



§ 15497.5. Local Control and Accountability Plan and Annual Update.

Introduction:

LEA: Acalanes Union High School District

Contact: John Nickerson, Superintendent

LCAP Year: 2015-2016

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Local Control and Accountability Plan and Annual Update

The Acalanes Union High School District consists of four comprehensive high schools (Acalanes HS, Campolindo HS, Las Lomas HS and Miramonte HS) as well as one alternative school (Acalanes Center for Independent Study) and adult transition program at the Del Valle Education Center. Total CBEDS enrollment in October 2014 was 5404. Additionally, the AUHSD operates the Adult Education Center, which had over 4000 students in 2014-2015.

The District mission and Priorities for Sustained Excellence (in addition to the State Priorities) guide the District efforts for continuous improvement and planning through the Local Control and Accountability Plan and school Single Plans for Student Achievement.

Mission: We educate every student to excel and contribute in a global society

AUHSD Priorities for Sustained Excellence: (2012)

Program

- Support the academic achievement of ALL students*
- Provide rigorous and relevant standards-aligned core academic courses*
- Offer robust elective programs in the core curriculum, world language, visual and performing arts, and career and technical education*
- Support extracurricular and co-curricular opportunities for a wide array of student interests*
- Provide support services for the achievement and healthy development of ALL students*

Staff

- Attract and retain quality staff*
- Support staff professional growth through targeted staff development programs and opportunities*

Resources

- Maintain long term fiscal solvency*
- Promote strong community partnerships*
- Provide facilities and technological resources to support 21st Century learning*

Communication

- Support communication and connectivity among all community stakeholders*

Numerically significant subgroups for the LCAP is defined as 30 or more students. The 2014-15 numerically significant subgroups for the AUHSD are socio-economically disadvantaged (5.1%), Limited English Proficient (3.3%), Students with Disabilities (13.0%), Asian (14.8%), Filipino (2.8%), African American (1.5%), White (67.9%), Hispanic/Latino (8.7%), Multiple races (6.2%). The District unduplicated count of English learners, low-income students, and foster youth is 5.7%.



The LCFF base funding amount is not enough to provide high quality educational opportunities and support services. Fortunately, the AUHSD community contributes to the District through Measure G and A, two local parcel taxes. Additionally, school education foundations and parent groups raise significant funding to provide services.

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 school-site, 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 Acalanes Union High School District offered a variety of opportunities in February, March, April and May for community, parents, students, and staff to develop an understanding of the changes with the shift to the Local Control Funding Formula and the Local Control and Accountability Plan and given an opportunity for input. Specifically, sessions were scheduled to review the change with LCFF and highlight District data in each of the required metrics (in accordance with Education Code 52060) and by each required subgroups (in accordance with Education Code 52052).</p> <p>Specifically, the following data were presented:</p> <ul style="list-style-type: none"> • Williams Complaint Data • Status of District Facilities • Status of Standards Aligned Instructional Materials • Status of Fully Credentialed, “Highly Qualified” Teachers and Staff • Advanced Placement Course Access, Enrollment and Achievement • Academic Performance Index as a Measure of Student Achievement (old) • UC/CSU Entrance Requirement Achievement and EAP • CELDT Achievement • “D and F” Academic Grades Issued • CAHSEE Achievement • Satisfactory Progress Toward Graduation • English learner reclassification rates • English learner progress toward English proficiency • Student discipline (suspension & expulsion) data • Cohort Graduation and Dropout Data • Student Attendance Rates • School Connectedness (CHKS Data) <p>The attendees of the stakeholder meetings provided input on District plan priorities in the broad “State Priority” areas of Learning Conditions, Student Outcomes and Engagement. Lastly, input was sought regarding the District goals for our improvement efforts as well as actions to address the goals.</p> <p>AUHSD Mission <i>We educate every student to excel and contribute in a global society.</i></p> <p>AUHSD Priorities for Sustained Excellence: Program:</p>	<p>In general, the LCAP process was thorough, inclusive, and provided an excellent opportunity for District stakeholders to participate in District planning and budget development.</p> <p>The first draft of revised, consolidated goals was prepared by staff and reviewed by the Board at the January 14, 2015, Governing Board Meeting. The six 2015-2016 draft goals are listed with 2014-2015 goals listed underneath.</p> <p>Maintain high quality staff in the certificated, classified and administrative job groups As measured by: Goal CL 1A: The District will maintain 100% compliance regarding teacher assignment requirements per the Williams case settlement. Goal CL 1B: The District will maintain the ability to attract and retain high quality staff in the certificated, classified and administrative job groups.</p> <p>Maintain state-of-the-art campus facilities conducive to 21st Century learning As measured by: Goal CL 2A: Maintain high quality facilities that are conducive to student learning per the Williams case settlement. Goal CL 2B: Complete Measure E projects, including facilities upgrades and 10-year Classroom technology fund. Goal CL 2C: Complete 2014-2019 Deferred Maintenance Plan</p> <p>Implement high quality instructional programs and educational opportunities for students to attain college and career readiness As measured by: Goal SO 1: Increase the percentage of students achieving “Proficient” or “Advanced” understanding of and the ability to apply the ELA/Literacy knowledge and skills associated with the college content- readiness by 10%. Goal SO 2: Increase the percentage of students achieving “Proficient” or “Advanced” understanding of and the ability to apply the Mathematics knowledge and skills associated with the college content- readiness by 10%. Goal SO 3A: Increase the newly implemented API (anticipated in 2015) by 10% from the baseline.</p>



<ul style="list-style-type: none"> • Support the academic achievement of ALL students • Provide rigorous and relevant standards-aligned core academic courses • Offer robust elective programs in the core curriculum, world language, visual and performing arts, and career and technical education • Support extracurricular and co-curricular opportunities for a wide array of student interests • Provide support services for the achievement and healthy development of ALL students <p>Staff:</p> <ul style="list-style-type: none"> • Attract and retain quality staff • Support staff professional growth through targeted staff development programs and opportunities <p>Resources:</p> <ul style="list-style-type: none"> • Maintain long term fiscal solvency • Promote strong community partnerships • Provide facilities and technological resources to support 21st Century learning <p>Communication:</p> <ul style="list-style-type: none"> • Support communication and connectivity among all community stakeholders <p>Parent & Community Meetings Meetings were held in Lafayette, Moraga, Orinda and Walnut Creek (the four primary communities in the District) for parents and community members. The Superintendent presented slides to provide background information and data, and elicited input from groups and individuals. Attendance ranged from 15 to 40 at each meeting. The authentic conversations and ideas that surfaced contributed significantly to the LCAP development.</p> <p>Staff Meetings The Superintendent attended a staff meeting at each comprehensive school site to provide background information, the purpose of the LCAP, and set the stage for LCAP input. Within a week, the Superintendent visited each school site for a day to receive input on priorities, goals and actions to address Conditions of Learning, Student Outcomes, and Engagement.</p> <p>Meetings with Bargaining Units In addition to staff input meetings, the Superintendent and members of his Executive Cabinet met with leadership from the Acalanes Education Association (AEA) and Service Employees International Union (SEIU) Local 1021, the two collective bargaining groups in the District. The District solicited bargaining unit interests.</p>	<p>Goal SO 3B: Increase the EAP college ready rates in ELA and Math by 10% from the initial baseline (2015).</p> <p>Goal SO 3C: Increase the percentage of students who have successfully completed courses that satisfy the requirements for entrance to the UC and CSU by 6%</p> <p>Goal SO 5: Reduce the number of D and F academic semester grades issued to students by 9%</p> <p>Goal CL 3: Adopt standards aligned instructional materials to support course of study transition to Common Core State Standards and Next Generation Science Standards curricula.</p> <p>Provide safe, engaging and inclusive school sites and classrooms that address the social-emotional needs of all students</p> <p>As measured by:</p> <p>Goal E 1: Increase “School Connectedness” as measured by the California Healthy Kids Survey instrument by 2% in the “High” level in Grade 9 and Grade 11</p> <p>Goal E 2: Increase school attendance rate using three year average P2/ADA by 1.0%</p> <p>Goal E 3A: Increase cohort graduation rate by 1.0%</p> <p>Goal E 3B: Decrease cohort dropout rate by .6%</p> <p>Goal E 4A: Decrease suspension rate by 1.0%</p> <p>Goal E 4B: Maintain expulsion rate at 0.0%</p> <p>Goal E 5: Decrease rates of students reporting experiencing chronic sadness or hopelessness in last 12 months and suicidal ideation in last 30 days in Grade 9 and Grade 11 by 5%</p> <p>Through the stakeholder input process, the goals were modified further.</p> <p>The areas of highest interest for District improvement from the stakeholder groups were for the District to:</p> <ul style="list-style-type: none"> • Maintain competitive total compensation package • Continue robust professional development and teacher support • Have more consistent practices by staff within the school and across the District (curriculum, grading, SchoolLoop, counseling and college/career services, discipline) • Reach staff diversity that is representative of student diversity • Maintain the community investment in facilities (athletic and instructional) • Examine 1:1 initiatives and BYOD – support and opposition
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<p>Student Input The Superintendent met with a group of 30 – 60 students at each high school to review the intent of the LCAP and elicit priorities for improvement under the State priorities framework. Additionally, the Superintendent had a special meeting with approximately 50 students from the English Language Development Program at Las Lomas High School. He reviewed the change, and presented student data with a focus on English Learner data points. He then elicited input specifically targeted for improvement in the ELD Program and improved experience for the English Learners. The students were very engaged and provided substantial input.</p> <p>Meetings with Parent Advisory Committees The Superintendent reviewed the change in budget development with the State change to the LCFF with each Advisory Committee, the District Coordinating Council, which consists of parent leadership from each school, and the District English Language Advisory Committee. Further, he reviewed District data, State priorities, District Priorities for Sustained Excellence, goal areas and actions to further address the needs of students and targeted student populations.</p> <p>Administrative Involvement and Input The LCAP process was reviewed and administrators were involved with the data review and plan development via the two District administrative bodies: Cabinet and Administrative Council. Cabinet consists of superintendents, directors and coordinators. Administrative Council consists of Cabinet and principals.</p> <p>Alignment with District and School Plans The District Mission and District Priorities for Sustained Excellence and Goals were considered in addition to the State Priorities for the development of the Plan. School Site Plans and the LEA Plan were reviewed and the LCAP is consistent with these plans. The School Site Single Site Plans for Student Achievement were updated in accordance with their cycle in December, and the updates are in alignment with the LCAP.</p> <p>Board Review, Oversight and Approval At their November 19, 2014, meeting, the Governing Board discussed the successes and challenges of the 2014 LCAP development process, reviewed LCAP implementation, reviewed the new State LCAP template and the implications of the change, discussed goal consolidation possibilities, Examined the 2015 process to engage stakeholders and</p>	<ul style="list-style-type: none"> • Address campus crowding concerns at LLHS and AHS • Improve the school wireless system • Develop stronger college/career services • Transition to new California standards (PD, time, materials) • Provide more support for lower achieving students • Examine alternative schedules • Expand the use of culminating projects (WISE, senior project, project based learning, etc.) • Maintain strong co-curricular and extra-curricular programs • Expand STEM opportunities • Expand visual and performing arts enrollment/opportunities • Provide less sheltered ELD program and support for success in non-sheltered environment • Provide opportunity for EL full inclusion in school program • Improve communication between teachers/counselors/administrators and EL student home • Address the unhealthy academic stress • Expand programs that address mental health issues • Address campus bullying (including cyberbullying) • Promote stronger academic integrity <p>All of these areas are captured in the goals and actions that were subsequently developed.</p> <p>There was a particularly strong interest, Districtwide and through all stakeholders, to generally address unhealthy student academic stress and mental health. Actions to address this area are featured in goal #6. There was a strong concern by employee groups to maintain a competitive compensation package. While there was strong interest among parents in maintaining/expanding STEM and Advanced Placement opportunities, there was also an interest to provide more support for lower achieving students.</p> <p>School Single Site Plans for Student Achievement were fully aligned to the LCAP achievement goals.</p> <p>District administrators established measures for each LCAP goal consistent with the State requirements and to evaluate actions and progress.</p>
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<p>reviewed the steps and timeline for the LCAP update/revision. At their December 10, 2014, meeting, the Governing Board approved the Single Site Plans for Student Achievement, which were aligned to the 2014-2015 LCAP. Based on discussion and feedback from the November 19 meeting, staff presented consolidated goals and a timeline for stakeholder input and draft development at the January 14, 2015, Governing Board Meeting. The Board reviewed the preliminary draft LCAP at the June 3, 2015, meeting. The Board further reviewed the progress at the June 4 Governing Board Meeting.</p> <p>Posting and Public Hearing The LCAP was posted on the District and school site websites in June and a Public Hearing was held on June 23, 2015.</p> <p>Board Approval The Acalanes Union High School District Governing Board approved the Local Control and Accountability Plan on June 24, 2015.</p>	<p>There was very limited input from document web posting. The Superintendent did not receive written comment following postings. No members of the public appeared before the Governing Board during the public hearing to provide input.</p>
<p>Annual Update: The Governing Board and Parent Advisory Committee reviewed, discussed and provided input on goal consolidation in light of the data reviewed and guidance of the County Office of Education to reduce the number of goals. Stakeholder groups provided significant input which resulted in major changes to actions.</p>	<p>Annual Update: The 2015-2016 LCAP was revised based on stakeholder input. Major changes in the LCAP based on stakeholder input include a consolidation of the goals from 24 to 6, a greater emphasis on addressing unhealthy academic stress and student mental health, and broadening opportunities for students.</p>



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, school-site-level advisory groups, as applicable (e.g., school-site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

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 school-sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school-site level. The LEA may identify which school-sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school-site.



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 school-sites 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 school-sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the school-site 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).

Actions/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 school-sites 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, school-wide, countywide, or charter-wide.

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 school-sites been evaluated to inform the development of meaningful district and/or individual school-site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in 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 school-sites?
- 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 school-sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?



