Disabilities	CDE: DataQuest	45%	56%	46%
Male		87%	89%	86%
Female		90%	91%	90%
CAHSEE MATH Proficient & Above RATE (Grade 10)	CDE: DataQuest	62%	64%	61%
Black or African American	CDE: DataQuest	41%	42%	43%
American Indian or Alaska Native	CDE: DataQuest	--%	71%	--%
Asian	CDE: DataQuest	73%	88%	74%
Filipino	CDE: DataQuest	76%	83%	74%
Hispanic Latino	CDE: DataQuest	51%	53%	51%
Native Hawaiian or Pacific Islander	CDE: DataQuest	45%	63%	64%
White	CDE: DataQuest	70%	70%	70%
Two or more races	CDE: DataQuest	65%	81%	68%
Economically Disadvantaged	CDE: DataQuest	45%	49%	45%
English Learners	CDE: DataQuest	26%	15%	19%
Students with Disabilities	CDE: DataQuest	11%	19%	17%
Male	CDE: DataQuest	64%	63%	60%
Female	CDE: DataQuest	59%	64%	62%

-- The number of pupils in this category is too small for statistical accuracy or privacy protection

*Requirement for LCAP.

All others are district identified measures.

ENGAGEMENT						
LCAP PRIORITY & MEASURES	DATA SOURCE	2012-13	2013-14	2014-15	2015-16	
Priority 3: Parent Involvement						
Efforts to seek parent input	Ed Services	Parent Meetings: DAC, DLAC, LEA, CSEA, SSC				
Promotion of Parental Participation	Ed Services	Emails, phone messages, newsletter articles, website,				
Priority 5: Pupil Engagement						
School Attendance Rate*(LEA Wide)	Budget Office	94.16%	93.97%	93.82%	93.96%	Projected
FHS	Budget Office	94.67%	95.13%	94.49%	94.11%	
HHS	Budget Office	96.37%	96.41%	95.56%	95.36%	
LHS	Budget Office	96.04%	95.28%	95.21%	94.73%	
Chronic Absenteeism Rate (FHS, HHS, LHS)*	Ed Services SIS	13%	12%	14%		
Black or African American	Ed Services SIS	15%	17%	18%		
American Indian or Alaska Native	Ed Services SIS	28%	17%	15%		
Asian	Ed Services SIS	6%	8%	10%		
Filipino	Ed Services SIS	7%	6%	6%		
Hispanic Latino	Ed Services SIS	14%	14%	15%		
Native Hawaiian or Pacific Islander	Ed Services SIS	14%	16%	7%		
White	Ed Services SIS	12%	12%	12%		
Two or more races	Ed Services SIS	12%	14%	17%		
Socio-Economically Disadvantaged	Ed Services SIS	18%	18%	20%		
English Learners	Ed Services SIS	14%	18%	18%		
Students with Disabilities	Ed Services SIS	23%	22%	23%		
Foster Youth	Ed Services SIS	23%	30%	26%		
Male	Ed Services SIS	11%	11%	11%		
Female	Ed Services SIS	15%	14%	16%		
High School Drop Out Rates (COHORT)*	CDE:DataQuest	5%	4%	3%		
Black or African American	CDE:DataQuest	7%	6%	6%		
American Indian or Alaska Native	CDE:DataQuest	0%	31%	9%		
Asian	CDE:DataQuest	0%	2%	4%		
Filipino	CDE:DataQuest	1%	0%	0%		
Hispanic Latino	CDE:DataQuest	7%	5%	3%		
Native Hawaiian or Pacific Islander	CDE:DataQuest	9%	7%	0%		
White	CDE:DataQuest	3%	3%	3%		
Two or more races	CDE:DataQuest	7%	2%	3%		
Socio-Economically Disadvantaged	CDE:DataQuest	8%	6%	6%		
English Learners	CDE:DataQuest	11%	4%	5%		
Students with Disabilities	CDE:DataQuest	10%	6%	6%		
Foster Youth	CDE:DataQuest	n/a	n/a	n/a		

*Requirement for LCAP.

All others are district identified measures.

ENGAGEMENT					
LCAP PRIORITY & MEASURES	DATA SOURCE	2012-13	2013-14	2014-15	2015-16
High School Graduation Rates (COHORT)*	CDE:DataQuest	87%	89%	91%	
Black or African American	CDE:DataQuest	73%	82%	82%	
American Indian or Alaska Native	CDE:DataQuest	75%	50%	73%	
Asian	CDE:DataQuest	96%	93%	93%	
Filipino	CDE:DataQuest	91%	95%	95%	
Hispanic Latino	CDE:DataQuest	84%	87%	90%	
Native Hawaiian or Pacific Islander	CDE:DataQuest	91%	93%	100%	
White	CDE:DataQuest	90%	91%	92%	
Two or more races	CDE:DataQuest	80%	92%	92%	
Socio-Economically Disadvantaged	CDE:DataQuest	78%	83%	85%	
English Learners	CDE:DataQuest	74%	86%	87%	
Students with Disabilities	CDE:DataQuest	65%	73%	76%	
Foster Youth	CDE:DataQuest	n/a	n/a	n/a	
Still Enrolled Rate	CDE:DataQuest	8%	7%	6%	

*Requirement for LCAP.

All others are district identified measures.

SCHOOL CLIMATE

LCAP PRIORITY & MEASURES	DATA SOURCE	2012-13	2013-14	2014-15
Priority 6: School Climate				
Student Suspension Count	CDE:DataQuest	501	491	521
Student Suspension Rate of cumulative enrollment*	CDE:DataQuest	6%	6%	6%
Suspension Rate by Ethnicity of Total Suspensions				
Black or African American	CDE:DataQuest	21%	26%	27%
American Indian or Alaska Native	CDE:DataQuest	<1%	<1%	<1%
Asian	CDE:DataQuest	1%	1%	1%
Filipino	CDE:DataQuest	3%	3%	1%
Hispanic Latino	CDE:DataQuest	36%	32%	33%
Native Hawaiian or Pacific Islander	CDE:DataQuest	<1%	1%	1%
White	CDE:DataQuest	36%	31%	33%
Two or more races	CDE:DataQuest	3%	5%	4%
Socio-Economically Disadvantaged	CDE:DataQuest	48%	57%	54%
English Learners	CDE:DataQuest	8%	11%	10%
Students with Disabilities	CDE:DataQuest	n/a	27%	29%
Foster Youth	CDE:DataQuest	n/a	1%	2%
Student Expulsion Count	CDE:DataQuest	14	16	5
Student Expulsion Rate of cumulative enrollment*	CDE:DataQuest	<1%	<1%	<1%
Expulsion Rate by Ethnicity of Total Expulsions				
Black or African American	CDE:DataQuest	29%	31%	20%
American Indian or Alaska Native	CDE:DataQuest	0%	0%	0%
Asian	CDE:DataQuest	0%	0%	0%
Filipino	CDE:DataQuest	0%	0%	0%
Hispanic Latino	CDE:DataQuest	43%	44%	40%
Native Hawaiian or Pacific Islander	CDE:DataQuest	0%	0%	0%
White	CDE:DataQuest	21%	19%	40%
Two or more races	CDE:DataQuest	7%	6%	0%
Socio-Economically Disadvantaged	CDE:DataQuest	57%	75%	60%
English Learners	CDE:DataQuest	7%	19%	20%
Students with Disabilities	CDE:DataQuest	n/a	44%	40%
Foster Youth	CDE:DataQuest	n/a	0%	0%

*Requirement for LCAP

SCHOOL CLIMATE				
LCAP PRIORITY & MEASURES	DATA SOURCE	2012-13	2013-14	2014-15
Priority 6: School Climate				
Healthy Kids Survey*				
School connectedness (high)				
Grade 9	CDE:DataQuest	n/a	44%	n/a
Grade 11	CDE:DataQuest	n/a	46%	n/a
Continuation, Community Day & Alternative Schools	CDE:DataQuest	n/a	14%	n/a
School perceived as very safe or safe				
Grade 9	CDE:DataQuest	n/a	67%	n/a
Grade 11	CDE:DataQuest	n/a	73%	n/a
Continuation, Community Day & Alternative Schools	CDE:DataQuest	n/a	42%	n/a

LCAP PRIORITY & MEASURES	DATA SOURCE	2012-13	2013-14	2014-15
Priority 6: School Climate				
Healthy Kids Survey*				
School connectedness (high)				
Grade 9	CDE:DataQuest	n/a	44%	n/a
Grade 11	CDE:DataQuest	n/a	46%	n/a
Continuation, Community Day & Alternative Schools	CDE:DataQuest	n/a	14%	n/a
School perceived as very safe or safe				
Grade 9	CDE:DataQuest	n/a	67%	n/a
Grade 11	CDE:DataQuest	n/a	73%	n/a
Continuation, Community Day & Alternative Schools	CDE:DataQuest	n/a	42%	n/a

*Requirement for LCAP

COURSE ACCESS				
LCAP PRIORITY & MEASURES	DATA SOURCE	2012-13	2013-14	2014-15
Priority 7: Course Access				
Subject Area Courses Taught*				
Art	CDE:DataQuest	89	72	73
Drama/Theater	CDE:DataQuest		16	15
English Language Arts	CDE:DataQuest	378	357	386
Foreign Languages	CDE:DataQuest	124	140	149
History/Social Science	CDE:DataQuest	296	267	305
Mathematics	CDE:DataQuest	294	299	323
Music	CDE:DataQuest	32	31	29
Other Instruction-Related Assignments	CDE:DataQuest	249	203	221
Physical Education	CDE:DataQuest	185	175	172
Science	CDE:DataQuest	233	216	248
Special Designated Subjects	CDE:DataQuest	11	8	12
Subject Area Course Enrollment*				
Art	CDE:DataQuest	2,142	2,234	2,262
Drama/Theater	CDE:DataQuest		477	474
English Language Arts	CDE:DataQuest	8,222	8,545	8,722
Foreign Languages	CDE:DataQuest	3,912	4,377	4,636
History/Social Science	CDE:DataQuest	6,787	6,973	6,961
Mathematics	CDE:DataQuest	8,057	8,600	8,728
Music	CDE:DataQuest	979	1,066	1,110
Other Instruction-Related Assignments	CDE:DataQuest	3,525	3,147	3,251
Physical Education	CDE:DataQuest	6,630	6,811	6,604
Science	CDE:DataQuest	5,922	6,099	6,365
Special Designated Subjects	CDE:DataQuest	349	262	387

*Requirement for LCAP.

All others are district identified measures.

2015-16 LUHSD Local Control Accountability Plan (LCAP) Stakeholder Feedback

Goal #1 - Physically and Emotionally Supportive Schools		
Category	Stakeholder Input	Suggested Improvements
Provide a safe, secure, updated, clean environment	15-CSEA 30-LEA 34-STUDENTS [S] 27-ADMIN [A] 43-COMMUNITY [C] 15-DISTRICT ADVISORY [DAC] TOTAL – 164	<ul style="list-style-type: none"> • Provide equitable, updated, well maintained technology and facilities [A, C, LEA, DAC] • Schools should have personalized attention from guidance counselors [S, DAC] • Increase mental health training for staff [A, S, C, CSEA, DAC] • Add staff/programs/training for conflict resolution [A, S, C, CSEA, DAC] • Increase supports: adult intervention; mentoring and support; suicide prevention/bullying training [A, S, C, CSEA, DAC]
Creating opportunities to incorporate best practices and program successes.	15-CSEA 21-LEA 33-STUDENTS [S] 9-ADMIN [A] 21-COMMUNITY [C] 6-DISTRICT ADVISORY [DAC] TOTAL – 105	<ul style="list-style-type: none"> • Evaluate Staff Development Days and Professional Development Days (Collaboration/Best practices) [A, S, C, LEA, CSEA] • Increase student participation in organizations, clubs, fairs, competitions [A, S, C, LEA, CSEA, DAC]
Fostering an atmosphere of respect and civility among all students.	5-CSEA 15-LEA 21-STUDENTS [S] 10-ADMIN [A] 42-COMMUNITY [C] 7-DISTRICT ADVISORY [DAC] TOTAL – 100	<ul style="list-style-type: none"> • Evaluate existing diversity programs [A, S, C, LEA, CSEA, DAC] • Continue attendance recognition and Campus climate budget [A, C, LEA, CSEA, DAC] • More staff/programs/training for conflict resolution [A, S, C, LEA, CSEA, DAC]
<p>Potential Increases Actions/Services: Student safety and security on campus Equitable staffing for campus supervision Technology roles/responsibilities and staffing Equity and maintenance of Facilities Support providers for students social and emotional well-being</p>		

Goal #2 – Prepare Students for Career and College		
Category	Stakeholder Input	Suggested Improvements
State/Federal accountability measures	22-CSEA 28-LEA 9-STUDENTS [S] 15-ADMIN [A] 29-COMMUNITY [C] 2-DISTRICT ADVISORY [DAC] TOTAL – 105	<ul style="list-style-type: none"> • Evaluate Staff Development Days and Professional Development Days effectiveness [A, S, C, LEA, CSEA] • Increase personalized attention from teacher/counselor (and improved communication/support from district) to support student targeted intervention [A, S, C, LEA, CSEA] • Increase Counselors for student outreach [A, S, C, LEA, CSEA, DAC]
Student proficiency	35-CSEA 54-LEA 30-STUDENTS [S] 29-ADMIN [A] 36-COMMUNITY [C] 7-DISTRICT ADVISORY [DAC] TOTAL – 191	<ul style="list-style-type: none"> • Implement CCSS/NGSS [S, C, LEA, DAC] • Increase AP/College prep for under-represented students [A, S, C, LEA, CSEA, DAC] • Align district assessments and Increase data analysis [A, S, C, LEA, CSEA, DAC] • Adopt textbooks and review courses of study [A, S, C, LEA, CSEA] • Increase Professional Development Days release time and late start Wed., revise assessments, literacy, NGSS, PD collaboration [A, S, C, LEA, CSEA, DAC] • Provide equitable classes for students in master schedule [A, LEA, CSEA] • Evaluate technology needs/support [A, S, C, LEA, CSEA, DAC]
Students; college ready and UC/CSU eligible	26-CSEA 25-LEA 27-STUDENTS [S] 12-ADMIN [A] 22-COMMUNITY [C] 2-DISTRICT ADVISORY [DAC] TOTAL – 114	<ul style="list-style-type: none"> • Increase Supports: SAT/ACT/AP exam prep; EL student bus tickets; expand AP offerings' expand PUSH classes [A, S, C, LEA, CSEA, DAC] • Increase Professional Development focus on EL, SED, and foster youth [A, C, LEA, CSEA] • Evaluate resources to support curriculum and instruction needs of district [A, S, C, LEA, CSEA, DAC]
Relevant Curriculum	10-CSEA 27-LEA 14-STUDENTS [S] 10-ADMIN [A] 17-COMMUNITY [C] 2-DISTRICT ADVISORY [DAC] TOTAL – 80	<ul style="list-style-type: none"> • Curriculum: Increase targeted students in AP courses; expand career pathways; counselors – work with targeted students/families to increase AP enrollment; expand work experience program; continue ROP courses; career internships [A, S, C, LEA, CSEA, DAC] • Incorporate accountability around Professional Development [A, S, C, LEA, CSEA, DAC] • Increase Professional Development collaboration and articulations for CTE/Academic core and community businesses [A, S, LEA, DAC]