GOAL:	1. Recruit, develop and retain high quality certificated, classified and administrative staff		Related State and/or Local Priorities: 1X 2__ 3__ 4X 5X 6X 7__ 8__X COE only: 9__ 10__ Local : AUHSD Priorities for Sustained Excellence - Staff
Identified Need :	<u>Data Review and Stakeholder Input:</u> <ul style="list-style-type: none"> High quality, caring and committed staff members are essential for District continuous improvement efforts. The Williams case requires the District to maintain appropriately assigned and properly credentialed staff. Maintain competitive total compensation package in order to recruit and retain the highest quality staff. Continue robust professional development and teacher support as we transition to the new California standards, assessment system and learning opportunities in the classroom. Develop more consistent practices by staff (within schools and across the District) to address perceived inequity issues (curriculum, grading, SchoolLoop, counseling and college/career services, discipline). Increase certificated staff "diversity" to become more representative of student diversity. 		
Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups:	All students including targeted student groups (English Learners (EL), eligible to receive a free or reduced-price meal (FRPM), and foster youth), and District subgroups (SocioEconomically Disadvantaged (SED), Limited English Proficient, Students with Disabilities, Asian, Filipino, African American, White, Hispanic/Latino, and Multiple Races)	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Maintain Williams compliance for appropriately assigned staff at 100%* Maintain ability to recruit and retain quality employees *State Required LCAP Measure		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain high quality staff in certificated, classified and management job classification.	Districtwide	<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)_____	LCFF Base and Measure G&A: Certificated Salaries: \$28,092,695 Classified Salaries: \$7,389,333 Total Benefits: \$14,376,005 1000-1999: Certificated Salaries 2000-2999: Classified Salaries 3000-3999: Employee Benefits



<p>Certificated Professional Development: Classroom teachers and certificated support staff must continue to development in their profession for all students to thrive and the District to achieve many of its goals. Professional development programs will include Summer Institute, Staff Development Days, release days, Wednesday morning collaboration, the evaluation process and conference/workshop attendance.</p>	<p>Districtwide</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>Title II Staff Development: \$79,000 LCFF Base funding: \$132,080 Title I: \$20,000 Site Based: \$79,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services & Other Operating Expenses</p>
<p>Two optional staff development days for certificated staff to work collaboratively towards the curricular and other shifts in their work.</p>	<p>Districtwide</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>State mandated cost reimbursement: \$150,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits</p>
<p>Develop revised District Certificated Professional Development Plan. Provide staff development for classified staff through staff development day, conferences and release time.</p>	<p>Districtwide Districtwide</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>LCFF Base Funding: \$2,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits LCFF Base Funding: \$41,455 2000-2999: Classified Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services & Other Operating Expenses</p>



Develop District Classified Professional Development Plan.	Districtwide	<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)	LCFF Base Funding: \$2,000 2000-2999: Classified Salaries 3000-3999: Employee Benefits
Negotiate fair, fiscally responsible contracts with collective bargaining units to maintain competitive total compensation packages. Maintain competitive total compensation packages for non-represented employees.	Districtwide	<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)	LCFF Base Funding: TBD
Expand human resource recruiting efforts to broaden diversity of high quality applicants.	Districtwide	<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)	LCFF Base Funding: \$5000 5000-5999: Services & Other Operating Expenses

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Maintain Williams compliance for appropriately assigned staff at 100%* • Maintain ability to recruit and retain quality employees (qualitative measure) • Increase certificated staff “diversity” by hiring high quality teachers of color to increase their representation from 9% (2014) to 12%. (Students of color make up 31% (2014) of our student population) <p>*State Required LCAP Measure</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain high quality staff in certificated, classified and management job classification.	Districtwide	<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)_____	LCFF Base and Measure G&A: Certificated Salaries: \$28,457,900 Classified Salaries: \$7,631,747 Total Benefits: \$15,401,583 1000-1999: Certificated Salaries 2000-2999: Classified Salaries 3000-3999: Employee Benefits
Certificated Professional Development: Classroom teachers and certificated support staff must continue to development in their profession for all students to thrive and the District to achieve many of its goals. Professional development programs will include Summer Institute, Staff Development Days, release days, Wednesday morning collaboration, the evaluation process and conference/workshop attendance.	Districtwide	<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)_____	Title II Staff Development: \$79,000 LCFF Base funding: \$130,000 Site Based: \$75,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services & Other Operating Expenses
Provide staff development for classified staff through staff development day, conferences and release time.	Districtwide	<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)_____	LCFF Base Funding: \$42,000 2000-2999: Classified Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services & Other Operating Expenses
Negotiate fair, fiscally responsible contracts with collective bargaining units to maintain competitive total compensation packages. Maintain competitive total compensation packages for non-represented employees.	Districtwide	<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)_____	LCFF Base Funding: TBD
Expand human resource recruiting efforts to broaden diversity of high quality applicants.	Districtwide	<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)_____	LCFF Base Funding: \$5000 5000-5999: Services & Other Operating Expenses



LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Maintain Williams compliance for appropriately assigned staff at 100%* • Maintain ability to recruit and retain quality employees (qualitative measure) • Increase certificated staff “diversity” by hiring high quality teachers of color to increase their representation from 12% to 15%. (Students of color make up 31% (2014) of our student population) <p>*State Required LCAP Measure</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>Maintain high quality staff in certificated, classified and management job classification.</p>	<p>Districtwide</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>LCFF Base and Measure G&A: Certificated Salaries: \$28,827,853 Classified Salaries: \$7,860,699 Total Benefits: \$16,673,183 1000-1999: Certificated Salaries 2000-2999: Classified Salaries 3000-3999: Employee Benefits</p>
<p>Certificated Professional Development: Classroom teachers and certificated support staff must continue to development in their profession for all students to thrive and the District to achieve many of its goals. Professional development programs will include Summer Institute, Staff Development Days, release days, Wednesday morning collaboration, the evaluation process and conference/workshop attendance.</p>	<p>Districtwide</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>Title II Staff Development: \$79,000 LCFF Base funding: \$130,000 Site Based: \$75,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services & Other Operating Expenses</p>
<p>Provide staff development for classified staff through staff development day, conferences and release time.</p>	<p>Districtwide</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>LCFF Base Funding: \$43,000 2000-2999: Classified Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services & Other Operating Expenses</p>
<p>Negotiate fair, fiscally responsible contracts with collective bargaining units to maintain competitive total compensation packages. Maintain competitive total compensation packages for non-represented employees.</p>	<p>Districtwide</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>LCFF Base Funding: TBD</p>



Expand human resource recruiting efforts to broaden diversity of high quality applicants.	Districtwide	<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)	LCFF Base Funding: \$5000 5000-5999: Services & Other Operating Expenses
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GOAL:	2. Provide facilities and learning environments conducive to 21st Century learning opportunities		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6__ 7__ 8__ COE only: 9__ 10__ Local : AUHSD Priorities for Sustained Excellence - Resources
Identified Need :	<u>Data Review and Stakeholder Input:</u> <ul style="list-style-type: none"> High quality facilities and technologies provide the optimal learning environment to support student learning. The Williams case requires the District to maintain facilities in good repair. Maintain the community investment in facilities (athletic and instructional). Carefully implement and evaluate the value of 1:1 and "Bring Your Own Device" initiatives. Address the growing enrollment and resulting campus crowding. Improve the wireless infrastructure and network reliability. 		
Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups:	All students including targeted student groups (English Learners (EL), eligible to receive a free or reduced-price meal (FRPM), and foster youth), and District subgroups (SocioEconomically Disadvantaged (SED), Limited English Proficient, Students with Disabilities, Asian, Filipino, African American, White, Hispanic/Latino, and Multiple Races)	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 100% Williams compliance – facilities maintained and in good repair* 90% complete with Measure E facilities 70% complete with Measure E technology lifecycle replacement plan 12.6% complete with deferred maintenance plan Develop further measures of wireless functionality and 1:1 efforts *State Required LCAP Measure		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures



<p>Improve and repair school facilities and upgrade/replace school technologies in accordance with the Measure E and facilities master plan and the technology life-cycle replacement plan.</p>	<p>Districtwide</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>Expenditures to support actions funded by Measure E \$9,730,000 4400: Non-Capitalized Equipment 5000-5999: Services & Other Operating Expenses 6200-6999: Capital Improvement</p>
<p>Complete prioritized projects of District 5-year deferred maintenance plan.</p>	<p>Districtwide</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>LCFF Base Funding: \$220,000 Deferred Maintenance Fund Special Reserve Capital Fund: \$220,000 5000-5999: Services & Other Operating Expenses 6200-6999: Capital Improvement</p>
<p>Update/develop technology lifecycle and replacement policies.</p>	<p>Districtwide</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>No direct cost</p>
<p>Improve network and wireless infrastructure across comprehensive sites to support 1:1 and BYOD initiatives.</p>	<p>Districtwide</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>State mandated cost reimbursement: \$250,000 4000-4999:Materials & Supplies 5000-5999: Services & Other Operating Expenses 6400 Equipment</p>



Develop District vision and plan for 1:1 and BYOD initiatives and include facilities needs in the plan.	Districtwide	<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)_____	LCFF Base Funding: \$2000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits
Develop plan to address growing enrollment and school impaction.	Districtwide	<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)_____	Developer Fees: \$10,000 5000-5999: Services & Other Operating Expenses
Construct additional science classroom to bring greater equity of access to students across the District.	Las Lomas	<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)_____	Developer Fees: \$1,000,000 6200-6299: Buildings & Improvement of Buildings
Provide short-term school impaction relief.	Las Lomas Acalanes	<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)_____	Redevelopment Funds: \$75,000 Developer Fees: \$100,000 4000-4999:Materials & Supplies 5000-5999: Services & Other Operating Expenses



LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 100% Williams compliance – facilities maintained and in good repair* • 100% complete with Measure E facilities • 80% complete with Measure E technology lifecycle replacement plan • 19% complete with deferred maintenance plan • Develop further measures of wireless functionality and 1:1 efforts <p>*State Required LCAP Measure</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Improve and repair school facilities and upgrade/replace school technologies in accordance with the Measure E and facilities master plan and the technology life-cycle replacement plan.	Districtwide	<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)_____	Expenditures to support actions funded by Measure E: \$2,052,138 2000-2999: Classified Salaries 3000-3999: Employee Benefits 4400: Non-Capitalized Equipment 5000-5999: Services & Other Operating Expenses 6200-6999: Capital Improvement
Complete prioritized projects of District 5-year deferred maintenance plan.	Districtwide	<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)_____	LCFF Base Funding: \$220,000 Deferred Maintenance Fund Special Reserve Capital Fund: \$220,000 5000-5999: Services & Other Operating Expenses 6200-6299: Buildings & Improvement of Buildings



Improve network and wireless infrastructure across comprehensive sites to support 1:1 and BYOD initiatives.	Districtwide	<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)_____	State mandated cost reimbursement: \$250,000 4000-4999:Materials & Supplies 5000-5999: Services & Other Operating Expenses 6400 Equipment
Develop plan to address growing enrollment and school impaction.	Districtwide	<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)_____	Developer Fees: \$10,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits
Provide short-term school impaction relief.	Las Lomas Acalanes	<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)_____	Redevelopment Funds: \$75,000 Developer Fees: \$100,000 4000-4999:Materials & Supplies 5000-5999: Services & Other Operating Expenses

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 100% Williams compliance – facilities maintained and in good repair* • 100% complete with Measure E facilities • 90% complete with Measure E technology lifecycle replacement plan • 26% complete with deferred maintenance plan • Develop further measures of wireless functionality and 1:1 efforts <p>*State Required LCAP Measure</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures



Upgrade and replace school technologies in accordance with the Measure E technology life-cycle replacement plan.	Districtwide	<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)_____	Expenditures to support actions funded by Measure E: \$600,000 4000-4999:Materials & Supplies 5000-5999: Services & Other Operating Expenses 6400 Equipment
Complete prioritized projects of District 5-year deferred maintenance plan.	Districtwide	<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)_____	LCFF Base Funding: \$220,000 Deferred Maintenance Fund Special Reserve Capital Fund: \$220,000 5000-5999: Services & Other Operating Expenses 6200-6299: Buildings & Improvement of Buildings
Develop plan to address growing enrollment and school impaction.	Districtwide	<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)_____	Developer Fees: \$10,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits
Provide short-term school impaction relief.	Las Lomas Acalanes	<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)_____	Redevelopment Funds: \$75,000 Developer Fees: \$100,000 4000-4999:Materials & Supplies 5000-5999: Services & Other Operating Expenses



<p>GOAL:</p>	<p>3. Further development and implement high quality programs and educational opportunities for students to attain college and career readiness</p>		<p>Related State and/or Local Priorities: 1X 2X 3__ 4X 5X 6__ 7__ 8X COE only: 9__ 10__ Local : AUHSD Priorities for Sustained Excellence - Program</p>
<p>Identified Need :</p>	<p><u>Data Review and Stakeholder Input</u></p> <ul style="list-style-type: none"> • Graduating AUHSD seniors should be prepared for college and career. • High quality instructional materials provide essential support for student learning. • The Williams case requires that students have access to standards-aligned instructional materials. • Students need an understanding of and the ability to apply the knowledge and skills associated with the new California Standards in English Language Arts/Literacy. • Students need an understanding of and the ability to apply the knowledge and skills associated with the new California Standards in Mathematics. • Parents and students are seeking strong college/career services. • Support for transition to new California standards (PD, time, materials). • A broadbased interest was expressed in exploring alternative schedules. • Support for culminating projects (WISE, senior project, project based learning, etc.). • There is an interest to maintain strong co-curricular and extra-curricular programs. 		
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>All Schools</p>	<p>Applicable Pupil Subgroups: All students including targeted student groups (English Learners (EL), eligible to receive a free or reduced-price meal (FRPM), and foster youth), and District subgroups (SocioEconomically Disadvantaged (SED), Limited English Proficient, Students with Disabilities, Asian, Filipino, African American, White, Hispanic/Latino, and Multiple Races)</p>



LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:

- 100% Williams compliance – standards-aligned instructional materials*
- Implementation of the academic content and performance standards adopted by the State Board of Education*
- Establish baseline for student performance in Statewide assessments of student achievement (Smarter Balanced Assessment)*
- Establish baseline for newly formulated Academic Performance Index*
- Increase the percentage of students who complete UC/CSU entrance requirements or CTE education sequence from 73.1% (2014) to 75.1%*
- Increase the percentage of students who have passed an Advanced Placement examination from 44.8% (2014) to 46.8%*
- Establish baseline for student college preparedness in the Early Assessment Program using the Smarter Balanced Assessment as the indicator*
- Increase the cohort graduation rate by .2% from 97.8% (2014) to 98.0%*
- Decrease the cohort dropout rate by .1% from 0.8% (2014) to 0.7%*
- Reduce the percentage of students receiving a D or F semester grades by .5% from 15.36% (2015) to 14.86%
- Determine a baseline measure of Naviance (college/career guidance program) student and parent use
- Establish community advisory committee of parents and K-8 partner district parents to support improved engagement and communication with parents of individuals with exceptional needs*

*State Required LCAP Measure

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Certificated Professional Development: Classroom teachers and certificated support staff must continue to development in their profession for all students to thrive and the District to achieve many of its goals. Professional development programs will include Summer Institute, Staff Development Days, release days, Wednesday morning collaboration, the evaluation process and conference/workshop attendance.	Districtwide	<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) _____	Title II Staff Development: \$79,000 LCFF Base funding: \$132,080 Title 1: \$20,000 Site Based: \$70,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services & Other Operating Expenses
Two optional staff development days for certificated staff to work collaboratively towards the curricular and other shifts in their work.	Districtwide	<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) _____	State mandated cost reimbursement: \$150,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits



Develop revised District Certificated Professional Development Plan.	Districtwide	<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)_____	LCFF Base Funding: \$2,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits
Continue to develop courses of study aligned to new California standards.	Districtwide	<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)_____	LCFF Base Funding: \$5,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits
Adopt and/or locally develop instructional materials aligned to revised District courses of study through summer instructional materials camp.	Districtwide	<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)_____	LCFF Base Funding: \$400,000 Restricted Lottery: \$142,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services & Other Operating Expenses
Utilize instructional coaches to support teacher professional development.	Districtwide	<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)_____	State Mandated Cost Reimbursement: \$100,000 Title 1 Funding: \$25,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits



<p>Incorporate intervention support for lower achieving students through push-in/pull-out support or parallel class models.</p>	<p>Districtwide</p>	<p><input type="checkbox"/> ALL OR: <input checked="" 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>LCFF Base Funding: \$50,000 LCFF Supplemental Funding: \$125,000 Title I Funding: \$86,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits</p>
<p>Examine and implement “best practices” for special education student support.</p>	<p>Districtwide</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 checked="" type="checkbox"/> Other Subgroups: <u>Special Needs</u></p>	<p>LCFF Base Funding: \$2000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits</p>
<p>Further implement site-based SST/SRT/intervention and 504 support program.</p>	<p>Districtwide</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>No cost</p>
<p>Develop plan to expand RTI practices.</p>	<p>Districtwide</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>LCFF Supplemental Funds: \$15,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits 5000-5999: Services & Other Operating Expenses</p>



Expand courses that meet UC/CSU entrance requirements with an emphasis on career technical education courses.	Districtwide	<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)_____	LCFF Base Funding: \$2000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits
Professional development and support for student achievement and progress data analysis Software (Illuminate) support.	Districtwide	<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)_____	LCFF Base Funding: \$2000 LCFF Supplemental Funding: \$40,000 5000-5999: Services & Other Operating Expenses
Develop comprehensive Districtwide plan for college and career service delivery.	Districtwide	<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)_____	LCFF Base Funding: \$1000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits
Develop and implement plan for comprehensive grade 9-12 Naviance utilization.	Districtwide	<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)_____	Site Funding: \$28,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits



Implement revised staff development plan and personnel support for athletic coaches.	Districtwide	<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)_____	LCFF Base Funding: \$10,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits
Implement District task force to examine alternative schedules for comprehensive school sites.	Districtwide	<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)_____	LCFF Base Funding: \$2000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits
Implement Curricular task force to examine graduation requirements and opportunities through the District course of study.	Districtwide	<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)_____	LCFF Base Funding: \$2000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits
Provide supplemental instruction and remedial support through District summer school opportunities.	Districtwide	<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)_____	LCFF Supplemental Funding: \$130,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits



<p>Utilize site based decision-making via Site Council to further implement actions toward goal and achieve Expected Annual Measurable Outcomes</p>	<p>Las Lomas</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>LCFF Supplemental Funding: \$54,166 1000-1999: Certificated Salaries 3000-3999: Employee Benefits</p>
<p>Utilize Associate Superintendent of Administrative Services to act as foster youth liaison for the District to support the goal of improving educational outcomes for students in foster care.</p>	<p>Districtwide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>No cost</p>
<p>Establish community advisory committee of parents and K-8 partner district parents to support improved engagement and communication with parents of individuals with exceptional needs. Develop a plan for the committee to promote positive parent engagement with the District and support for students with special needs.</p>	<p>Districtwide</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 checked="" type="checkbox"/> Other Subgroups:Special Needs</p>	<p>No cost</p>



LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:

- 100% Williams compliance – standards-aligned instructional materials*
- Implementation of the academic content and performance standards adopted by the State Board of Education*
- Increase the percentage of students achieving “Meets” or “Exceeds” standard in ELA/Literacy as measured by the Smarter Balanced Assessment by 5% from the 2015 baseline.*
- Increase the percentage of students achieving “Meets” or “Exceeds” standard in mathematics as measured by the Smarter Balanced Assessment by 5% from the 2015 baseline.*
- Increase the Academic Performance Index by 5% from the 2015 baseline*
- Increase the percentage of students who complete UC/CSU entrance requirements or CTE education sequence from 73.1% (2014) to 77.1%*
- Increase the percentage of students who have passed an Advanced Placement examination from 44.8% (2014) to 48.8%*
- Increase the percentage of students considered college ready as measured by the Early Assessment Program by 5% from the 2015 baseline*
- Increase the cohort graduation rate by .4% from 97.8% (2014) to 98.2%*
- Decrease the cohort dropout rate by .2% from 0.8% (2014) to 0.6%*
- Reduce the percentage of students receiving a D or F semester grades by 1% from 15.36% (2015) to 14.36%
- Increase the student and parent use of Naviance (college/career guidance program) by 2% from the 2015 baseline

*State Required LCAP Measure

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Certificated Professional Development: Classroom teachers and certificated support staff must continue to development in their profession for all students to thrive and the District to achieve many of its goals. Professional development programs will include Summer Institute, Staff Development Days, release days, Wednesday morning collaboration, the evaluation process and conference/workshop attendance.	Districtwide	X 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) _____	Title II Staff Development: \$79,000 LCFF Base funding: \$130,000 Site Based: \$75,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services & Other Operating Expenses



Continue to develop courses of study aligned to new California standards.	Districtwide	<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)_____	LCFF Base Funding: \$5,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits
Adopt and/or locally develop instructional materials aligned to revised District courses of study through summer instructional materials camp.	Districtwide	<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)_____	LCFF Base Funding: \$400,000 Restricted Lottery: \$142,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies
Utilize instructional coaches to support teacher professional development.	Districtwide	<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)_____	State Mandated Cost Reimbursement: \$100,000 Title 1 Funding: \$25,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits
Incorporate intervention support for lower achieving students through push-in/pull-out support or parallel class models.	Districtwide	<input type="checkbox"/> ALL OR: <input checked="" 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)_____	LCFF Base Funding: \$50,000 LCFF Supplemental Funding: \$125,000 Title I Funding: \$50,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits



Implement plan to expand RTI practices.	Districtwide	<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)_____	LCFF Supplemental Funds: \$30,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits 5000-5999: Services & Other Operating Expenses
Expand courses that meet UC/CSU entrance requirements with an emphasis on career technical education courses.	Districtwide	<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)_____	LCFF Base Funding: \$2000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits
Professional development and support for student achievement and progress data analysis Software (Illuminate) support.	Districtwide	<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)_____	LCFF Base Funding: \$2000 LCFF Supplemental Funding: \$40,000 5000-5999: Services & Other Operating Expenses
Implement Districtwide plan for comprehensive college and career service delivery.	Districtwide	<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)_____	TBD



Implement plan for comprehensive grade 9-12 Naviance utilization.	Districtwide	<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)_____	Site Funds:\$28,000 5000-5999: Services & Other Operating Expenses
Implement revised staff development plan and personnel support for athletic coaches.	Districtwide	<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)_____	LCFF Base Funding: \$10,000 1000-1999: Certificated Salaries 2000-2999: Classified Salaries 3000-3999: Employee Benefits 5000-5999: Services & Other Operating Expenses
Implement Board approved recommendations of District task force charged with the examination of alternative schedules for comprehensive school sites.	Districtwide	<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)_____	TBD
Implement Board approved recommendations of Curricular Task Force to examine graduation requirements and opportunities through the District course of study.	Districtwide	<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)_____	TBD



Provide supplemental instruction and remedial support through District summer school opportunities.	Districtwide	<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)_____	LCFF Supplemental Funding: \$130,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits
Utilize site based decision-making via Site Council to further implement actions toward goal and achieve Expected Annual Measurable Outcomes	Las Lomas	<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)_____	LCFF Supplemental Funding: \$41,537 1000-1999: Certificated Salaries 3000-3999: Employee Benefits

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 100% Williams compliance – standards-aligned instructional materials* • Implementation of the academic content and performance standards adopted by the State Board of Education* • Increase the percentage of students achieving “Meets” or “Exceeds” standard in ELA/Literacy as measured by the Smarter Balanced Assessment by 10% from the 2015 baseline.* • Increase the percentage of students achieving “Meets” or “Exceeds” standard in mathematics as measured by the Smarter Balanced Assessment by 10% from the 2015 baseline.* • Increase the Academic Performance Index by 10% from the 2015 baseline* • Increase the percentage of students who complete UC/CSU entrance requirements or CTE education sequence from 73.1% (2014) to 79.1%* • Increase the percentage of students who have passed an Advanced Placement examination from 44.8% (2014) to 50.8%* • Increase the percentage of students considered college ready as measured by the Early Assessment Program by 10% from the 2015 baseline* • Increase the cohort graduation rate by .5% from 97.8% (2014) to 98.3%* • Decrease the cohort dropout rate by .3% from 0.8% (2014) to 0.5%* • Reduce the percentage of students receiving a D or F semester grades by 1.5% from 15.36% (2015) to 13.86% • Increase the student and parent use of Naviance (college/career guidance program) by 4% from the 2015 baseline <p>*State Required LCAP Measure</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Certificated Professional Development: Classroom teachers and certificated support staff must continue to development in their profession for all students to thrive and the District to achieve many of its goals. Professional development programs will include Summer Institute, Staff Development Days, release days, Wednesday morning collaboration, the evaluation process and conference/workshop attendance.</p>	<p>Districtwide</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>Title II Staff Development: \$79,000 LCFF Base funding: \$130,000 Site Based: \$75,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services & Other Operating Expenses</p>
<p>Continue to develop courses of study aligned to new California standards.</p>	<p>Districtwide</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>LCFF Base Funding: \$5,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits</p>
<p>Adopt and/or locally develop instructional materials aligned to revised District courses of study through summer instructional materials camp.</p>	<p>Districtwide</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>LCFF Base Funding: \$400,000 Restricted Lottery: \$142,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies</p>
<p>Utilize instructional coaches to support teacher professional development.</p>	<p>Districtwide</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>Title 1 Funding: \$25,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits</p>



<p>Incorporate intervention support for lower achieving students through push-in/pull-out support or parallel class models.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input checked="" 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>LCFF Base Funding: \$50,000 LCFF Supplemental Funding: \$125,000 Title I Funding: \$50,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits</p>
<p>Implement plan to expand RTI practices.</p>	<p>Districtwide</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>LCFF Supplemental Funds: \$30,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits 5000-5999: Services & Other Operating Expenses</p>
<p>Professional development and support for student achievement and progress data analysis Software (Illuminate) support.</p>	<p>Districtwide</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>LCFF Base Funding: \$2000 LCFF Supplemental Funding: \$40,000 5000-5999: Services & Other Operating Expenses</p>
<p>Implement Districtwide plan for comprehensive college and career service delivery.</p>	<p>Districtwide</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>TBD</p>



Implement plan for comprehensive grade 9-12 Naviance utilization.	Districtwide	<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)_____	Site Funds:\$28,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits
Implement revised staff development plan and personnel support for athletic coaches.	Districtwide	<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)_____	LCFF Base Funding: \$10,000 1000-1999: Certificated Salaries 2000-2999: Classified Salaries 3000-3999: Employee Benefits 5000-5999: Services & Other Operating Expenses
Implement Board approved recommendations of District task force charged with the examination of alternative schedules for comprehensive school sites.	Districtwide	<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)_____	TBD
Implement Board approved recommendations of Curricular Task Force to examine graduation requirements and opportunities through the District course of study.	Districtwide	<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)_____	TBD



Provide supplemental instruction and remedial support through District summer school opportunities.	Districtwide	<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)_____	LCFF Supplemental Funding: \$130,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits
Utilize site based decision-making via Site Council to further implement actions toward goal and achieve Expected Annual Measurable Outcomes	Las Lomas	<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)_____	LCFF Supplemental Funding: \$62,832 1000-1999: Certificated Salaries 3000-3999: Employee Benefits

GOAL:	<h3 style="text-align: center;">4. Expand course offerings and opportunities to promote access to rigorous, relevant and engaging curriculum</h3>		Related State and/or Local Priorities: 1__ 2__ 3__ 4X 5X 6__ 7X 8X COE only: 9__ 10__ Local : AUHSD Priorities for Sustained Excellence - Program
Identified Need :	<p><u>Data Review and Stakeholder Input</u></p> <ul style="list-style-type: none"> Enrollment differences in Science, Technology, Engineering and Math (STEM) courses by subgroup have been analyzed. STEM courses can provide a challenging and rigorous curriculum and opportunities for student exploration of STEM related fields and careers. Enrollment in some visual and performing arts program has declined over recent years and there is an interest to maintain strong programs and opportunities in these areas. Access to and success in Advanced Placement (AP) has proven to be an excellent predictor of college success. While the AP offerings across the District have expanded, there are still differences in access by school and across subgroups. 		
Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups:	All students including targeted student groups (English Learners (EL), eligible to receive a free or reduced-price meal (FRPM), and foster youth), and District subgroups (SocioEconomically Disadvantaged (SED), Limited English Proficient, Students with Disabilities, Asian, Filipino, African American, White, Hispanic/Latino, and Multiple Races)	



LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Increase the percentage of students who complete UC/CSU entrance requirements or CTE education sequence from 73.1% (2014) to 75.1%* • Increase the percentage of students who have passed an Advanced Placement examination from 44.8% (2014) to 46.8%* • Increase percentage of female students enrolled in STEM courses beyond basic graduation requirements by 3 percentage points from 58.9% of students to 61.9% <p>*State Required LCAP Measure</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to develop and introduce new courses to align with student interest in STEM, VAPA and Advanced Placement.	Districtwide	<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)_____	Base LCFF Funding: \$2000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits
Examine and modify course offerings at each school to provide opportunity for all students.	Districtwide	<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)_____	No cost
Share school course enrollment data with stakeholders and promote programs to address discrepancy in enrollment by subgroup.	Districtwide	<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)_____	No cost



<p>Implement Curricular task force to examine graduation requirements and opportunities through the District course of study as a means of promoting more opportunities in targeted programs.</p>	<p>Districtwide</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>LCFF Base Funding: \$2000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits</p>
<p>Form Visual and Performing Arts advocacy group of staff, students and parents to promote the Visual and Performing Arts programs.</p>	<p>Districtwide</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>LCFF Base Funding: \$1000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits</p>
<p>Integration of computer science in appropriate courses of study (such as geometry).</p>	<p>Districtwide</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>No cost</p>
<p>Develop plan for outreach and recruitment of females in STEM courses.</p>	<p>Districtwide</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>LCFF Base Funding: \$500 1000-1999: Certificated Salaries 3000-3999: Employee Benefits</p>



LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Increase the percentage of students who complete UC/CSU entrance requirements or CTE education sequence from 73.1% (2014) to 77.1%* • Increase the percentage of students who have passed an Advanced Placement examination from 44.8% (2014) to 48.8%* • Increase percentage of female students enrolled in STEM courses beyond basic graduation requirements by 5 percentage points from 58.9% of students(2014-2015) to 63.9% <p>*State Required LCAP Measure</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>Continue to develop and introduce new courses to align with student interest in STEM, VAPA and Advanced Placement.</p>	<p>Districtwide</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>Base LCFF Funding: \$2000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits</p>
<p>Examine and modify course offerings at each school to provide opportunity for all students.</p>	<p>Districtwide</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>No cost</p>



Share school course enrollment data with stakeholders and promote programs to address discrepancy in enrollment by subgroup.	Districtwide	<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) _____	No cost
Implement Board approved recommendations of Curricular Task Force to examine graduation requirements and opportunities through the District course of study.	Districtwide	<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) _____	TBD
Maintain Visual and Performing Arts advocacy group of staff, students and parents to promote the Visual and Performing Arts programs.	Districtwide	<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) _____	LCFF Base Funding: \$1000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits
Professional development for integration of computer science in appropriate courses of study.	Districtwide	<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) _____	LCFF Base Funding: \$2000 5000-5999: Services & Other Operating Expenses



Develop plan for outreach and recruitment of females in STEM courses.	Districtwide	<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)_____	LCFF Base Funding: \$500 1000-1999: Certificated Salaries 3000-3999: Employee Benefits
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Increase the percentage of students who complete UC/CSU entrance requirements or CTE education sequence from 73.1% (2014) to 79.1%* • Increase the percentage of students who have passed an Advanced Placement examination from 44.8% (2014) to 50.8%* • Increase percentage of female students enrolled in STEM courses beyond basic graduation requirements by 5 percentage points from 58.9% of students(2014-2015) to 63.9% <p>*State Required LCAP Measure</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to develop and introduce new courses to align with student interest in STEM, VAPA and Advanced Placement.	Districtwide	<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)_____	Base LCFF Funding: \$2000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits
Examine and modify course offerings at each school to provide opportunity for all students.	Districtwide	<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)_____	No cost