Potential Increases Actions/Services:

Student academic support
 Student social and emotional supports
 Instruction and curriculum support for teachers
 Effective professional development and staff development
 Reevaluate placement of targeted students to one building/SLC
 Technology support for teachers, staff, and students

Goal #3 – Stakeholder Involvement

Category	Stakeholder Input	Suggested Improvements
Enhance Communication	5-CSEA 7-LEA 2-STUDENTS [S] 3-ADMIN [A] 3-COMMUNITY [C] 2-DISTRICT ADVISORY [DAC] TOTAL – 22	<ul style="list-style-type: none"> • Increase EL parent liaison for under-represented students [A, S, C, LEA, CSEA] • More parent education and training [A, C, LEA, CSEA, DAC] • Increase parent volunteer program [A, C, LEA, CSEA, DAC] • More and varied communication from school to parents [A, S, C, LEA, CSEA, DAC]
Expand Parent Involvement	12-CSEA 35-LEA 9-STUDENTS [S] 4-ADMIN [A] 12-COMMUNITY [C] 1-DISTRICT ADVISORY [DAC] TOTAL – 73	<ul style="list-style-type: none"> • Increase parent visitations to schools [A, S, C, LEA, CSEA] • Increase Parent University evening [A, C, LEA, CSEA]
Increase communication with business/community organizations	10-CSEA 26-LEA 3-STUDENTS [S] 0-ADMIN [A] 7-COMMUNITY [C] 2-DISTRICT ADVISORY DAC TOTAL – 48	<ul style="list-style-type: none"> • Strengthen reciprocal business/community involvement: more community integration with classes [S, C, LEA, CSEA, DAC] • Need supportive liaison: scholarships, internships, career fair, tutor – special guest speakers [S, C, LEA, CSEA, DAC] • Establish person in charge of community partnerships [A, S, C, LEA, CSEA, DAC] • More opportunities to network and collaborate with community businesses/organizations/Chamber of Commerce [S, C, LEA, CSEA, DAC]

Potential Increases Actions/Services:

Parent educational and training programs
 Improve student academic communication to parents
 Increase academic and community/business integration/partnerships
 Community liaisons/outreach ambassadors
 Parent volunteer coordinator

Physically and Emotionally Supportive Schools

Outcome Examples	Metric Examples	Suggestions (Additions, Deletions, Edits)
<p>Provide a safe, secure, updated, clean environment</p> <p>Need a General Ed Psychologist for the general population students and EL/SED/FY (ALL) Interns (part-time) are not sufficient.</p> <p style="color: red;">Add more staff to assist LCAP students</p> <p style="color: red;">Add more Psychs/SLP's/ counselors to allow proper access for all students.</p> <p style="color: red;">Meet required caseloads based on Ed.Code for SLP's.</p> <p style="color: green;">More security on the outside of the MPR and E building at lunchtime for school ditchers or intruders. Camera put in A,B,C,D,E building hallways upstairs and downstairs. Fix schools website, Wi-Fi – unblock more websites</p>	<p>Provide equitable/updated technology</p> <p style="text-align: center; vertical-align: middle;">Provide equitable/well maintained facilities</p>	<p style="color: blue;">3-District should ensure that all 3 schools have 100% equal technology.</p> <p style="color: red;">This needs to be #1 priority – some computers are and have never worked properly. Servicing TV's takes too long. Update equipment for speech-language pathology intervention for severely disabled i.e. IPAD's @ each site (loaded; apps, etc.) Teach me how to use it. Yes, Please – now. Make them work for curricular instruction. Add \$ to Library budget @ district level to provide equity to all schools – databases, movie licenses. WiFi is not working all the time at Freedom. Technology – 'minimum level' for teacher work station should be: document camera, large TV or projector, computer, printer and internet access. 2-More (qualified) technology maintenance for current technology – people currently doing this are not able to in given time.</p> <p style="color: green;">Would it be possible to provide a tablet for students rather than textbooks in the classroom?</p> <p style="color: green;">School WiFi is annoying and unblock more websites? (FHS)</p> <p style="color: blue;">4-Work toward 1:1 – more access. LMS learning management system – provide ongoing upgrades. Lab in portable does not equal lab in 'hard-wired' room. IHS needs a lab room. + Tripled the number of devices – replaced all teacher machines/phones. But have the same # of tech support staff. Add more school computers and printers. Invest in eBooks. Laptops to take home. Longer computers hours. Not equitable across sites – equitable network. Laptops. e-readers/hot spots for students to check out. eBooks as a reliable option for novels in class and library resources and e-readers. Monitored/updated computer labs (paras or classified) <u>or</u> teacher training. Teachers need to embrace/be required to use and know how the technology works.</p> <p style="color: blue;">Need to do this (increase) – LHS suffering. Mtgs. w/staff-custodial to discuss needs. Buy-in needed by all staff/students (both 2&3).</p> <p style="color: red;">A clean bathroom for starters for students AND staff. 4 maintenance people who are qualified/efficient/ skilled. Would like to have a way to see out the door w/out having to open it – intruders. Yardwork needs to improve – grounds look shabby and should be done on weekends (not class time) Need much better custodial work in classrooms – attention to detail (dust). Sites are not equitable and with classroom sharing, no place to prep or work with students or call parents. Kudos to maintenance at LHS for quick turnaround of work orders.</p> <p style="color: green;">2-Would like to have dividers between the stalls in the boy's restrooms. Bathrooms are gross, especially J building (E building has the only nice one. (LHS). Quad is very dirty, large cracks in the pavement (kids trip) and floods in the rain (LHS) Campus supervisors are lazy and drive around in carts all day. (LHS). School lunches are not very healthy – need better food/snacks – however, the chicken sandwich is good. (LHS) The school feels pretty safe, however in the event of something</p>