Share school course enrollment data with stakeholders and promote programs to address discrepancy in enrollment by subgroup.	Districtwide	<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)_____	No cost
Implement Board approved recommendations of Curricular Task Force to examine graduation requirements and opportunities through the District course of study.	Districtwide	<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)_____	TBD
Maintain Visual and Performing Arts advocacy group of staff, students and parents to promote the Visual and Performing Arts programs.	Districtwide	<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)_____	LCFF Base Funding: \$1000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits
Professional development for integration of computer science in appropriate courses of study.	Districtwide	<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)_____	LCFF Base Funding: \$2000 5000-5999: Services & Other Operating Expenses



Develop plan for outreach and recruitment of females in STEM courses.	Districtwide	<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)_____	LCFF Base Funding: \$500 1000-1999: Certificated Salaries 3000-3999: Employee Benefits
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GOAL:	<h2>5. Increase English Language Learner academic achievement</h2>		Related State and/or Local Priorities: 1__ 2X 3X 4X 5__ 6__ 7X 8__ COE only: 9__ 10__ Local : AUHSD Priorities for Sustained Excellence – Program & Communication
Identified Need :	<ul style="list-style-type: none"> All English Learner students must gain English fluency in order to obtain achievement potential. Students and parents in ELD Program are seeking less sheltered program and support for success in non-sheltered environment. Students and parents in ELD Program are seeking greater inclusion in school program. Students and parents in ELD Program are seeking improved communication between teachers/counselors/administrators and home. 		
Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups:	All students including targeted student groups (English Learners (EL), eligible to receive a free or reduced-price meal (FRPM), and foster youth), and District subgroups (SocioEconomically Disadvantaged (SED), Limited English Proficient, Students with Disabilities, Asian, Filipino, African American, White, Hispanic/Latino, and Multiple Races)	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Increase the percentage of non-advanced students who improved their achievement on the CELDT by at least one level by 2 percentage points from 53% (2014) to 55% * Increase the rate that English Learners are reclassified as Redesignated Fluent English Proficient to 8%.* Fully implement the new California ELD standards* Increase parent/guardian participation and involvement in the District English Language Advisory Committee by 50% from 8 to 12* <p>*State Required LCAP Measure</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures



<p>Professional development regarding new California standards and instruction, including new ELD standards. Professional development for ELD and general education staff regarding full inclusion support. Pull-out days, conferences and professional consultants.</p>	<p>Districtwide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF Supplemental Funds: \$10,000 Title I Funding: \$57,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services & Other Operating Expenses</p>
<p>Instructional coaching for ELD faculty and general faculty regarding instructional strategies for full inclusion.</p>	<p>Las Lomas</p>	<p><input type="checkbox"/> ALL 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>LCFF Supplemental Funds: \$25,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits</p>
<p>Supplemental instruction and enrichment for credit recovery, enrichment and advancement through summer school program.</p>	<p>Las Lomas</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF Supplemental Funds: \$10,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits</p>
<p>Provide part-time instructional assistant to support EL achievement and part-time student service and district and site administrative support for ELD program.</p>	<p>Las Lomas</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Title I Funding: \$109,000 2000-2999: Classified Salaries 3000-3999: Employee Benefits</p>



<p>Pilot EL SDAIE social studies co-teaching collaboration to better serve EL students through full inclusion.</p>	<p>Las Lomas</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Title I Funding: \$25,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits</p>
<p>Supplemental counseling for EL students.</p>	<p>Las Lomas</p>	<p><input type="checkbox"/> ALL 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>LCFF Supplemental Funding: \$50,000 Title I Funding: \$25,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits</p>
<p>Evaluate and adopt supplemental instructional materials for English Learners.</p>	<p>Las Lomas</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Title I Funding: \$20,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies</p>
<p>Develop new student orientation program to promote campus inclusion of English Learner students.</p>	<p>Las Lomas</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF Supplemental Funding: \$10,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits</p>



<p>Improve parent communication by altering and providing flexibility with meeting times for parent meetings (ELAC, DELAC, other).</p> <p>Provide professional development on best practices for EL parent communication.</p>	<p>Las Lomas</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>No cost</p>
<p>Revise District Master Plan for English Learners to provide plan for policies, processes and best practices to support English Learners.</p>	<p>Las Lomas</p>	<p><input type="checkbox"/> ALL 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>No cost</p>
<p>Utilize site based decision-making via Site Council to further implement actions toward goal and achieve Expected Annual Measurable Outcomes</p>	<p>Las Lomas</p>	<p><input type="checkbox"/> ALL 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>LCFF Supplemental Funding: \$54,166</p> <p>1000-1999: Certificated Salaries 3000-3999: Employee Benefits</p>

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Increase the percentage of non-advanced students who improved their achievement on the CELDT by at least one level by 4 percentage points from 53% (2014) to 57% * • Increase the rate that English Learners are reclassified as Redesignated Fluent English Proficient to 12%.* • Fully implement the new California ELD standards* • Increase parent/guardian participatoin and involvement in the District English Language Advisory Committee by 50% from 8 to 14* <p>*State Required LCAP Measure</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional development regarding new California standards and instruction, including new ELD standards. Professional development for ELD and general education staff regarding full inclusion support. Pull-out days, conferences and professional consultants.	Districtwide	__ALL OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Supplemental Funds: \$10,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services & Other Operating Expenses
Instructional coaching for ELD faculty and general faculty regarding instructional strategies for full inclusion.	Las Lomas	__ALL OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Supplemental Funds: \$25,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits
Supplemental instruction and enrichment for credit recovery, enrichment and advancement through summer school program.	Las Lomas	__ALL OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Supplemental Funds: \$15,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits



<p>Provide part-time instructional assistant to support EL achievement and part-time student service and district and site administrative support for ELD program.</p>	<p>Las Lomas</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Title I Funding: \$109,000 2000-2999: Classified Salaries 3000-3999: Employee Benefits</p>
<p>Pilot EL SDAIE social studies co-teaching collaboration to better serve EL students through full inclusion..</p>	<p>Las Lomas</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Title I Funding: \$25,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits</p>
<p>Supplemental counseling for EL students.</p>	<p>Las Lomas</p>	<p><input type="checkbox"/> ALL 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>LCFF Supplemental Funding: \$50,000 Title I Funding: \$25,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits</p>
<p>Implement student orientation program to promote campus inclusion of English Learner students.</p>	<p>Las Lomas</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF Supplemental Funding: \$10,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits</p>



Utilize site based decision-making via Site Council to further implement actions toward goal and achieve Expected Annual Measurable Outcomes	Las Lomas	<input type="checkbox"/> ALL 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)_____	LCFF Supplemental Funding: \$41,537 1000-1999: Certificated Salaries 3000-3999: Employee Benefits
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Increase the percentage of non-advanced students who improved their achievement on the CELDT by at least one level by 6 percentage points from 53% (2014) to 59% * • Increase the rate that English Learners are reclassified as Redesignated Fluent English Proficient to 16%. * • Fully implement the new California ELD standards* • Increase parent/guardian participatoin and involvement in the District English Language Advisory Committee by 50% from 8 to 16* <p>*State Required LCAP Measure</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional development regarding new California standards and instruction, including new ELD standards. Professional development for ELD and general education staff regarding full inclusion support. Pull-out days, conferences and professional consultants.	Districtwide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Supplemental Funds: \$10,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services & Other Operating Expenses
Instructional coaching for ELD faculty and general faculty regarding instructional strategies for full inclusion.	Las Lomas	<input type="checkbox"/> ALL 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)_____	LCFF Supplemental Funds: \$25,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits



<p>Supplemental instruction and enrichment for credit recovery, enrichment and advancement through summer school program.</p>	<p>Las Lomas</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF Supplemental Funds: \$15,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits</p>
<p>Provide part-time instructional assistant to support EL achievement and part-time student service and district and site administrative support for ELD program.</p>	<p>Las Lomas</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Title I Funding: \$109,000 2000-2999: Classified Salaries 3000-3999: Employee Benefits</p>
<p>Pilot EL SDAIE social studies co-teaching collaboration to better serve EL students through full inclusion.</p>	<p>Las Lomas</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Title I Funding: \$25,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits</p>
<p>Supplemental counseling for EL students.</p>	<p>Las Lomas</p>	<p><input type="checkbox"/> ALL 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>LCFF Supplemental Funding: \$50,000 Title I Funding: \$25,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits</p>



Implement student orientation program to promote campus inclusion of English Learner students.	Las Lomas	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Supplemental Funding: \$10,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits
Utilize site based decision-making via Site Council to further implement actions toward goal and achieve Expected Annual Measurable Outcomes	Las Lomas	<input type="checkbox"/> ALL 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)_____	LCFF Supplemental Funding: \$62,832 1000-1999: Certificated Salaries 3000-3999: Employee Benefits

GOAL:	6. Provide safe, engaging and inclusive school sites and classrooms that address the social-emotional needs of all students		Related State and/or Local Priorities: 1__ 2__ 3__ 4X 5X 6X 7__ 8__ COE only: 9__ 10__ Local : AUHSD Priorities for Sustained Excellence - Program
Identified Need :	<ul style="list-style-type: none"> • School connectedness promotes academic engagement, motivation, and achievement, among other benefits such as lower health-risk behaviors. While District data are relatively high, the District will strive to maintain or increase school connectedness. • School attendance is essential for academic achievement and college/career readiness. While District data on attendance are relatively high, improvement can lead to improved success for chronically absent student. • Maintain high cohort graduation rate and low cohort dropout rate. • Decrease school suspension and expulsion rates. • Stakeholders report an interest in improving student mental health and reducing unhealthy academic stress. • Addressing the increased rates of student mental health challenges and providing additional support. • Reducing campus bullying (including cyberbullying). • Stakeholders express an interest in actively addressing academic integrity issues. 		
Goal Applies to:	Schools:	All Schools	



	Applicable Pupil Subgroups:	All students including targeted student groups (English Learners (EL), eligible to receive a free or reduced-price meal (FRPM), and foster youth), and District subgroups (SocioEconomically Disadvantaged (SED), Limited English Proficient, Students with Disabilities, Asian, Filipino, African American, White, Hispanic/Latino, and Multiple Races)		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Increase school attendance rate using three year average P2/ADA by .5 percentage points from 95.72 (2014-2015) to 96.22.* • Decrease student chronic absenteeism rates by 0.5 percentage points from 7.1% (2014-2015) to 6.6%* • Decrease student suspension rate by .5 percentage points from 1.9% (2013-2014) to 1.4%* • Decrease student expulsion rate by .1 percentage points from 0.1% to 0.0%* • Increase “School Connectedness” as measured by the California Healthy Kids Survey instrument by 2 percentage points in the “High” level in Grade 9 and Grade 11. 2015-2016 targets: Grade 9 High 71% & Moderate 25%; Grade 11 High 69% & Moderate 28% • Establish 2015 baseline regarding academic integrity using the Stanford Survey of Adolescent School Experiences • Establish 2015 baseline regarding teacher care and support using the Stanford Survey of Adolescent School Experiences • Establish 2015 baseline regarding positive academic engagement using the Stanford Survey of Adolescent School Experiences • Establish 2015 baseline regarding school stress and academic worries using the Stanford Survey of Adolescent School Experiences <p>Note: Since the Acalanes Union High School District does not include middle schools, Middle school dropout rates, as described in paragraph (3) of subdivision (a) of Section 52052.1, will not be measured.*</p> <p>*State Required LCAP Measure</p>			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
Engage with Challenge Success program. Form site-based teams with District coordination to address student academic engagement, academic integrity, and unhealthy academic stress, and to improve the adolescent school experience. Attend Stanford conference and engage with Challenge Success coach.	Districtwide	<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)_____	LCFF Base Funding: \$20,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services & Other Operating Expenses	



<p>Administer the California Healthy Kids Survey to all grade 9 and grade 11 students. Biennial administration. Publicize findings with staff, students and parents.</p>	<p>Districtwide</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>LCFF Base Funding: \$3,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits</p>
<p>Supplemental instruction and remedial support through District summer school opportunities.</p>	<p>Districtwide</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>LCFF Supplemental Funding: \$130,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits</p>
<p>Implement District task force to examine alternative schedules for comprehensive school sites.</p>	<p>Districtwide</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>LCFF Base Funding: \$2000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits</p>
<p>Refine and implement “Comprehensive School Counseling Program” plan to most effectively utilize counseling staff and mental health intervention specialists for academic and mental health support. Supplement support through school nurse and college and career services.</p>	<p>Districtwide</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>Site Funding: \$160,000 Measure G&A Funding: \$2,143,565 Title I: \$35,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits</p>



<p>Coordinate parent education programs between school sites through Parent Connections web postings, communication and meetings.</p>	<p>Districtwide</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>No cost.</p>
<p>Implement Curricular task force to examine graduation requirements and opportunities through the District course of study.</p>	<p>Districtwide</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>LCFF Base Funding: \$2000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits</p>
<p>Expand and coordinate mental health services (school psychologists, mental health intervention specialists).</p>	<p>Districtwide</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>LCFF Base Funding: \$160,000 State Mental Health Funding: \$661,000 Site Funding: \$160,000 Federal Mental Health: \$70,000 1000-1999: Certificated Salaries 2000-2999: Classified Salaries 3000-3999: Employee Benefits 5000-5999: Services & Other Operating Expenses</p>
<p>Further implement site-based SST/SRT/intervention and 504 support program.</p>	<p>Districtwide</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>No cost</p>



<p>Refine and implement site-based positive school culture (“anti-bullying”) programs such as Safe Schools Ambassadors.</p>	<p>Districtwide</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>Site Funding: \$12,250 1000-1999: Certificated Salaries 3000-3999: Employee Benefits 5000-5999: Services & Other Operating Expenses</p>
<p>Develop plan to expand RTI practices.</p>	<p>Districtwide</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>LCFF Supplemental Funds: \$15,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits 5000-5999: Services & Other Operating Expenses</p>
<p>Maintain strong extra-curricular and co-curricular programs in visual and performing arts, academic clubs, special interest clubs, community service and athletics.</p>	<p>Districtwide</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>LCFF Base Funding: \$205,000 Site Based Athletic Funding: \$800,500 1000-1999: Certificated Salaries 2000-2999: Classified Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services & Other Operating Expenses</p>
<p>Examine academic integrity issues through collaboration, professional development and engaging students in academic integrity forum for the development of an academic honor code and related policies.</p>	<p>Districtwide</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>LCFF Base Funding: \$2,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits 5000-5999: Services & Other Operating Expenses</p>



Utilize site based decision-making via Site Council to further implement actions toward goal and achieve Expected Annual Measurable Outcomes	Las Lomas	<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)_____	LCFF Supplemental Funding: \$54,166 1000-1999: Certificated Salaries 3000-3999: Employee Benefits
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LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Increase school attendance rate using three year average P2/ADA by .75 percentage point from 95.72 (2014-2015) to 96.47.* • Decrease student chronic absenteeism rates by 1 percentage point from 7.1% (2014-2015) to 6.1%* • Decrease student suspension rate by 1.0 percentage points from 1.9% (2013-2014) to 0.9%* • Decrease student expulsion rate by .1 percentage points from 0.1% to 0.0%* • Improve academic integrity indicator from 2015 baseline by TBD using the Stanford Survey of Adolescent School Experiences • Improve teacher care and support indicator from 2015 baseline by TBD using the Stanford Survey of Adolescent School Experiences • Improve positive academic engagement indicator from 2015 baseline by TBD using the Stanford Survey of Adolescent School Experiences • Improve school stress and academic worries indicator from 2015 baseline by TBD using the Stanford Survey of Adolescent School Experiences
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Engage with Challenge Success program. Form site-based teams with District coordination to address student academic engagement, academic integrity, and unhealthy academic stress, and to improve the adolescent school experience. Attend Stanford conference and engage with Challenge Success coach. Publicize findings of Stanford Survey of the Adolescent School Experience with staff, students and parents.	Districtwide	<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)_____	LCFF Base Funding: \$20,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services & Other Operating Expenses



<p>Administer the Stanford Survey of the Adolescent School Experience to all students. Biennial administration. Publicize findings with staff, students and parents.</p>	<p>Districtwide</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>LCFF Base Funding: \$20,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits</p>
<p>Supplemental instruction and remedial support through District summer school opportunities.</p>	<p>Districtwide</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>LCFF Supplemental Funding: \$130,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits</p>
<p>Implement Board approved recommendations of District task force charged with the examination of alternative schedules for comprehensive school sites.</p>	<p>Districtwide</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>TBD</p>
<p>Refine and implement “Comprehensive School Counseling Program” plan to most effectively utilize counseling staff and mental health intervention specialists for academic and mental health support. Supplement support through school nurse and college and career services.</p>	<p>Districtwide</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>Site Funding: \$160,000 Measure G&A Funding: \$2,143,565 Title I: \$35,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits</p>



<p>Coordinate parent education programs between school sites through Parent Connections web postings, communication and meetings.</p>	<p>Districtwide</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>No cost.</p>
<p>Implement Board approved recommendations of Curricular Task Force to examine graduation requirements and opportunities through the District course of study.</p>	<p>Districtwide</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>TBD</p>
<p>Expand and coordinate mental health services (school psychologists, mental health intervention specialists).</p>	<p>Districtwide</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>LCFF Base Funding: \$160,000 State Mental Health Funding: \$661,000 Site Funding: \$160,000 Federal Mental Health: \$70,000 1000-1999: Certificated Salaries 2000-2999: Classified Salaries 3000-3999: Employee Benefits 5000-5999: Services & Other Operating Expenses</p>



Further implement site-based SST/SRT/intervention and 504 support program.	Districtwide	<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)_____	No cost
Refine and implement site-based positive school culture (“anti-bullying”) programs such as Safe Schools Ambassadors.	Districtwide	<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)_____	Site Funding: \$12,250 1000-1999: Certificated Salaries 3000-3999: Employee Benefits 5000-5999: Services & Other Operating Expenses
Implement plan to expand RTI practices.	Districtwide	<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)_____	LCFF Supplemental Funds: \$30,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits 5000-5999: Services & Other Operating Expenses
Maintain strong extra-curricular and co-curricular programs in visual and performing arts, academic clubs, special interest clubs, community service and athletics.	Districtwide	<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)_____	LCFF Base Funding: \$205,000 Site Based Athletic Funding: \$800,500 1000-1999: Certificated Salaries 2000-2999: Classified Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services & Other Operating Expenses



<p>Examine academic integrity issues through collaboration, professional development. Implement student developed academic honor code and related policies.</p>	<p>Districtwide</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>LCFF Base Funding: \$2,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits 5000-5999: Services & Other Operating Expenses</p>
<p>Utilize site based decision-making via Site Council to further implement actions toward goal and achieve Expected Annual Measurable Outcomes</p>	<p>Las Lomas</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>LCFF Supplemental Funding: \$41,537 1000-1999: Certificated Salaries 3000-3999: Employee Benefits</p>

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Increase school attendance rate using three year average P2/ADA by 1.0 percentage point from 95.72 (2014-2015) to 96.72.* • Decrease student chronic absenteeism rates by 1.5 percentage points from 7.1% (2014-2015) to 5.6%* • Decrease student suspension rate by 1.25 percentage points from 1.9% (2013-2014) to 0.65%* • Decrease student expulsion rate by .1 percentage points from 0.1% to 0.0%* • Increase “School Connectedness” as measured by the California Healthy Kids Survey instrument by 4 percentage points in the “High” level in Grade 9 and Grade 11. 2016-2017 targets: Grade 9 High 73% & Moderate 25%; Grade 11 High 71% & Moderate 28%
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<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>Engage with Challenge Success program. Form site-based teams with District coordination to address student academic engagement, academic integrity, and unhealthy academic stress, and to improve the adolescent school experience. Attend Stanford conference and engage with Challenge Success coach.</p>	<p>Districtwide</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>LCFF Base Funding: \$20,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services & Other Operating Expenses</p>



<p>Administer the Stanford Survey of the Adolescent School Experience to all students. Biennial administration. Publicize findings with staff, students and parents.</p>	<p>Districtwide</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>LCFF Base Funding: \$20,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits 5000-5999: Services & Other Operating Expenses</p>
<p>Administer the California Healthy Kids Survey to all grade 9 and grade 11 students. Biennial administration. Publicize findings with staff, students and parents.</p>	<p>Districtwide</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>LCFF Base Funding: \$3,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits 5000-5999: Services & Other Operating Expenses</p>
<p>Supplemental instruction and remedial support through District summer school opportunities.</p>	<p>Districtwide</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>LCFF Supplemental Funding: \$130,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits</p>
<p>Implement Board approved recommendations of District task force charged with the examination of alternative schedules for comprehensive school sites.</p>	<p>Districtwide</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>TBD</p>



<p>Refine and implement “Comprehensive School Counseling Program” plan to most effectively utilize counseling staff and mental health intervention specialists for academic and mental health support. Supplement support through school nurse and college and career services.</p>	<p>Districtwide</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>Site Funding: \$160,000 Measure G&A Funding: \$2,143,565 Title I: \$35,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits</p>
<p>Coordinate parent education programs between school sites through Parent Connections web postings, communication and meetings.</p>	<p>Districtwide</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>No cost.</p>
<p>Implement Board approved recommendations of Curricular Task Force to examine graduation requirements and opportunities through the District course of study.</p>	<p>Districtwide</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>TBD</p>



<p>Expand and coordinate mental health services (school psychologists, mental health intervention specialists).</p>	<p>Districtwide</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>LCFF Base Funding: \$160,000 State Mental Health Funding: \$661,000 Site Funding: \$160,000 Federal Mental Health: \$70,000 1000-1999: Certificated Salaries 2000-2999: Classified Salaries 3000-3999: Employee Benefits 5000-5999: Services & Other Operating Expenses</p>
<p>Further implement site-based SST/SRT/intervention and 504 support program.</p>	<p>Districtwide</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>No cost</p>
<p>Refine and implement site-based positive school culture (“anti-bullying”) programs such as Safe Schools Ambassadors.</p>	<p>Districtwide</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>Site Funding: \$12,500 1000-1999: Certificated Salaries 3000-3999: Employee Benefits 5000-5999: Services & Other Operating Expenses</p>



<p>Implement plan to expand RTI practices.</p>	<p>Districtwide</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>LCFF Supplemental Funds: \$30,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits 5000-5999: Services & Other Operating Expenses</p>
<p>Maintain strong extra-curricular and co-curricular programs in visual and performing arts, academic clubs, special interest clubs, community service and athletics</p>	<p>Districtwide</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>LCFF Base Funding: \$205,000 Site Based Athletic Funding: \$800,500 1000-1999: Certificated Salaries 2000-2999: Classified Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services & Other Operating Expenses</p>
<p>Examine academic integrity issues through collaboration, professional development. Implement student developed academic honor code and related policies.</p>	<p>Districtwide</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>LCFF Base Funding: \$2,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits 5000-5999: Services & Other Operating Expenses</p>
<p>Utilize site based decision-making via Site Council to further implement actions toward goal and achieve Expected Annual Measurable Outcomes</p>	<p>Las Lomas</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>LCFF Supplemental Funding: \$62,832 1000-1999: Certificated Salaries 3000-3999: Employee Benefits</p>



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 school-sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?



Original GOAL from prior year LCAP:	CL 1A: The District will maintain 100% compliance regarding teacher assignment requirements per the Williams case settlement			Related State and/or Local Priorities: 1X 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools:	All Schools		
	Applicable Pupil Subgroups:	All students including targeted student groups (English Learners (EL), eligible to receive a free or reduced-price meal (FRPM), and foster youth), and District subgroups (SocioEconomically Disadvantaged (SED), Limited English Proficient, Special Education, Section 504, Asian, Filipino, African American, White, Hispanic/Latino, and Multiple Races)		
Expected Annual Measurable Outcomes:	Teacher assignment compliance per Williams Quarterly Report – 100% compliant	Actual Annual Measurable Outcomes:	Teacher assignment compliance per Williams Quarterly Report – 100% compliant	
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures



<p>Through negotiation process, maintain competitive compensation package for AEA and SEIU bargaining units and management.</p>	<p>Per collective bargaining process and agreements.</p> <p>Expenditures to support actions funded by the LCFF Base</p>	<p>Settlement agreements with AEA and SEIU to maintain highly competitive compensation packages.</p>	<p><u>Total Cost</u> Certificated: \$27,733,104 Classified: \$7,154,619 Benefits: \$12,812,809</p> <p>1000-1999: Certificated Salaries 2000-2999: Classified Salaries 3000-3999: Employee Benefits</p> <p><u>Negotiated Increase</u> Certificated: \$408,376 Classified: \$133,658</p>
<p>Scope of service: Districtwide</p>		<p>Scope of service: Districtwide</p>	
<p>X ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p>		<p>X ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ 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>Goal was revised for the 2015-2016 LCAP as part of a goal revision and consolidation as the District LCAP has been modified from 24 goals in 2014-2015 to 6 goals with multiple measures in 2015-2016. Currently, professional development programs are very strong and total compensation packages for all employee groups are some of the most attractive across the three local counties. The interest is to maintain this status.</p>		



Original GOAL from prior year LCAP:	CL 1B: The District will maintain the ability to attract and retain high quality staff in the certificated, classified and administrative job groups		Related State and/or Local Priorities: 1X 2__ 3__ 4X 5X 6X 7__ 8X COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All Schools	Applicable Pupil Subgroups: All students including targeted student groups (English Learners (EL), eligible to receive a free or reduced-price meal (FRPM), and foster youth), and District subgroups (SocioEconomically Disadvantaged (SED), Limited English Proficient, Special Education, Section 504, Asian, Filipino, African American, White, Hispanic/Latino, and Multiple Races)		
Expected Annual Measurable Outcomes:	The District attracts very strong applicant pools for all job postings and retains employees at a very high rate. Professional development programs are targeted and expansive. (Maintain status of ability to attract and retain high quality staff in the certificated, classified and administrative job groups by qualitative measure)	Actual Annual Measurable Outcomes:	The District maintained the ability to attract and retain high quality staff.	
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures	Estimated Actual Annual Expenditures	



<p>Certificated Professional Development: Classroom teachers and certificated support staff must continue to development in their profession for all students to thrive and the District to achieve many of its goals. Professional development programs will include Summer Institute, Staff Development Days, release days, Wednesday morning collaboration, the evaluation process and conference/workshop attendance.</p> <p>Develop revised District Certificated Professional Development Plan.</p>	<p>Extensive PD focus on the transition to the Common Core State Standards, technology integration, and RTI. Site based Common Core coaching and technology coordinators.</p> <p>Expenditures to support actions provided through Title II, Common Core funding, mandate reimbursement, and LCFF Base funding</p>	<p>Certificated Professional Development was provided through Summer Institute, Staff Development Days, Optional Staff Development Days, release days, Wednesday morning collaboration, the evaluation process and conference/workshop attendance.</p> <p>The District Certificated Professional Development Plan was not revised.</p>	<p>Title II Funding:\$79,500 Common Core Funding: \$652,144 Site Based Funding: \$162,015</p> <p>1000-1999: Certificated Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services & Other Operating Expenses</p>	
<p>Scope of service:</p>	<p>Districtwide</p>	<p>Scope of service:</p>	<p>Districtwide</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><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>		



Classified Professional Development: Professional development will be provided through staff development day and pull out activity for training. Develop District Classified Professional Development Plan.		Expenditures to support actions provided through LCFF Base funding	Classified Professional Development: Professional development was provided through staff development day and pull out activity for training. The District Classified Professional Development Plan was not developed; however, a committee was formed and met periodically during the year to plan professional development and training opportunities.	LCFF Base Funding: \$48,234 2000-2999: Classified Salaries 3000-3999: Employee Benefits
Scope of service:	Districtwide		Scope of service:	Districtwide
XALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			XALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Goal was revised for the 2015-2016 LCAP as part of a goal revision and consolidation as the District LCAP has been modified from 24 goals in 2014-2015 to 6 goals with multiple measures in 2015-2016. Currently, professional development programs are very strong and total compensation packages for all employee groups are some of the most attractive across the three local counties. The interest is to maintain this status.		