		<p>bad happens one officer may not be enough. (LHS) There is not designated wait area where students can eat or wait between classes (IHS) La Paloma has nice furniture for students to use – fill up the vending machines with snacks – actual meals for lunch – funding for WE day - I don't like when kids get to be here when they don't deserve it – food cooked on campus, not delivered cold – sports teams – umbrellas for outside tables, benches – we have a very clean campus. (LP). Better food/lunches in the cafeteria and vending machines – lunches need to be good/healthy and actually cooked instead of premade – lunch time rallies are making a more positive environment on campus – we shouldn't have to wear ID's so often (can we just have them with us?) – more security on the outside of the MPR and E building at lunchtime for school ditchers' or intruders – put cameras in A,B,C,D,E building hallways upstairs and downstairs (FHS). Hire at least 1 more janitor, encourage students to pick up their trash, add paper towels to bathrooms – it is hard to wash hands because not all the hand dryers work, fix the WI-FI – it never works and it effects the laptops we get to use, counselors should be more involved in preventing bullying – I had problems last year and wrote a complaint to my counselor and no one ever got back to me – I ended up having to switch that class, background checks on crossing guards – lots of complaints about him (HHS). Focus on students work order system – more maintenance personnel (open work orders.). Continue to upgrade facilities i.e.; air conditioning, heat, portables, triage. + Electrical @ LHS/Library, wiring/informacast @ FHS, science wing @ LHS. Digitizing (not done, but moving this way); pool controls, sprinklers, thermostats, lighting. 2-More parking – closed campus – fences 2-Clean carpets/floors/heating/air vents more frequently. Hot water in faculty restrooms. Sense of pride/ownership. Clean = conducive to learning. Need carpet in FHS library. Replace portables with buildings. More maintenance/custodial people (or outside service). More drinking fountains at Liberty. More incentives to keep campus clean (ex: Silver Creek HS in San Jose builds in 5 minutes a week for early dismissal if campus has a 'green light') – research how/what other schools do. More accountability for students to keep campus clean – reinforce rules – be consistent. (littering, vandalism, etc.) Place garbage cans in strategic locations and add more cans. Students are avoiding bathrooms at school – need help to monitor Campus Beautification Day (students/parents work together). Camera's for safety. Traffic drop off – dangerous behind MU. Facilities: a lot of classes in portables. Restrooms: often get vandalized or are dirty – not cleaned daily. Safety: not a lot of discussion with students about fights. No programs or training to/for students/parents to lessen fighting issues (assemblies). Examine access/accessibility for disabled students on all sites. Additional restrooms and relabeling to gender neutral. Would like to see a multi-level parking structure. Better Columbine locks – PA System. Need to know how to do an ALL-CALL on new phone system. We need a 'sick bay' for students. Mental health personnel need to seek out students to assist. Facilities at Liberty not kept safe, i.e. exposed re-bar, etc. Make ½ of the campus supervisors 'full time'. Climate mentors for students on each site. On site group counseling programs. Have increased MFT presence – good program. Expand 'TRUE'</p>
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	<p>Facility inspections by site administration</p> <p>Monthly Logs</p> <p>...of identified issues with improvement plan.</p>	<p>conference. Expand PRIDE conference.</p> <p>Custodian (day) to help w/activities. Done, but how does staff inform them what to look for? Admin already busy. Should be done by maintenance. Maintenance employees needed. Where can issues be reported – in classrooms and on campus? Thanks for fixing the stairs. Safety, walk around – log evidence. Determine what the individual school priorities are – continue. With Lead custodian or AI on weekly basis.</p> <p>Continue to do w/diligence and perform repairs and improvements. Data when necessary. Share out info – so all stakeholders can contribute. OF WHAT? Purpose? Shared admin server – FHS. No, but logged in work order system by facility – yes. Need to get report (monthly) auto send to departments for metrics. Maintenance. Good to have logs in bathrooms. Air conditioning fixed quickly.</p>
<p>Creating opportunities to incorporate best practices and program successes.</p>	<p>Student leadership/campus climate committee meetings</p> <p>Collaboration w/</p>	<p>What is the benefit? But where is the progress? How is input utilized? Invest in a safe/comfortable environment. Ex: overcrowded halls, bullying, teacher' tone of voice. Add PRINTERS in each building for students to use if one is not available at home. Address bullying in school and at home. Make lots of resources (teachers, counselors, student mentors) available for a trustworthy resource. We are missing the importance of engaging more students with too high of caseload. Attendance rates too high. CSU/UC rates? May not be growing. Mandate student activities on PD day. Paid collaboration time unrestricted by administration - OPTIONS? Copy budget needs to increase – it's not conducive to student success to shrink work or send them to a website to print. Counselors are really good and very informational. (LHS). There should be an official document (if possible) made by previous club advisors and club president's that outline how to create and maintain a club (HHS) Directly linked to safety and positive learning environment. Yes, allows for input and involvement for all stakeholders. Promote various sports/athletics more. Need more proactive communication w/parents (email). Doing good job – Linda Crew / new transfer. Don't plan academic celebrations during class time – maybe at rallies or at lunch with food. Increase opportunities for general students population to partner with special education students during/outside school day (clubs). More parent involvement including bilingual liaison. Leadership is a positive – Summer Rodriguez is amazing ☺. Meet more often. Revamp Advisory programs.</p> <p>Parent portal WS @ walkthrough. Not all principals know what classified staff roles are or</p>

		<p>connection. Not enough data – suggestion: need to build/expand wellness program – create committee. Utilizing content area coaches.</p> <p>Challenge Day activities for more general populations. Good to get students out of their circle. Monthly newsletter emailed blast. On website – contact us – monitored mailbox. Teachers to encourage students to join particular clubs. Learn what announcements students hear (RSS feed reliable?) Need more simple instructions. Stipends for parents/teachers to lead more clubs/activities. More advertising about what is available – social media, make it an office of the club – staff trainings on tech. Collaboration between LHS, HHS, and FHS teachers. We love opportunities for students to participate in fairs, etc. Students at Liberty get involved so much – we actually have an upcoming dodgeball tournament and our Latino Unidos club performed at lunch today (2/17). Also, clubs are announced every day during 2nd and 6th period.</p>
<p>Fostering an atmosphere of respect and civility among all students.</p> <p>PD for teachers to help with this!</p>	<p>Evaluate existing diversity programs</p> <p>Multicultural Night – Black History Month – Diversity Coordinator</p>	<p>Cross Cultural training/sensitivity Are there any? This is not visible at all at Liberty. Freedom 4 change. Small class sizes will better enable us to meet safety and emotional needs of students. Additional staff support in Transition program – Special Ed support. Inspirational Speakers. More staff/programs/training for conflict resolution. Civility with technology, digital citizenship. Intervention for the ‘frequent’ visitors to the office. Mental health training for staff. More support staff to address tardies in a timely/efficient manner.</p> <p>Advisory - Freedom for change was a great decision on your part – it helped students open up because we saw each other’s vulnerability. More leniency on dress code, girls get dress coded more than guys do. Good school spirit, campus is safe – great spirit – can be who you want – school spirit is awesome. (LHS) District could put on activities/events that students from all school sites can participate in – treat all students equal with equal opportunities – no one is less or greater than the other based off grades. (IHS). We need to make it easier to meet people – Advisory; freedom for change was a great decision on your part, it helped students open up because we saw each other’s vulnerabilities – school should start at 10 am when the brain is fully awake to learn more – more leniency on dress code, girls get dress coded more than guys do. (FHS). Increase assemblies/programs for cyberbullying, more involvement in clubs at the beginning of school and extend the deadline for signing up, instead of certificates for perfect attendance – give the HHS points that the leadership teacher gives, plus ways for everyone who wants to be able to participate in sports teams and after school physical training programs, to me Heritage is a good school – no one really discriminates – everyone has their own groups, people getting whatever they want due to race or sexual orientation because the district is scared of getting sued (HHS).</p> <p>Expand multicultural opportunities for students Campus climate; Falcon 5, Advisory, Freedom 4 Change, Freshman Leadership – Connect Crew, Unified Sports. Evaluate? or explore/implement additional programs. Continue to look for opportunities to integrate ‘World Trust’ topics onto the campuses. Girls Groups – fostering self-respect. Activities/programs to</p>