Original GOAL from prior year LCAP:	CL 2A: Maintain high quality facilities that are conducive to student learning per the Williams case settlement		Related State and/or Local Priorities: 1X 2__ 3__ 4X 5X 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All Schools	Applicable Pupil Subgroups:	All students including targeted student groups (English Learners (EL), eligible to receive a free or reduced-price meal (FRPM), and foster youth), and District subgroups (SocioEconomically Disadvantaged (SED), Limited English Proficient, Special Education, Section 504, Asian, Filipino, African American, White, Hispanic/Latino, and Multiple Races)	
Expected Annual Measurable Outcomes:	High quality facility compliance per Williams Quarterly Report – 100% compliant		Actual Annual Measurable Outcomes:	High quality facility compliance per Williams Quarterly Report – 100% compliant



LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
See Goal CL 2B and CL 2C	See Goal CL 2B and CL 2C	See Goal CL 2B and CL 2C	See Goal CL 2B and CL 2C
Scope of service: Districtwide		Scope of service: Districtwide	
<u>X</u> ALL		<u>X</u> ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>Goal was revised for the 2015-2016 LCAP as part of a goal revision and consolidation as the District LCAP has been modified from 24 goals in 2014-2015 to 6 goals with multiple measures in 2015-2016. There will be no significant changes to actions, services, and expenditures will follow the District Measure E master plan, deferred maintenance plan, and lifecycle/replacement policy.</p> <p>There was one Williams complaint, and there were no Williams findings related to inadequate facilities. The District continues to work toward the completion of the Measure E projects and the deferred maintenance plan.</p>		

Original GOAL from prior year LCAP:	CL 2B: Complete Measure E projects, including facilities upgrades and 10- year Classroom technology fund	Related State and/or Local Priorities: 1 <u>X</u> 2__ 3__ 4 <u>X</u> 5 <u>X</u> 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Schools	



Applicable Pupil Subgroups:		All students including targeted student groups (English Learners (EL), eligible to receive a free or reduced-price meal (FRPM), and foster youth), and District subgroups (SocioEconomically Disadvantaged (SED), Limited English Proficient, Special Education, Section 504, Asian, Filipino, African American, White, Hispanic/Latino, and Multiple Races)	
Expected Annual Measurable Outcomes:	Measure E facilities improvement – 88% complete Measure E 10 year technology lifecycle replacement fund - 70% complete	Actual Annual Measurable Outcomes:	Measure E facilities improvement – 78% complete as of 03/31/15 quarterly report Measure E 10 year technology lifecycle replacement fund - 56% complete as of 03/31/15 quarterly report
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Improve school facilities in accordance with Measure E facilities master plan.	Expenditures to support actions funded by Measure E	Facilities projects were initiated and/or completed in accordance with Measure E facilities master plan.	Measure E facilities expenditures: \$ 3,538,194 (spent or encumbered by 3/31/15) 2000-2999: Classified Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services & Other Operating Expenses 6200-6299: Building Improvement
Scope of service:	Districtwide	Scope of service:	Districtwide



<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <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 <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Replace or upgrade school technologies in accordance with Measure E lifecycle replacement plan.</p>	<p>Expenditures to support actions funded by Measure E technology endowment</p>	<p>Replaced or upgraded school technologies in accordance with Measure E life-cycle replacement plan.</p>	<p>Measure E lifecycle replacement expenditures: \$ 400,115 (spent or encumbered by 3/31/15)</p> <p>4000-4999: Books and Supplies</p> <p>5000-5999: Services & Other Operating Expenses</p> <p>6400-Equipment</p>
<p>Scope of service:</p>	<p>Districtwide</p>	<p>Scope of service:</p>	<p>Districtwide</p>
<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <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 <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><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>Goal was revised for the 2015-2016 LCAP as part of a goal revision and consolidation as the District LCAP has been modified from 24 goals in 2014-2015 to 6 goals with multiple measures in 2015-2016. There will be no significant changes to actions, services, and expenditures will follow the District Measure E master plan, deferred maintenance plan, and lifecycle/replacement policy.</p> <p>There was one Williams complaint, and there were no Williams findings related to inadequate facilities. The District continues to work toward the completion of the Measure E projects and the deferred maintenance plan. The Measure E technology fund has been and will continue to be critical for classroom technology and infrastructure support as the District transitions to the new California standards.</p>
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Original GOAL from prior year LCAP:	CL 2C: Complete 2014- 2019 Deferred Maintenance Plan		Related State and/or Local Priorities: 1X 2__ 3__ 4X 5X 6X 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All Schools		
	Applicable Pupil Subgroups:	All students including targeted student groups (English Learners (EL), eligible to receive a free or reduced-price meal (FRPM), and foster youth), and District subgroups (SocioEconomically Disadvantaged (SED), Limited English Proficient, Special Education, Section 504, Asian, Filipino, African American, White, Hispanic/Latino, and Multiple Races)		
Expected Annual Measurable Outcomes:	Complete 6.3% of 2014-2019 Deferred Maintenance Plan	Actual Annual Measurable Outcomes:	Completed 4.0% of 2014-2019 Deferred Maintenance Plan	
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	



<p>Make progress toward 5-year deferred maintenance plan by completing prioritized projects.</p>	<p>\$220,000 Deferred Maintenance and \$220,000 Special Reserve Capital Fund</p>	<p>Prioritized projects were completed in accordance with the 5-year deferred maintenance plan.</p>	<p>Deferred Maintenance: \$317,538 5000-5999: Services & Other Operating Expenses 6200- 6299:Building Improvement</p>
<p>Scope of service:</p>	<p>Districtwide</p>	<p>Scope of service:</p>	<p>Districtwide</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><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>Goal was revised for the 2015-2016 LCAP as part of a goal revision and consolidation as the District LCAP has been modified from 24 goals in 2014-2015 to 6 goals with multiple measures in 2015-2016. There will be no significant changes to actions, services, and expenditures will follow the District Measure E master plan, deferred maintenance plan, and lifecycle/replacement policy. There was one Williams complaint, and there were no Williams findings related to inadequate facilities. The District continues to work toward the completion of the Measure E projects and the deferred maintenance plan.</p>		

<p>Original GOAL from prior year LCAP:</p>	<p>CL 3: Adopt standards aligned instructional materials to support course of study transition to Common Core State Standards and Next Generation Science Standards curricula</p>	<p>Related State and/or Local Priorities: 1X 2X 3__ 4X 5__ 6__ 7__ 8X COE only: 9__ 10__ Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools: All Schools</p>	



		Applicable Pupil Subgroups:	All students including targeted student groups (English Learners (EL), eligible to receive a free or reduced-price meal (FRPM), and foster youth), and District subgroups (SocioEconomically Disadvantaged (SED), Limited English Proficient, Special Education, Section 504, Asian, Filipino, African American, White, Hispanic/Latino, and Multiple Races)	
Expected Annual Measurable Outcomes:	Instructional material compliance per Williams Quarterly Report – 100% compliant		Actual Annual Measurable Outcomes:	Instructional material compliance per Williams Quarterly Report – 100% compliant
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
<p>Adopt and/or locally develop instructional materials to align to the Common Core State Standards curricular changes, new District courses of study and to replace aging instructional materials.</p> <p>Provide professional development on adopted and/or locally developed instructional materials.</p>		Expenditures to support actions funded by the LCFF Base, and Common Core Funding.	<p>Math teachers developed instructional materials for Algebra A, Algebra B, Algebra 1, Geometry, Algebra 2 and Math Analysis during the summer math materials camp.</p> <p>Algebra A/B and Algebra 1 textbook adoption and purchase.</p>	
Scope of service:	Districtwide		Scope of service:	Districtwide
<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)_____	



<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>Goal was revised for the 2015-2016 LCAP as part of a goal revision and consolidation as the District LCAP has been modified from 24 goals in 2014-2015 to 6 goals with multiple measures in 2015-2016.</p> <p>The major math adoption will be in Geometry. Other subject areas, including AP, will undergo adoptions based on the availability of materials and the revision of the course. Social studies teachers will spend time at an “instructional material development camp” in the summer of 2015 developing instructional materials aligned to the new California standards.</p>
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Original GOAL from prior year LCAP:	CL 4: Increase percentage of students enrolled in STEM courses beyond basic graduation requirements		Related State and/or Local Priorities: 1__ 2__ 3__ 4X 5X 6__ 7X 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All Schools		
	Applicable Pupil Subgroups:	All students including targeted student groups (English Learners (EL), eligible to receive a free or reduced-price meal (FRPM), and foster youth), and District subgroups (SocioEconomically Disadvantaged (SED), Limited English Proficient, Special Education, Section 504, Asian, Filipino, African American, White, Hispanic/Latino, and Multiple Races)		
Expected Annual Measurable Outcomes:	70% percent of students enrolled in non-graduation required STEM courses (increase of 2%). 63% Percent of female students enrolled in non-graduation required STEM courses (increase of 3%).	Actual Annual Measurable Outcomes:	65% percent of students enrolled in non-graduation required STEM courses (decrease of 3%). 59% Percent of female students enrolled in non-graduation required STEM courses (decrease of 1%).	



LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Continue to develop and introduce new courses to align with student interest in STEM, VAPA and Advanced Placement. 2. Examine and modify course offerings at each school to provide opportunity for all students. 3. Share school course enrollment data with stakeholders and promote programs to address discrepancy in enrollment by subgroup. 4. Develop process to examine and modify graduation requirements as a means of promoting more opportunities in targeted programs.	Expenditures to support actions funded by the LCFF Base	Additional courses were developed and added to course catalog at different schools to provide greater opportunity and greater equity in opportunity between schools. Course enrollment data was shared with stakeholders through Board meetings, coordinating council and the VPA advocacy group. A process to examine and modify graduation requirements was not initiated. It was determined to form a task force in 2015-2016 to address the issue.	Expenditures to support actions funded by the LCFF Base
Scope of service:	Districtwide	Scope of service:	Districtwide
<u>X</u> ALL		<u>X</u> ALL	
OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____		OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Goal was revised for the 2015-2016 LCAP as part of a goal revision and consolidation as the District LCAP has been modified from 24 goals in 2014-2015 to 6 goals with multiple measures in 2015-2016. There are no significant changes in actions, services, and expenditures.	

Original GOAL from prior year LCAP:	CL 5: Increase the percentage of students who have enrolled in an Advanced Placement course by 12%	Related State and/or Local Priorities: 1__ 2__ 3__ 4X 5X 6__ 7X 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Schools	



Applicable Pupil Subgroups:		All students including targeted student groups (English Learners (EL), eligible to receive a free or reduced-price meal (FRPM), and foster youth), and District subgroups (SocioEconomically Disadvantaged (SED), Limited English Proficient, Special Education, Section 504, Asian, Filipino, African American, White, Hispanic/Latino, and Multiple Races)	
Expected Annual Measurable Outcomes:	2014 baseline data established at 45% of grade 10-12 students enrolled in and achieving a passing score of 3 on the Advanced Placement exam. Expected outcome = 45% + 4% = 49%	Actual Annual Measurable Outcomes:	2015 data not yet available. Expected availability in July 2015.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
See Goal CL 4		See Goal CL 4	
Scope of service:	Districtwide	Scope of service:	Districtwide
<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?		Goal was revised for the 2015-2016 LCAP as part of a goal revision and consolidation as the District LCAP has been modified from 24 goals in 2014-2015 to 6 goals with multiple measures in 2015-2016. There are no significant changes in actions, services, and expenditures.	

Original GOAL from prior year	SO 1: Increase the percentage of students achieving "Thorough" or "Adequate" understanding of and the ability to apply the ELA/Literacy knowledge and skills associated with the college content readiness by 10% ("Thorough" and "Adequate" descriptors are being used recognizing the Achievement Level	Related State and/or Local Priorities: 1__ 2X 3__ 4X 5__ 6__ 7__ 8__ COE only: 9__ 10__
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LCAP: Descriptors have not been finalized yet. These are "draft" SBA descriptors.)		Local : Specify _____	
Goal Applies to:	Schools: All Schools	All students including targeted student groups (English Learners (EL), eligible to receive a free or reduced-price meal (FRPM), and foster youth), and District subgroups (SocioEconomically Disadvantaged (SED), Limited English Proficient, Special Education, Section 504, Asian, Filipino, African American, White, Hispanic/Latino, and Multiple Races)	
	Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:	Establish baseline data in 2015	Actual Annual Measurable Outcomes:	2015 baseline data expected to be available in July 2015.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Certificated Professional Development: Classroom teachers and certificated support staff must continue to development in their profession for all students to thrive and the District to achieve many of its goals. Professional development programs will include Summer Institute, Staff Development Days, release days, Wednesday morning collaboration, the evaluation process and conference/workshop attendance.</p> <p>Develop revised District Certificated Professional Development Plan.</p>	<p>Extensive PD focus on the transition to the Common Core State Standards, technology integration, and RTI. Site based Common Core coaching and technology coordinators.</p> <p>Expenditures to support actions provided through Title II, Common Core funding, mandate reimbursement, and LCFF Base funding</p>	<p>Certificated Professional Development was provided through Summer Institute, Staff Development Days, Optional Staff Development Days, release days, Wednesday morning collaboration, the evaluation process and conference/workshop attendance.</p> <p>The District Certificated Professional Development Plan was not revised.</p>	<p>Title II Funding: \$79,500 Common Core Funding: \$652,144 Site Based Funding: \$162,015</p> <p>1000-1999: Certificated Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services & Other Operating Expenses</p>



Scope of service: Districtwide		Scope of service: Districtwide	
<u>X</u> ALL		<u>X</u> 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)_____		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)_____	
Develop courses of study sequentially to support the transition to the Common Core State Standards and Next Generation Science Standards.	Expenditures to support actions funded by the LCFF Base, and Common Core Funding.	Courses of study developed in English 1 and ELD.	Expenditures to support actions funded by the LCFF Base, and Common Core Funding.
Scope of service: Districtwide		Scope of service: Districtwide	
<u>X</u> ALL		<u>X</u> 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)_____		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)_____	
Provide supplemental instruction for underachieving students (which are disproportionately represented by low income students). Supplemental instruction in the form of: 1. Intervention support in math and or ELA at each comprehensive school site. Utilize pull-in/pullout model and/or parallel instruction. 2. Summer school support through remedial coursework.	LCFF Sup:\$125,000 LCFF Base:\$75,000 LCFF Sup:\$130,000	Intervention classes for push-in/pull-out and parallel instruction were used. Summer school was implemented.	LCFF Sup: \$125,000 LCFF Base: \$75,000 LCFF Sup: \$159,000 (summer school) 1000-1999: Certificated Salaries 3000-3999: Employee Benefits
Scope of service: Districtwide		Scope of service: Districtwide	



<u>X</u> 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>X</u> 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?	Goal was revised for the 2015-2016 LCAP as part of a goal revision and consolidation as the District LCAP has been modified from 24 goals in 2014-2015 to 6 goals with multiple measures in 2015-2016. This goal area will continue to be a major emphasis in the District with dedicated professional development to support the transition to the new California standards and assessment system.

Original GOAL from prior year LCAP:	SO 2: Increase the percentage of students achieving “Thorough” or “Adequate” understanding of and the ability to apply the mathematics knowledge and skills associated with the college content readiness by 10% (“Thorough” and “Adequate” descriptors are being used recognizing the Achievement Level Descriptors have not been finalized yet. These are “draft” SBA descriptors.)	Related State and/or Local Priorities: 1__ 2 <u>X</u> 3__ 4 <u>X</u> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups: All students including targeted student groups (English Learners (EL), eligible to receive a free or reduced-price meal (FRPM), and foster youth), and District subgroups (SocioEconomically Disadvantaged (SED), Limited English Proficient, Special Education, Section 504, Asian, Filipino, African American, White, Hispanic/Latino, and Multiple Races)	
Expected Annual Measurable Outcomes:	Establish baseline data in 2015	Actual Annual Measurable Outcomes: 2015 baseline data expected to be available in July 2015.



LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Adopt and/or locally develop instructional materials to align to the Common Core State Standards curricular changes, new District courses of study and to replace aging instructional materials.</p> <p>Provide professional development on adopted and/or locally developed instructional materials.</p>	<p>Expenditures to support actions funded by the LCFF Base, and Common Core Funding.</p>	<p>Math teachers developed instructional materials for Algebra A, Algebra B, Algebra 1, Geometry, Algebra 2 and Math Analysis during the summer math materials camp.</p> <p>Algebra A/B and Algebra 1 textbook adoption and purchase.</p>	<p>Expenditures to support actions funded by the LCFF Base, and Common Core Funding.</p>
<p>Scope of service: Districtwide</p>		<p>Scope of service: Districtwide</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	



<p>Certificated Professional Development: Classroom teachers and certificated support staff must continue to development in their profession for all students to thrive and the District to achieve many of its goals. Professional development programs will include Summer Institute, Staff Development Days, release days, Wednesday morning collaboration, the evaluation process and conference/workshop attendance.</p> <p>Develop revised District Certificated Professional Development Plan.</p>		<p>Extensive PD focus on the transition to the Common Core State Standards, technology integration, and RTI. Site based Common Core coaching and technology coordinators.</p> <p>Expenditures to support actions provided through Title II, Common Core funding, mandate reimbursement, and LCFF Base funding</p>	<p>Certificated Professional Development was provided through Summer Institute, Staff Development Days, Optional Staff Development Days, release days, Wednesday morning collaboration, the evaluation process and conference/workshop attendance.</p> <p>The District Certificated Professional Development Plan was not revised.</p>	<p>Title II Funding: \$79,500 Common Core Funding: \$652,144 Site Based Funding: \$162,015</p> <p>1000-1999: Certificated Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services & Other Operating Expenses</p>
Scope of service:	Districtwide		Scope of service:	Districtwide
<p><u>X</u> ALL</p> <p>OR:</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><u>X</u> ALL</p> <p>OR:</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>Develop courses of study sequentially to support the transition to the Common Core State Standards and Next Generation Science Standards.</p>			<p>Expenditures to support actions funded by the LCFF Base, and Common Core Funding.</p>	<p>Courses of study developed in Algebra A/B and Algebra 1.</p>
Scope of service:	Districtwide		Scope of service:	Districtwide



XALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____			XALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		
Provide supplemental instruction for underachieving students (which are disproportionately represented by low income students). Supplemental instruction in the form of: 1. Intervention support in math and or ELA at each comprehensive school site. Utilize pull-in/pullout model and/or parallel instruction. 2. Summer school support through remedial coursework.		LCFF Sup:\$125,000 LCFF Base:\$75,000 LCFF Sup:\$130,000	Intervention classes for push-in/pull-out and parallel instruction were used. Summer School was implemented.		LCFF Sup: \$125,000 LCFF Base: \$75,000 LCFF Sup: \$159,000 (summer school) 1000-1999: Certificated Salaries 3000-3999: Employee Benefits
Scope of service:	Districtwide		Scope of service:	Districtwide	
XALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____			XALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Goal was revised for the 2015-2016 LCAP as part of a goal revision and consolidation as the District LCAP has been modified from 24 goals in 2014-2015 to 6 goals with multiple measures in 2015-2016. This goal area will continue to be a major emphasis in the District with dedicated professional development to support the transition to the new California standards and assessment system.			

Original	SO 3A: Increase the newly implemented API (anticipated in 2015) by 10% from the 2015 baseline	Related State and/or Local Priorities:
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GOAL from prior year LCAP:				1X 2X 3__ 4X 5X 6X 7X 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups:	All students including targeted student groups (English Learners (EL), eligible to receive a free or reduced-price meal (FRPM), and foster youth), and District subgroups (SocioEconomically Disadvantaged (SED), Limited English Proficient, Special Education, Section 504, Asian, Filipino, African American, White, Hispanic/Latino, and Multiple Races)		
Expected Annual Measurable Outcomes:	Establish baseline data in 2015	Actual Annual Measurable Outcomes:	2015 baseline data will not be available due to the suspension of the API. Baseline data for the newly formulated API is expected in 2016.	
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
See Goals SO 2A and SO 2B	See Goals SO 2A and SO 2B	See Goals SO 2A and SO 2B	See Goals SO 2A and SO 2B	
Scope of service:	Districtwide	Scope of service:	Districtwide	
XALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		XALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal was revised for the 2015-2016 LCAP as part of a goal revision and consolidation as the District LCAP has been modified from 24 goals in 2014-2015 to 6 goals with multiple measures in 2015-2016.			



Original GOAL from prior year LCAP:	SO 3B: Increase the EAP college ready rates in ELA and Math by 10% from the initial 2015 baseline			Related State and/or Local Priorities: 1__ 2__ 3__ 4X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All Schools			
	Applicable Pupil Subgroups:	All students including targeted student groups (English Learners (EL), eligible to receive a free or reduced-price meal (FRPM), and foster youth), and District subgroups (SocioEconomically Disadvantaged (SED), Limited English Proficient, Special Education, Section 504, Asian, Filipino, African American, White, Hispanic/Latino, and Multiple Races)			
Expected Annual Measurable Outcomes:	Establish baseline data in 2015		Actual Annual Measurable Outcomes:	2015 baseline data expected to be available in July 2015.	
LCAP Year: 2014-15					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
See Goals SO 2A and SO 2B		See Goals SO 2A and SO 2B	See Goals SO 2A and SO 2B		See Goals SO 2A and SO 2B
Scope of service:	Districtwide		Scope of service:	Districtwide	
<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?	Goal was revised for the 2015-2016 LCAP as part of a goal revision and consolidation as the District LCAP has been modified from 24 goals in 2014-2015 to 6 goals with multiple measures in 2015-2016. There has been limited change in actions, services, and expenditures given the uncertainty with the components of the API. The District continues to emphasize the transition to the new California standards and assessment system to support attainment of this goal area.
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Original GOAL from prior year LCAP:	SO 3C: Increase the percentage of students who have successfully completed courses that satisfy the requirements for entrance to the UC and CSU by 6%	Related State and/or Local Priorities: 1__ 2__ 3__ 4X 5__ 6__ 7X 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups: All students including targeted student groups (English Learners (EL), eligible to receive a free or reduced-price meal (FRPM), and foster youth), and District subgroups (SocioEconomically Disadvantaged (SED), Limited English Proficient, Special Education, Section 504, Asian, Filipino, African American, White, Hispanic/Latino, and Multiple Races)		
Expected Annual Measurable Outcomes:	2014 Baseline data 73.1%. 2015 expected outcome 75.1%.	Actual Annual Measurable Outcomes:	2015 data not yet available.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Implement District "Comprehensive School Counseling Program" plan.	Expenditures to support actions funded by the LCFF Base	The District "Comprehensive School Counseling Program" plan was implemented.	Expenditures to support actions funded by the LCFF Base
Scope of service:		Scope of service:	



<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
1. Continue to develop and introduce new courses to align with student interest in STEM, VAPA and Advanced Placement. 2. Examine and modify course offerings at each school to provide opportunity for all students. 3. Share school course enrollment data with stakeholders and promote programs to address discrepancy in enrollment by subgroup. 4. Develop process to examine and modify graduation requirements as a means of promoting more opportunities in targeted programs.		Expenditures to support actions funded by the LCFF Base	Additional courses were developed and added to course catalog at different schools to provide greater opportunity and greater equity in opportunity between schools. Course enrollment data was shared with stakeholders through Board meetings, coordinating council and the VPA advocacy group. A process to examine and modify graduation requirements was not initiated. It was determined to form a task force in 2015-2016 to address the issue.		Expenditures to support actions funded by the LCFF Base
Scope of service:	Districtwide		Scope of service:	Districtwide	
<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)_____		
See Goals SO 2A and SO 2B		See Goals SO 2A and SO 2B	See Goals SO 2A and SO 2B		See Goals SO 2A and SO 2B
Scope of service:	Districtwide		Scope of service:	Districtwide	
<input checked="" type="checkbox"/> ALL			<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)_____	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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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal was revised for the 2015-2016 LCAP as part of a goal revision and consolidation as the District LCAP has been modified from 24 goals in 2014-2015 to 6 goals with multiple measures in 2015-2016. There are no major changes in actions, services, and expenditures in this goal area. The District continues to support the achievement of all students, particularly providing interventions to support the satisfactory achievement of all students. A reduction in D/F achievement in entrance requirement courses will result in more students having CSU and/or UC eligibility/opportunities. Further, the District will be working to establish more class options to attain entrance requirements.
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Original GOAL from prior year LCAP:	SO 4A: Increase the percentage of students who increase their achievement on the CELDT by at least one level by 20%	Related State and/or Local Priorities: 1__ 2__ 3X 4X 5__ 6__ 7__ 8X COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups: English Learners	
Expected Annual Measurable Outcomes:	60% of non-advanced students will increase their achievement on the CELDT by at least level.	Actual Annual Measurable Outcomes: 53% of non-advanced students increased their achievement level on the CELDT.



LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide targeted professional development to teachers and staff providing instruction and support within the ELD program. Staff development will focus on the new ELD standards, Common Core State Standards implementation and instructional strategies.	\$10,000 LCFF Sup \$20,000 Title I	Targeted professional development to teachers and staff providing instruction and support within the ELD program. Staff development will focus on the new ELD standards, Common Core State Standards implementation and instructional strategies.	LCFF Supplemental: \$27,000 Title I: \$2000 1000-1999: Certificated Salaries 2000-2999: Classified Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services & Other Operating Expenses
Scope of service: Las Lomas HS		Scope of service: Las Lomas HS	
__ALL		__ALL	
OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Make DELAC meeting more engaging and attractive to attend by adding programs of interest (i.e., college counseling), adjusting times, providing alternative times, and providing other services.	No budgeted cost	Plan to make DELAC meetings more engaging and convenient for parent attendance was developed for implementation in 2015-2016.	No cost.



Scope of service: Las Lomas HS		Scope of service: Las Lomas HS	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
Targeted English Learner credit recovery and supplemental summer instruction program to provide additional opportunities for English Learner students to obtain fluency, achieve, and graduate in four years.	Title I: \$50,000	A summer enrichment program was developed and will be implemented in summer 2015.	Cost in 2015-2016 fiscal year.
Scope of service: Las Lomas HS		Scope of service: Las Lomas HS	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
Instructional Assistant and office support for English Learners and redesignated fluent English proficient students	Title I: \$60,000	A 1.0FTE instructional assistant & office assistant was added to the Las Lomas staff in 2014-2015	Title I:\$40,285 2000-2999: Classified Salaries 3000-3999: Employee Benefits
Scope of service: Las Lomas HS		Scope of service: Las Lomas HS	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	



Adopt instructional materials to support Common Core in ELD program.		Title I: \$30,000	New instructional materials were evaluated.	No expenditures.
Professional development to support implementation of new materials.				
Scope of service:	Las Lomas HS			
<u> </u> ALL		Non budgeted item.	School engagement in LinkCrew program for 2015-2016, training in summer of 2015.	No cost
OR:				
<input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____				
Plan for new student orientation program with a focus on EL student orientation and connection to school resources and opportunities.		Non budgeted item.	School engagement in LinkCrew program for 2015-2016, training in summer of 2015.	No cost
Scope of service:	Las Lomas HS			
<input checked="" type="checkbox"/> ALL				
OR:		LCFF Sup: \$50,000	Supplemental counseling was provided.	LCFF Sup: \$43,500 1000-1999: Certificated Salaries 3000-3999: Employee Benefits
<input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____				
Provide supplemental counseling services for English Learners and redesignated students in accordance with the District's Master Plan for English Learners				
Scope of service:	Las Lomas HS	LCFF Sup: \$50,000	Supplemental counseling was provided.	LCFF Sup: \$43,500 1000-1999: Certificated Salaries 3000-3999: Employee Benefits
<u> </u> ALL				
Scope of service: Las Lomas HS <input type="checkbox"/> ALL				



OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Instructional and curricular coaching and site level teacher coordination of ELD program through release period		LCFF Sup: \$25,000	Instructional and curricular coaching was provided through a teacher on special assignment on a release period.		LCFF Sup: \$22,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits
Scope of service:	Las Lomas HS		Scope of service:	Las Lomas HS	
__ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			__ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Goal was revised for the 2015-2016 LCAP as part of a goal revision and consolidation as the District LCAP has been modified from 24 goals in 2014-2015 to 6 goals with multiple measures in 2015-2016. The District will continue to emphasize actions, services, and expenditures for student support and more full inclusion in coursework and across the campus.			

Original GOAL from prior year LCAP:	SO 4B: Increase the English Learner reclassification rate by 6%	Related State and/or Local Priorities: 1__ 2__ 3X 4X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups: English Learners	



Expected Annual Measurable Outcomes:	The English Learner reclassification rate to Redesignated Fluent English Proficient was expected to be 7% in 2014-2015	Actual Annual Measurable Outcomes:	Due to the suspension of the CST and a transition to new criteria for reclassification, only one student, approximately 1%, was reclassified.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
See Goal 4A	See Goal 4A	See Goal 4A	See Goal 4A
Scope of service:	Las Lomas HS	Scope of service:	Las Lomas HS
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Goal was revised for the 2015-2016 LCAP as part of a goal revision and consolidation as the District LCAP has been modified from 24 goals in 2014-2015 to 6 goals with multiple measures in 2015-2016. The District will continue to emphasize actions, services, and expenditures for student support and more full inclusion in coursework and across the campus. District progress toward this goal has been unsatisfactory, partly due to confusion with the STAR testing component of the reclassification criteria given the elimination of STAR. Staff is working to revise the District criteria in accordance with new State law regarding reclassification, should pending legislation become law.	

Original GOAL from prior year LCAP:	SO 5: Reduce the number of D and F academic semester grades issued to students by 9%	Related State and/or Local Priorities: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools:	All Schools



Applicable Pupil Subgroups:		All students including targeted student groups (English Learners (EL), eligible to receive a free or reduced-price meal (FRPM), and foster youth), and District subgroups (SocioEconomically Disadvantaged (SED), Limited English Proficient, Special Education, Section 504, Asian, Filipino, African American, White, Hispanic/Latino, and Multiple Races)	
Expected Annual Measurable Outcomes:	Decrease the students receiving a D or F semester academic grade by 3% from the 2013-2014 baseline.	Actual Annual Measurable Outcomes:	The 2013-2014 baseline for students receiving a D or F semester academic grade was established at 15.8%. The percentage of students receiving a D or F decreased slightly to 15.36%.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
See Goal SO 1, Goal SO 2, SO 3C, SO 4A		See Goal SO 1, Goal SO 2, SO 3C, SO 4A	
Scope of service:	Districtwide	Scope of service:	Districtwide
<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)_____	
Implement site-based Student Support Team (SST) and Student Review Team (SRT) and 504 support program to provide prompt and appropriate support interventions for low achieving students, students with disabilities, and students exhibiting behavior problems.		First year of site-based SST and SRT and 504 support was implemented. Training to administrators and counselors was provided.	
Scope of service:	Districtwide	Scope of service:	Districtwide
<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)_____	
		Expenditures to support actions funded by the LCFF Base	
		Expenditures to support actions funded by the LCFF Base	



What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal was revised for the 2015-2016 LCAP as part of a goal revision and consolidation as the District LCAP has been modified from 24 goals in 2014-2015 to 6 goals with multiple measures in 2015-2016. Slight progress toward this goal was achieved, but the goal area will remain a major priority. Interventions and support have been expanded in this area.
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Original GOAL from prior year LCAP:	E 1: Increase "School Connectedness" as measured by the California Healthy Kids Survey instrument by 2% in the "High" level in Grade 9 and Grade 11			Related State and/or Local Priorities: 1__ 2__ 3__ 4X 5X 6X 7X 8X COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools:	All Schools		
Goal Applies to:	Applicable Pupil Subgroups:	All students including targeted student groups (English Learners (EL), eligible to receive a free or reduced-price meal (FRPM), and foster youth), and District subgroups (SocioEconomically Disadvantaged (SED), Limited English Proficient, Special Education, Section 504, Asian, Filipino, African American, White, Hispanic/Latino, and Multiple Races)		
Expected Annual Measurable Outcomes:	No expected annual measurable outcome expected in 2014-2015 as the survey instrument utilized to attain data is administered biennially and will be administered again in 2015-2016.	Actual Annual Measurable Outcomes:	No expected annual measurable outcome expected in 2014-2015 as the survey instrument utilized to attain data is administered biennially and will be administered again in 2015-2016.	
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Participate with Challenge Success program or other similar programs to help schools, staff, students and parents develop strategies and systems to support academically fulfilling student experiences with less unhealthy academic stress.		Expenditures to support actions funded by the LCFF Base	The District evaluated programs and engaged with Challenge Success for 2015-2016. The Stanford Survey of the Adolescent School Experience was administered to all District students and the results were analyzed. LCFF Base: \$30,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits	



Scope of service: Districtwide		Scope of service: Districtwide	
<u>X</u> ALL		<u>X</u> 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) _____		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?	<p>Goal was revised for the 2015-2016 LCAP as part of a goal revision and consolidation as the District LCAP has been modified from 24 goals in 2014-2015 to 6 goals with multiple measures in 2015-2016.</p> <p>No 2015 data were available as the survey was not administered. The schools' involvement with Challenge Success will facilitate the necessary dialogue and action to address this goal. Specific actions will be developed from site teams as part of their work with Challenge Success.</p>		

Original GOAL from prior year LCAP:	E 2: Increase school attendance rate using three year average P2/ADA by 1%		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5X 6X 7__ 8X COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Schools	Applicable Pupil Subgroups:	All students including targeted student groups (English Learners (EL), eligible to receive a free or reduced-price meal (FRPM), and foster youth), and District subgroups (SocioEconomically Disadvantaged (SED), Limited English Proficient, Special Education, Section 504, Asian, Filipino, African American, White, Hispanic/Latino, and Multiple Races)
Expected Annual Measurable Outcomes:	The 3-year P2/ADA attendance rate was expected to increase .33 percentage points to 96.75%.	Actual Annual Measurable Outcomes:	The actual change in the 3-year P2/ADA attendance rate was 1.03 percentage points with a rate of 95.72%



LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Maintain strong extra-curricular and co-curricular programs in visual and performing arts, academic clubs, special interest clubs, community service and athletics. Implement revised staff development program for athletic coaches.	Expenditures to support actions funded by the LCFF Base	Strong extra-curricular and co-curricular programs in visual and performing arts, academic clubs, special interest clubs, community service and athletics were maintained. Year one of a more robust staff development program for athletic coaches was implemented.	Expenditures to support actions funded by the LCFF Base
Scope of service:	Districtwide	Scope of service:	Districtwide
XALL		XALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Goal was revised for the 2015-2016 LCAP as part of a goal revision and consolidation as the District LCAP has been modified from 24 goals in 2014-2015 to 6 goals with multiple measures in 2015-2016. Even though the current status is extraordinarily high relative to other high schools, the rate dipped some in 2014-2015. This goal area will be addressed through actions, services, and expenditures to address general campus climate and student engagement as part of the 2015-2016 Goal #6.	