	<p>Attendance recognition program</p> <p>Budget for campus climate activities/training</p>	<p>promote ‘anti-bullying’; Peer mediators, ‘I and Help’ type programs, PHLIGHT ‘student support card’ motivational speaker – Derek Peterson, Character Counts, Keys to Success. Mandatory assembly to learn about diversity during school hours. Spotlight on diversity (quick blurb). Investigate on-demand video announcements. Expanding high interest classes (help them to go to core classes). Increase religious tolerance. Adding counseling hours to address attendance. Survey the kids, why late / skip classes? Trends/commonalities – program to address these. Documents need to be translated – more staff/software to help. Disrespecting adults – video programs. Kids feel unsafe due to fights – need to find a way to make them feel secure. Mandatory enrollment in conflict management – peer mediation. Need more Counselors, as parents we feel our kids need to see an advisor and the advisors need a reasonable caseload to do their job. It’s shameful for a Blue Ribbon school to not have more counselors. State expectations for caseloads of counselors and speech therapists is 250. Examine consequences of fighting – it has to be known what they are by all stakeholders. Increase organized events on campus that draw in ALL stakeholders (ex: Dude Be Nice). Increase multi-cultural events on campus.</p> <p>Examine issue of gender neutral bathrooms. Student fighting is higher than expected.</p> <p>Seems to be working. Attendance recognition is a good idea and is working at LHS, but so is the accountability and tracking program. Attendance raffles (monthly) Recognize perfect attendance – need to expand. Gift card raffle over announcements. Announcements in Spanish Counselor (Spanish speaking) to reach out to struggling students. Translator at every event. Tardies!!! Outreach to parents regarding tardy/attendance. Not aware that students care. Evaluate effectiveness of pizza as attendance incentive. Restart attendance recognition program. I never understood why we reward students for going to school, it is their job. That is how I see it. Need to bolster this program.</p> <p>This is great – needs to continue. All employees need training. Additional support for all CTE classes – hire more para’s to help with special needs students. More intentional planning/budgeting. District wide – restorative justice. Too much time out of class, respect class time – email, text, social media. Bigger consequences for fights – off activity list for entire quarter or even same consequences at all sites. Participation in 2 inclusion trainings for transgender students.</p>
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Prepare Students for Career and College

Outcome Examples	Metric Examples	Suggestions (Additions, Deletions, Edits)
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<p>State/Federal accountability measures</p>	<p>Prof. Dev. and Staff Dev. Days</p> <p>Student targeted intervention</p>	<p>For Lifeskills – one PD day a month to do prep work in class, team meeting, etc. More training for classified staff on technology, procedures, safety. No Structure, selective material and exclusive to one audience. Lack of accountability for attendance. No parameters.</p> <p>Attendance counseling. Full Day – not PD days</p> <p>Additional PD for Sp.Ed/Lifeskills/Gateway to ensure adequate training/staff support. PDD time is used in different ways among campuses (more or less freedom to self-direct collaboration). – Increase ‘self-directed’ PDD to every Wednesday.</p> <p>Lack of help due to teachers not supported by the district, students should be informed of what teachers are learning during PDD and how these days are to help us (common core), check up and review teachers more often to examine how material is presented and how they treat students (HHS).</p> <p>Revitalize PLC process. Needs a school-wide focus.</p> <p>Some ‘tightening up may be valuable tor PD days.</p> <p>Includes all level of staff; classified, teachers, admin. – try to find opportunities for staff on different schedules.</p> <p>As long as they pass knowledge to students. Survey students / get feedback about absent teachers. Better equity between failing students vs. building kids up that are doing well.</p> <p>Anonymous surveys from students about teachers (give feedback to the teachers). More professional development for teachers – to help those that are not excelling (not just those that are popular/doing well). TOO much time (students and PD time for teachers) on testing. Administer more efficiently.</p> <p>Target intervention for ALL based upon need not ethnic.</p> <p>All Day – everyday. Educate parents on connection between truancy and poor grades.</p> <p>H.E.L.P. = access for all students. Equality at all Districts. Para support (based on communication for this placement to all)</p> <p>We don’t know what to work on based on no goals. DO NOT have all unduplicated students in one GLLC, SLC, Den, etc.</p> <p>Site specific – staff development. Do not use online credit recovery – it doesn’t work and is very expensive. Increasing technology resources to help students’ brush-up on or acquire skills – resources for students to get caught up or remediate. 2-A more organized peer tutoring program. More co-teachers or paras in classrooms (in math and higher level science specifically). More ‘Crisis Center’ like training for teachers and students.</p> <p>The math teachers are all on different levels, many kids complain about their math teachers. (LHS). Mrs. Grossclose, Mr. Walsh and the attendance office people are very rude. (LHS). District/state standards need to be heavily enforced in each classroom – heavy evaluations/discipline should be taken if not followed. (LHS)</p> <p>Build in interventions into the school day. APEX support classes – testing labs. Online tech credit recovery at Alt Ed/IHS doesn’t succeed. GED online program is successful READ 180 (Math 180) support student’s achievement.</p> <p>Notify parents if student is failing (before email fail).</p> <p>More one-on-one with the students counselor.</p> <p>Mentoring programs. More personalized attention from teacher/counselor. Too many kids – lower class size.</p>
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	<p>Online and targeted intervention programs and classes</p>	<p>Counselors to outreach. BITE OF REALITY FOR ALL STUDENTS. Interruptions with school events that are geared for one grade level – student misses class and gets behind. Create events that are for <u>all</u> students! More counselors/assistant’s for targeted intervention. Counselor to go over scores. Counselors to be paid a per diem for summer work or hourly for late meetings. Peer tutoring after school with credit/pay/community service hours. More seats at the Learning Center. More opportunities for kids to remediate. Pay teachers more so they will spend more time on outreach/support. More core electives in English, Science, History.</p> <p>Trying – in progress Add on-line component where parents can update contact info, correct attendance (example: email att. from Parent Portal). We see no communication as to the success or failure of these programs. Add Naviance Program to ALL sites (college and career centers). Apex online. Wasted \$ (online). Students did not succeed at ALL. Use for all students trying to raise a ‘D’ to a ‘C’ or better. Do not put them back in class for second or third time. Freshmen retake – master schedule 2nd semester. Investigate more dual enrollment programs for students. Credit recovery – continue to expand this opportunity.</p>
<p>Student Proficiency</p> <p>Textbooks in ALL classrooms – there are no lockers at Freedom.</p> <p>The security gate think keeps going off with Library books (even if the books are checked out.)</p> <p>Parent Portal – calendar notification of NHS/CSF</p>	<p>Implement CCSS / NGSS</p> <p>-District-wide science based database...</p> <p>Under-represented students in AP/College Prep...</p> <p>-Parent education – recommendations for diverse students.</p>	<p>Would like a program like UCLA where every student has to take an online course. More coaches and more (full day) release time for them. Since most colleges want students to have some language credits, it would be nice to have at least one language elective class – being able to go at our own pace helps if we are trying to graduate early (IHS). Math/Geometry assistants – need a better credit system – more checkups on credits – driver’s education - Earth Science during normal school hours – parents/students need to know exactly how many credits they need to graduate and a serious plan – we need a tutor or study hall where we can get extra help – better life classes (LP). District assessments are not stressed and sometimes not even taken (HHS). Intensified Geometry and Algebra classes have helped foster student success. More structured peer-tutoring. Consider partnering with students as a resource to assist other students w/learning Support classes must have appropriate ratio ‘teacher to student’</p> <p>More prep and assessment needed prior to enrollment. Need access to technology, printing, resources, etc., to be successful in the class (in order to be successful). Recruitment Days ...and/or school to career/work 24:1 class size to allow teachers to work w/more students in the more difficult academic environment. Stipend for AP teachers for students passing exam - \$50/student; \$500 if overall pass rate exceeds National pass rate. Tutorial time for students who are under-represented taking pathway classes leading up to and</p>