Original GOAL from prior year LCAP:	E 3A: Increase cohort graduation rate by 1.0%	Related State and/or Local Priorities: 1__ 2__ 3__ 4X 5X 6X 7X 8X COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups:	All students including targeted student groups (English Learners (EL), eligible to receive a free or reduced-price meal (FRPM), and foster youth), and District subgroups (SocioEconomically Disadvantaged (SED), Limited English Proficient, Special Education, Section 504, Asian, Filipino, African American, White, Hispanic/Latino, and Multiple Races)



Expected Annual Measurable Outcomes:	The cohort graduation rate was projected to increase 0.5 percentage points to 98.3% from the 2014 baseline rate of 97.8%.	Actual Annual Measurable Outcomes:	The 2015 cohort graduation rate is not available.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
See Goal SO 1, Goal SO 2, Goal SO 4B, Goal SO 5 and Goal E 1	See Goal SO 1, Goal SO 2, Goal SO 4B, Goal SO 5 and Goal E 1	See Goal SO 1, Goal SO 2, Goal SO 4B, Goal SO 5 and Goal E 1	See Goal SO 1, Goal SO 2, Goal SO 4B, Goal SO 5 and Goal E 1
Scope of service:	Districtwide	Scope of service:	Districtwide
<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?	Goal was revised for the 2015-2016 LCAP as part of a goal revision and consolidation as the District LCAP has been modified from 24 goals in 2014-2015 to 6 goals with multiple measures in 2015-2016. The 2015 cohort graduation rate was not available at time of LCAP adoption. This goal area will be addressed through actions, services, and expenditures to address general campus climate and student engagement as well as counseling services and intervention support for lower achieving students.		

Original GOAL from prior year LCAP:	E 3B: Decrease cohort dropout rate by .6%	Related State and/or Local Priorities: 1__ 2__ 3__ 4 X 5 X 6 X 7 X 8 X COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools:	All Schools



Applicable Pupil Subgroups:		All students including targeted student groups (English Learners (EL), eligible to receive a free or reduced-price meal (FRPM), and foster youth), and District subgroups (SocioEconomically Disadvantaged (SED), Limited English Proficient, Special Education, Section 504, Asian, Filipino, African American, White, Hispanic/Latino, and Multiple Races)	
Expected Annual Measurable Outcomes:	The cohort dropout rate was projected to decrease 0.2 percentage points to 0.6% from the 2014 baseline rate of 0.8%.	Actual Annual Measurable Outcomes:	The 2015 cohort dropout rate is not available.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
See Goal 3A	See Goal 3A	See Goal 3A	See Goal 3A
Scope of service:		Scope of service:	
XALL		XALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal was revised for the 2015-2016 LCAP as part of a goal revision and consolidation as the District LCAP has been modified from 24 goals in 2014-2015 to 6 goals with multiple measures in 2015-2016. The 2015 cohort dropout rate was not available at time of LCAP adoption. This goal area will be addressed through actions, services, and expenditures to address general campus climate and student engagement as well as counseling services and intervention support for lower achieving students.		

Original GOAL from prior year LCAP:	E 4A: Decrease suspension rate by 1.0%	Related State and/or Local Priorities: 1__ 2__ 3__ 4X 5X 6X 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: All Schools		
	Applicable Pupil Subgroups:	All students including targeted student groups (English Learners (EL), eligible to receive a free or reduced-price meal (FRPM), and foster youth), and District subgroups (SocioEconomically Disadvantaged (SED), Limited English Proficient, Special Education, Section 504, Asian, Filipino, African American, White, Hispanic/Latino, and Multiple Races)	
Expected Annual Measurable Outcomes:	The suspension rate was projected to decrease 0.5 percentage points to 1.4% from the 2013-2014 baseline rate of 1.9%.	Actual Annual Measurable Outcomes:	The 2014-2015 suspension rate is not available.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Examine District mental health delivery systems for special education student population as well as general education student population. Adjust programs and use of external agencies to better meet student needs.</p> <p>Participate with Challenge Success program or other similar programs to help schools, staff, students and parents develop strategies and systems to support academically fulfilling student experiences with less unhealthy academic stress.</p> <p>Implement Site-based positive school culture (“anti-bullying”) program</p>	Expenditures to support actions funded by the LCFF Base and site funding	<p>District mental health delivery was modified with the addition of .5FTE school psychologist.</p> <p>School site teams will engage with Challenge Success in 2015-2016.</p> <p>School administrators received training in “other means of correction” as an alternative to suspension.</p>	Expenditures to support actions funded by the LCFF Base and site funding
Scope of service:	Districtwide	Scope of service:	Districtwide
<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?	Goal was revised for the 2015-2016 LCAP as part of a goal revision and consolidation as the District LCAP has been modified from 24 goals in 2014-2015 to 6 goals with multiple measures in 2015-2016. The 2015 suspension rate was not available at time of LCAP adoption. This goal area will be addressed through actions, services, and expenditures to address general campus climate and student engagement as well as counseling services and intervention support for lower achieving students. Further, administration and teaching faculty will continue to receive training on "other means of correction" and restorative justice practices.
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Original GOAL from prior year LCAP:	E 4B: Maintain expulsion rate at 0.0%		Related State and/or Local Priorities: 1__ 2__ 3__ 4X 5X 6X 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All Schools	Applicable Pupil Subgroups:	All students including targeted student groups (English Learners (EL), eligible to receive a free or reduced-price meal (FRPM), and foster youth), and District subgroups (SocioEconomically Disadvantaged (SED), Limited English Proficient, Special Education, Section 504, Asian, Filipino, African American, White, Hispanic/Latino, and Multiple Races)	
Expected Annual Measurable Outcomes:	The expulsion rate was projected to maintain at 0.0%.	Actual Annual Measurable Outcomes:	The 2014-2015 expulsion rate is not available.	
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
See Goal E 4A	See Goal E 4A	See Goal E 4A	See Goal E 4A	See Goal E 4A
Scope of service:	Districtwide		Scope of service:	Districtwide
<u>X</u> ALL			<u>X</u> 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)_____	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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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal was revised for the 2015-2016 LCAP as part of a goal revision and consolidation as the District LCAP has been modified from 24 goals in 2014-2015 to 6 goals with multiple measures in 2015-2016. The 2015 expulsion rate was not available at time of LCAP adoption. This goal area will be addressed through actions, services, and expenditures to address general campus climate and student engagement as well as counseling services and intervention support for lower achieving students. Further, administration and teaching faculty will continue to receive training on "other means of correction" and restorative justice practices.
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Original GOAL from prior year LCAP:	E 5: Decrease rates of students reporting experiencing chronic sadness or hopelessness in last 12 months and suicidal ideation in last 30 days in Grade 9 and Grade 11 by 5 percent		Related State and/or Local Priorities: 1__ 2__ 3__ 4X 5X 6X 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All Schools	Applicable Pupil Subgroups:	All students including targeted student groups (English Learners (EL), eligible to receive a free or reduced-price meal (FRPM), and foster youth), and District subgroups (SocioEconomically Disadvantaged (SED), Limited English Proficient, Special Education, Section 504, Asian, Filipino, African American, White, Hispanic/Latino, and Multiple Races)	
Expected Annual Measurable Outcomes:	No expected annual measurable outcome expected in 2014-2015 as the survey instrument utilized to attain data is administered biennially and will be administered again in 2015-2016.	Actual Annual Measurable Outcomes:	No expected annual measurable outcome expected in 2014-2015 as the survey instrument utilized to attain data is administered biennially and will be administered again in 2015-2016.	
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	



<p>Examine District mental health delivery systems for special education student population as well as general education student population. Adjust programs and use of external agencies to better meet student needs.</p> <p>Participate with Challenge Success program or other similar programs to help schools, staff, students and parents develop strategies and systems to support academically fulfilling student experiences with less unhealthy academic stress.</p> <p>Implement District "Comprehensive School Counseling Program" plan.</p>	<p>Expenditures to support actions funded by the LCFF Base</p>	<p>District mental health delivery was modified with the addition of .5FTE school psychologist.</p> <p>School site teams will engage with Challenge Success in 2015-2016.</p> <p>District "Comprehensive School Counseling Program" plan was implemented.</p>	<p>Expenditures to support actions funded by the LCFF Base</p>
<p>Scope of service:</p>	<p>Districtwide</p>	<p>Scope of service:</p>	<p>Districtwide</p>
<p><u>A</u>ALL</p>		<p><u>X</u>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>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>Goal was revised for the 2015-2016 LCAP as part of a goal revision and consolidation as the District LCAP has been modified from 24 goals in 2014-2015 to 6 goals with multiple measures in 2015-2016. No 2015 data were available as the survey was not administered. This goal area will be addressed through actions, services, and expenditures to address general campus climate and student engagement as well as counseling services and intervention support for lower achieving students. Mental health services on each campus will be improved through the addition of a part-time school psychologist, two school psychologist interns, and more Districtwide coordinated services provided by the school mental health intervention specialists.</p>
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<p>Original GOAL from prior year LCAP:</p>	<p>E 6: Increase the DELAC meeting attendance rate by 100%</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3X 4X 5X 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools: All Schools Applicable Pupil Subgroups:</p>	<p>English Learners</p>



Expected Annual Measurable Outcomes:	The 2014-2015 DELAC meeting attendance average was expected to increase to 12 from a 2013-2014 average of 6.	Actual Annual Measurable Outcomes:	The 2014-2015 DELAC meeting attendance average increased to 8 from a 2013-2014 average of 6.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Make DELAC meeting more engaging and attractive to attend by adding programs of interest (i.e., college counseling), adjusting times, providing alternative times, and providing other services.	No budgeted cost	Plan to make DELAC meetings more engaging and convenient for parent attendance was developed for implementation in 2015-2016.	No cost.
Scope of service:	Las Lomas HS	Scope of service:	Las Lomas HS
__ ALL		__ ALL	
OR: __ Low Income pupils <input checked="" type="checkbox"/> English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils <input checked="" type="checkbox"/> English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal was revised for the 2015-2016 LCAP as part of a goal revision and consolidation as the District LCAP has been modified from 24 goals in 2014-2015 to 6 goals with multiple measures in 2015-2016. Minimal progress was made toward this goal. Actions and services will be modified to increase outreach and make meeting times more convenient. No significant additional expenditures are anticipated.		



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, school-wide, countywide, or charter-wide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school-site in the LCAP year, when using supplemental and concentration funds in a districtwide or school-wide 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:	\$469,166		
The AUHSD Supplemental Local control Funding Formula Funding Plan is aligned with the LCAP and will address the needs of targeted students: English Learners, Low Income and Foster Youth. Based on unduplicated counts, supplemental funding is projected to be \$469,166 in 2015-2016, \$476,537 in 2016-2017, and \$497,832 in 2017-2018. The following expenditure plan will increase and improve services:			
LCFF Funded Supplemental Items	2015-2016 Expenditure	2016-2017 Expenditure	2017-2018 Expenditure
Intervention class Periods (Push-In/Pull-Out Academic Support and Parallel Academic Support)	125,000	125,000	125,000
English Language Development Program Professional Development	10,000	10,000	10,000
English Language Development Program supplemental counseling	50,000	50,000	50,000
English Language Development Program curriculum/Instruction coach	25,000	25,000	25,000
English Language Development Program summer enrichment, advancement and remediation program.	10,000	15,000	15,000
Summer School Supplemental & Remedial Support	130,000	130,000	130,000
Site Based Funding for LLHS Site council	54,166	41,537	62,832
Software support for student data analysis	40,000	40,000	40,000
Orientation program support for ELD and school program	10,000	10,000	10,000
Professional Development for Response to Intervention	15,000	30,000	30,000
Total Budgeted Expenditures	469,166	476,537	497,832



The District also uses LCFF Base and Title I funding to supplement services to these students. Based on previous pilots with the push-in/pull-out academic support and parallel academic support, the District believes confidently that this program will provide valuable support for the achievement of the targeted population at all four comprehensive school sites. The English Language Development Program professional development, counseling and instructional coach will be provided at Las Lomas High School and have proven to be effective systems to enhance instruction and support services for the English Learners. The ELD summer enrichment, advancement and remediation program had its origin with stakeholder meetings within the ELD program and will provide optimal opportunity for supplemental instruction and enrichment. Summer school support is an effective way to provide a supplemental opportunity for underachieving targeted students to remediate and improve achievement. Site-based funding is a proven way to empower site-based leaders to effectively support the LCAP and Single Site Plan goals for the targeted students. Data analysis is a proven method to improve student achievement and will allow staff to closely analyze the achievement of the targeted students. Stakeholder meetings within the ELD revealed a sense that the English Learner students do not feel fully integrated in the campus culture. A new student orientation program should address that need. Lastly, RTI has been proven to be an excellent strategy to address the achievement of under-achieving students.



- 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.

1.08	%
<p>The Acalanes Union High School District allocates 100% of its LCFF Supplemental dollars to the targeted students (English Learners, Foster Youth, and low-income students). Additionally, the District provides support for these students through Title I programs and by utilizing LCFF Base funding to support the achievement of these students. The District determined the minimum proportionality percentage through the FCMAT calculator. The increased and/or improved services for unduplicated students meets the requirements of and is in full compliance with 5 CCR 15496.</p>	

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.



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).

8-22-14 [California Department of Education]