	<p>PD release time and late-start Wednesdays to revise assessments, literacy, NGSS, PD collaboration</p> <p>Student-centered master schedule</p> <p>Technology (i.e. laptop carts)</p> <p>Mentoring of EL/SPEL -Not working...</p>	<p>This is a complete failure – NO guidelines. More – late start Wednesdays Not enough time for meaningful work – need full days. Incorporate accountability. Provide time for dept. to collaborate/share pacing guides.</p> <p>Help Desk (Tech.) 7:30-4 – phone task. Help Desk (Tech) – immediate help via phone – during the work day. Students are being scheduled but a slower rate. At risk students lack enough classes. Electives and more classes are needed. Must increase ‘STEM’ courses, programs, etc., to better prepare our students to compete for/with other students regarding jobs and college acceptances (i.e.; to upper tier/Ivy League schools – computer, science, math, technology jobs). APPLY IT - MAKE IT HAPPEN. Revisit 8-period schedule – move to 7-period hybrid day? Students are overwhelmed by 8 classes (especially when they have AP classes). Better use of facilities – offer classes before and after school ‘normal’ hours. 5 class A/B block schedule (and smaller class sizes) Teachers can do tutorials during ‘extra prep’ Reduce class sizes in all (9th grade English, Algebra 1 support or intensified, etc.) classes. Ensure ALL classes are aligned to a pathway or A-G compliant. Our goal – but restricted/limited by contractual obligations.</p> <p>2-Chromebook availability for all students/staff. Computers are not reliable. Working technology – campus wide + gyms. Processes for updates / facilities for storage (carts). Not working – what is wrong with having a REAL media center that can really be maintained/ supervised and much more reliable - PLEASE 2-These laptops are so inconvenient and the wear and tear is hard given our campus. It was so much better at a media center. Graphing/scientific calculators (class sets or loan to individuals). More technology based things/so we don’t have to carry a lot of stuff – school computers are slow and takes a long time to even get to the lock screen. Durable keyboards (LP) Needs: lab replacements. Teacher use is low in the classroom. We are not utilizing the resource – PD needed. (LHS especially). i.e. not in use by students. Use the technology more for learning assignments. Availability of laptops is extremely limited. Computer testing is a nightmare. Additional technology at Liberty to help students become job-ready.</p> <p>Other groups are in need of this as well. Not sure how well this works. WHO and How Increase it @ site level to deal with laptop issues.</p>
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	<p>CLAD credentialed teachers and BTSA teacher support</p> <p>Keys to Your Success program and EL online credit recovery program</p>	<p>Need to focus – ODAT evidence – targeted assistant counselor. In beginning stages – need some PD for teachers working with SPELs – review of rules and regulations. Bi-lingual counselor – mentoring program</p> <p>New teachers and subs need training and mentoring. Take out CLAD. LOWER CLASS SIZE – can help maintain safety and easier to identify/intervene to keep students from falling through the cracks. More money on salary to attract/retain <u>great</u> teachers who ensure student proficiency! Para’s and ESL for CTE also – so as not to be pulled out for core class people. Reduce ratio of mentors to beginning teachers, increase the mentor stipend. Students need talented teachers. We need competitive salaries to attract awesome teachers.</p> <p>Increased access to Library resources – after 4pm for our EL, SED, FY students. And provide transportation and increased access to; technology, printing, study groups, etc. ‘Program’?? More field trips to colleges that are FREE for students regardless of race. Re-evaluate how credit recovery teachers are paid, when courses are offered, etc. Re-evaluate responsibility of EL admin (specifically for SBAC designations). Translation technology or personnel. P.A.S.S. program for EL’s or something like it. APEX – need to increase achievement – build during school day.</p>
<p>Students: college ready and UC/CSU eligible.</p> <p>Excellent mental health PD opportunity.</p> <p>Targeted population student increase for CSU/UC applications.</p> <p>MFT hour increase</p> <p>2-Prepare students for college sooner – give out information during early junior year. College presentations were helpful in the Career Center, we should have more colleges show up and do presentations.</p> <p style="text-align: right;">+</p> <p>Have more trade schools do presentations (ex: Le</p>	<p>Supports: SAT/ACT/AP examination prep; college visits; adult intervention, mentoring and support; suicide prevention/bullying training; EL student bus tickets; expand AP offerings; expand PUSH classes</p> <p>Why is ‘prevention/bullying training HERE??</p>	<p>College visits/tours needed for students – huge decision making. Bullying training – who is responsible / are enough handling this? Unknown who gets this training for suicide prevention and bullying training – it would be nice to be included. Make it a CELEBRATION when a student goes to secondary education – no matter where they go! LMC/DVC, trade school, mechanic/business school, etc. Continued education is a success for students, parents and the DISTRICT. English teacher stipend or class size reduction. Develop a District protocol for 5051, suicide and lockdowns. Site specific PD. Teachers need more PD for at risk students MFT need more support and weekly meetings – need to work as a team. + EAP readiness/SBAC. Increase staff to student in transition/work exp programs – Community based instruction. Training around the SAT/ACT/AP changes. Local fee waivers for students that can’t afford the AP test that don’t already qualify. Increase awareness of fee waivers for students who qualify.</p> <p>We need to open up more information about SAT test dates to get prepared – SAT/ACT testing should cost less/waivers – I still haven’t received my score from the November test date - Teacher’s CET review program helped me. – Twitter/facebook Wider expanse of college trips to see the campus and visit teachers.</p> <p>2-We should have more FAFSA financial aid meetings – counselors don’t make an effort to talk to you, I failed 2 classes and didn’t hear about it till this year that I can’t go to a 4-year college – Motivational speaker, I wish they were more on top of things so that more kids have a chance to go to college</p>

<p>Cordon Blue, etc.)</p>	<p>PD – focus on EL, Low Income and Foster Youth</p> <p>Human Resources: 3 College/Career Center Technician; 3 targeted assistance counselors; School Psychologist;</p>	<p>(LHS). Support to go to college, have teachers sit and help you with college (IHS). College prep – college presentations, info on career options – there is a lack of communication concerning deadlines, colleges, and graduation – counselors should check credits better – we need to be shown how to apply to colleges – they need more programs for pregnant women (LP). Fee waivers. Takes too long to get test results. Counselors/Principles need to listen to parents/students complaints – more action needs to be enforced (accountability). Counselors don't make an effort to talk to you, I failed 2 classes in my freshman year and didn't hear about it till this year that I can't go to a 4-year (LHS). Textbooks need to be updated for the purpose of new material, laptop carts are very helpful, Wi-Fi needs improvement, laptops are a good use in classes like English to get work done in class for those that don't have computers at home, for life after high school remind students there are options besides college – college is the best way to go but many students should not feel that pressure if they don't want to go, more recognition on art activities, more opportunities for you to practice for SAT test, more study groups available especially for AP, find ways to help students learning and testing on computers, we need college visits for people not just in clubs, and a certain staff member to go to for people who are having problems with bullying (HHS).</p> <p>2-Provide more transportation. Move to 'Fostering an atmosphere of respect'. Explore other credit recovery support options.</p> <p>Train teachers more about weighting grades. More communication about parent portal. Lower level math classes – additional math help. Emphasize what kids know, not just about points. Create local scholarships for students to take AP/SAT/ACT tests based on teacher recommendation. Communicate about fee waiver options. Specific workshops for targeted groups about financial aid/scholarships.</p> <p>Most support is provided to lower achievers, while high achievers are less supported and find their own way (self-starters). PSAT for all 11th grade students – District to pay for all. Offer fee waivers for SAT/ACT exams and letting students know about them.</p> <p>Add cross cultural/sensitivity training.</p> <p>Homeless students</p> <p>Needs to improve – but revising school goals (15-16)</p> <p>There is a need to have a Spanish speaking language assistant counselor at one comprehensive site.</p> <p>Focus on afterschool programs.</p> <p>Everyone needs PD on this topic!</p> <p>Need additional support – mental health.</p> <p>2 college/career center technicians/coordinators are enough.</p> <p>Need 4 counselors at each high school. Add a school social worker. Increase campus sups. for safety of students.</p> <p>Campus safety – campus supervision.</p> <p>Mental Health. Librarians – continue to pursue.</p> <p>Need counselor clerk or schedule clerk to relieve counselors from scheduling duties and allow them to 'counsel'.</p> <p>What would '2 campus supervisors' do for this 'section'?</p>
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	<p>Mental Health counseling interns; Interpreters; 2 Campus Supervisors; 3 Counselors; 3 EL parent liaison</p> <p>-Need MORE!!!</p>	<p>More bi-lingual staff. Caseloads need to be capped (500). Needs are extremely high. Social & emotional and difficult to focus academically. Lower counseling caseloads – we are not providing equitable services! Need more counselors and speech path/psych and para professionals. More counselors to help with crisis situations (4 counselors + targeted assistance). Address our bad reputation among professional school psychologists (avoid interns). Keep Librarians on the list. 2-Increase mental health/social support for students & psychologist. Possible expansion of MFT services. Consider district based parent liaison to help coordinate parent involvement/outreach. 5th Counselor to divvy up TAC caseloads and lower performing students from ALL den's. This would allow gen/ed counselors to provide more supports with all students. Review and evaluate the classified salary schedule – bring up to par with surrounding districts. Increase counselors to improve students/parent outreach. Increase SRO's/campus sup's on sites to decrease fights and increase student/staff safety. Increase collaboration of teachers and counselors with at risk students (similar to IEP's). LOVE having the new mental health interns. Add Librarians. Budget for resources for Career Center. Add additional school psychologist and counselor at each site to reduce caseloads. Additional full-time para in Matrix and Gateway programs. Processing of documents for college is not efficient – multiple requests made... Additional counselor College Night – DISTRICT WIDE</p>
<p>Relevant curriculum.</p> <p>Not sure where this goes – but if you want more parents feedback – MAKE parents fill in a survey before grades are released or for receiving graduate diplomas for students signing up for classes – MAKE them do a survey and an online class How to behave socially, How to dress, How to come on time and Not waste paper.</p>	<p>Curriculum: Increase targeted students in AP courses; expand Career Pathways; counselors – work with targeted students/families to increase AP enrollment; expand work experience program; continue ROP courses; career internships</p>	<p>AP is not the answer for college bound – delete this. 3-More work experience programs/ROP courses are needed – prepare for LIFE! Decrease overall loads; hire more counselors. Articulation to local colleges. Advertise ROP & AP to all students. Better training fundamentals. Support academies (CPA grant requirements). Maintain academies with or without funding. A-G courses. More student awareness through advertising. Release teacher time for development (A-G...). More ESL Para's to help CTE. Host OPEN House BEFORE students register for the next years' classes. Use it as a CTE publicity tool for students and parents. *Certification as end result – Nat'l Competitions. Work experience program should be credit based. Stipends for AP teachers, Career pathway leads, ROP teachers for recruiting and supporting at risk students. More college prep courses – especially for the techies interests, college presentations, have a class like auto shop, home econ, beginning/intermediate/advanced video production, more Zoology (because people really want to take that class – get the class we actually want, not just the ones the school gives us. I am learning relevant curriculum things I will need in the future, math teacher should be available more often. (LHS) Math teacher should be available more (FHS). Not enough Health teachers – classes get full, place for AP study groups, more sports electives, not enough classrooms, more opportunities for internships, add more full-time counselors, Implement more OCS and get rid of suspensions (HHS). Create systemic programs to identify & support targeted students. W.E.E. class @ alt.sites, it is running at</p>

	<p>PD: CTE/Academic Core – collaboration time; PD for CTE Teachers; articulation time – community colleges/businesses</p>	<p>Independence – there is a need/desire to have it at La Paloma. Increase professional development on what is relevant now. We need a work experience elective program offered at each campus. Improvement with Algebra – these are working. Support classes need to <u>support</u> what is happening in core content classes. This is <u>working</u> but class sizes need to be small. Be selective about student’s rolls within support classes. <u>Recommending</u> students for AP classes to increase motivation. Not enough counselors to ensure students are making wise class choices. Students need to be prep’d better for AP. More counselors to talk to kids on the bubble. More money to train teachers on how to teach high level material to at reach students. Increased focus on trades/apprenticeship programs. Entrepreneurial speakers on campus for students (school to work focus). Host career nights on campus or district-wide at a central location in the community (like the Brentwood Community Center). <u>Career personality tests for all incoming freshmen.</u></p> <p>Add Universities...</p> <p>Incentives for professional development, funded in part through bargaining units..i.e. 50% reimbursement on professional development training/college courses with a grade ‘C’ or better up to \$2000/year.</p> <p>We are not included even when in these core classes. <u>More PD days every Wednesday – self-directed.</u> <u>College’s/Career planning/research classes.</u> <u>Outside work experience class/teacher @ Alt.Ed/ IHS/LaP</u> <u>Lower counselor caseloads to allow students and parents greater access to counselors. Internship staff at EL sites @ IHS/LaP. 4 Boot Camp CTE like DVC Foods to college – only do one for middle schools to HS so kids know we are here.</u> <u>Have connections with the community and do more educational research on it – being able to have interactive science/field studies – go on field trips that have to do with what we are learning – teachers have a lot of time to make sure you understand the content (IHS). More school speakers to talk about things to encourage students to do better – learn about taxes, music classes, driver’s education and money management class. (LP)</u> <u>Meeting minutes during PD and department meetings.</u> <u>How to find (more) time for articulation time?</u> <u>Too much time spent on online assessments that are optional in gradebook – then make it count.</u> <u>Career Academy / STEM PHD Communication Internships for students.</u></p>
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Stakeholder Involvement

Outcome Examples	Metric Examples	Suggestions (Additions, Deletions, Edits)
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	<p>program</p>	<p>What is this – how does it work – measure? Bring in as mentors or guest speakers. Parents are requesting ‘parenting’ classes. Fingerprinting an issue for some EL parents. Increase involvement. Struggle to get this up and running. – What things can they help with? Need more clear programs and opportunities. Look at CBET \$\$ to use for a program supporting tutoring (A.E) Consider options for increasing involvement w/incentives – pay for fingerprinting of parent volunteers. Parent assistance as campus supervisors? Yes, a paid parent volunteer coordinator at all sites. Part time position to schedule, promote volunteers in the schools. Give students ‘hours’ to go out and get 5 parents signed up for PTA and/or ELCAP meeting. Use more often.</p>
<p>Expand parent involvement</p> <p>Awareness of opportunities</p>	<p>Parent visitations</p> <p>‘Take Your Parent to School Day’</p> <p>Parent University evening</p>	<p>Hard to get buy-in. Welcome parents into the classrooms to attend class with students. Welcome parents to volunteer for teacher aide or other help. Coffee w/principal should not count as LCAP. IT DOES!! – NO WAY. Agreed, Parent groups pays for this at LHS. No teachers are involved – no minutes published – so, no accountability. Need more staff to beef up 8th grade parent articulation – change culture of how parents view their roles in their children’s education. Put programs into place, need better advertising. Continue to evaluate FHS successes. Have a staff member that speaks Spanish at the front desk. More financial aid nights – I would like to have parent meetings because we sometimes are misunderstood, teachers need to be involved with parents more giving them details on class information. (LHS) I feel there needs to be more financial nights for parents – more parent meetings – teachers need to involve parents more giving them details on class information (LHS). I don’t think we should have parents come to school, I love the idea of bringing your parents to school – it is a great idea (HHS). Use forms that are available to communicate in the native language of some of our families. Schools need to continue to seek parent/grandparent involvement. Survey community and family members for ideas. Student led parent/teacher conferences – participation of all teachers. PTA involvement – phone tree.</p> <p>How is this different from ‘back to school night’? Teachers volunteered to help with this – can a stipend be suggested? Hard to take time off to participate – need a better idea. What is the goal of this? Parent/teacher collaboration meetings. Same attentive parents come out – need to outreach other non-engaged parents. The school has gotten a lot better with notifying parents about upcoming events. Enjoyed going to classes (vs. informative portion). Offer this multiple times during a year. Would like to do this for Independence HS.</p> <p>Add ESL classes for parents so that they need the student <u>less</u> for translating. Monthly parent activities focusing on Hot Topics – to educate parents. 3-Increase parent workshops to educate Parents on ‘A-G’ college/career, FAFSA, D/F-, etc.</p>

		<p>Teachers/staff does not get paid – or do they? Use a PD day. What is this – are teachers having input? Need much better advertising and input from parents. Hasn’t started – still a need. Counselors/TAC would be happy to do it – hourly wages/stipend? ‘Coffee with the Principal’ at night – not only in the day. <i>What kind of parents are able/willing to attend – motives/outcomes.</i></p> <p>District Liaison to coordinate district Parent University program. Parenting teens: driving, health. Meshing community service w/community involvement/parent involvement – students; phone parents, help evening of events. FAFSA night – college boot camp for parents.</p>
<p>Increase communication with business/community organizations</p> <p>City of Oakley Youth Summit. Commerce network with Department Chairs.</p>	<p>Strengthen 2-way business/ community involvement</p> <p>Work with local businesses/Chamber of Commerce</p> <p>Collaborate with City departments</p> <p>Career Fair</p>	<p>Advertise school programs in prominent community locations, publications, faith-based organizations. Gear towards parents. Make these programs a resource for PARENTS and students – example: tutoring – add in church bulletin.</p> <p><i>This takes TIME and LUHSD does not want to pay staff for any of this work. Business involvement in curriculum development for CTE. Participate in grant for HS work to community.</i></p> <p>Fund work experience program. Environmental Partnership w/Flood Control. Internships/job opportunities/job shadowing. Continue to grow. Evaluate inequities of academies.</p> <p>Need more community integration with classes, have ROP classes take on community projects to enhance learning (LHS). The Navy needs to come and talk about career opportunities (LP). Making interns more available and offered to more students to help find career paths, collaborate with charities, more career fairs (HHS).</p> <p>Vocational education – Lifeskills (mechanics, home ec., finance, woodshop). Internships.</p> <p>Invite to events.</p> <p>Liaison: scholarships, internships, career fair, tutor – special guest speakers. Academy coordinators or other person – develop more community support via internships, employment opportunities, scholarships (local program), donations, events (community liaison to focus on all of the above)</p> <p><i>Who’s doing these? Need person in charge of this. New position or increased stipend if it’s an existing position. NONE of this ‘happens’. Staff make it happen and deserve compensation for this important work. Transportation to classes to work in environmental partnerships.</i></p> <p>CTE department - FHS</p> <p><i>For what purpose? Academic/Career connections not clear to staff. Why? Who? Is this just to have something to write down? Def?? Need more opportunities to network and collaborate.</i></p> <p>Trying this year for CTE w/LMC at Liberty. DISTRICT..</p> <p><i>Did tech’s get paid for this? Add outside work experience teacher at La Paloma and Independence.</i></p> <p>Career Center – video’s on how to reach out for jobs.</p> <p><i>Independence HS needs to do Career Fairs again.</i></p>

CSEA
LEA
STUDENTS
ADMIN
COMMUNITY
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