



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

Introduction:

LEA: Acalanes Union High School District

Contact: John Nickerson, Superintendent

LCAP Year: 2016-2017

jnickerson@acalanes.k12.ca.us

(925)280-3900

Local Control and Accountability Plan and Annual Update

Table of Contents

<i>Introduction</i>	<u>2</u>
<i>Section 1 Stakeholder Engagement</i>	<u>5</u>
<i>Section 2 Goals, Actions, Expenditures, and Progress</i>	<u>10</u>
<i>Goal 1 – Recruit, develop and retain high quality certificated, classified and administrative staff</i>	<u>13</u>
<i>Goal 2 – Provide facilities and learning environments conducive to 21st Century learning opportunities</i>	<u>18</u>
<i>Goal 3 – Further develop and implement high quality programs and educational opportunities for students to attain college and career readiness</i>	<u>23</u>
<i>Goal 4 – Expand course offerings and opportunities to promote access to relevant and engaging curriculum</i>	<u>38</u>
<i>Goal 5 – Increase English Language Learner academic achievement</i>	<u>45</u>
<i>Goal 6 – Provide safe, engaging and inclusive school sites and classrooms that address the social-emotional needs of all students</i>	<u>54</u>
<i>Annual Update</i>	<u>70</u>
<i>Section 3 Use of Supplemental and Concentration Grant Funds</i>	<u>119</u>
<i>Appendix – Glossary</i>	<u>125</u>
<i>Appendix – Data Addendum</i>	<u>127</u>



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 2015 was 5539. Additionally, the AUHSD operates the Adult Education Center, which had over 4000 students in 2015-2016.

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 2015-2016 numerically significant subgroups for the AUHSD are socio-economically disadvantaged (4.6%), English Learners (1.5%), Students with Disabilities (14.0%), Asian (11.7%), Filipino (1.9%), African American (1.6%), White (66.5%), Hispanic/Latino (8.9%), Multiple races (8.3%). The District unduplicated count of English learners, low-income students, and foster youth is 5.1%.

The LCFE 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 January, February, March, April and May of 2016 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, the 2015-2016 LCAP and student achievement data in the Expected Annual Measureable Outcomes, and given an opportunity for input for the 2016-2017 LCAP. 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 subgroup (in accordance with Education Code 52052), review the current LCAP goals and initiatives, and provide input moving forward.</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) • 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, has not been measured.</p> <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</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 District LCAP goals were thoroughly reviewed and stakeholders ranked the priority for each goal based on Expected Annual Measureable Outcome data and State Priorities.</p> <p>Using a Lickert scale of 1 – 7 (with 7 being “extremely important”), each goal received average support between 5.5 and 7, with the exception of Goal #5, which received support of 4.5.</p> <p>The 2015-2016 goals were only slightly revised to the 2016-2017 goals:</p> <ol style="list-style-type: none"> 1. Recruit, develop and retain high quality certificated, classified and administrative staff 2. Provide facilities and learning environments conducive to 21st Century learning opportunities 3. Further develop and implement high quality programs and educational opportunities for students to attain college and career readiness 4. Expand course offerings and opportunities to promote access to relevant and engaging curriculum 5. Increase English Language Learner academic achievement 6. Provide safe, engaging and inclusive school sites and classrooms that address the social-emotional needs of all students <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



<p>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> <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 10 to 40 at each meeting. The authentic conversations and ideas that surfaced contributed significantly to the LCAP development.</p> <p>Staff Meetings 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>	<ul style="list-style-type: none"> 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 • 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 • Promote “equity” and engage in work around the “courageous conversations” pertaining to race, sexual orientation, disability awareness, socioeconomic disparity and other issues. <p>All of these areas are captured in the goals and actions that were subsequently developed.</p> <p>Sustained initiatives in the District include:</p> <ul style="list-style-type: none"> • Transition to new California standards and assessments • Support shift to new graduation requirements, including new health course for 10th grade students • Preparing for an alternative school day schedule with longer instructional blocks (4 days each week with block
---	---



<p>Meetings with Bargaining Units The Superintendent and members of his Executive Cabinet met frequently 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 throughout the course of the year and shared District direction.</p> <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 consisted 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>schedule), twice weekly intervention/tutorial, and expanded teacher collaboration time.</p> <ul style="list-style-type: none"> • Mental health task force and strategic coordination of services for preventive and response program • Site-based Challenge Success initiatives with District-level coordination beginning in 2016-2017 • School site 1:1 initiatives with District infrastructure support • English Learner program shift to home schools • School enrollment and impaction planning • College & career planning and coordination • Diversity/equity work <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>
--	---



<p>Board Review, Oversight and Approval At their October 21, 2015, meeting, the Governing Board discussed the successes and challenges of the 2015 LCAP development process, reviewed LCAP implementation, reviewed some available data, and discussed goal development. At their December 9, 2015, meeting, the Governing Board approved the Single Site Plans for Student Achievement, which were aligned to the 2015-2016 LCAP. The Board also approved a timeline for LCAP development and stakeholder input at that 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 28, 2016.</p> <p>Board Approval The Acalanes Union High School District Governing Board approved the Local Control and Accountability Plan on June 29, 2016.</p>	<p>There was very limited input from document web posting. The Superintendent did not receive written comment following postings. Zero 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 and a broad group of stakeholders reviewed data, and discussed and provided input on current goals and initiatives. Stakeholder groups provided significant input and data review revealed significant achievement gaps and troubling mental health and academic stress indicators, which resulted in major changes to actions.</p>	<p>Annual Update: The 2016-2017 LCAP was revised based on stakeholder input. Major changes in the LCAP based on Expected Annual Measureable Outcomes and stakeholder input include continued emphasis on addressing unhealthy academic stress and student mental health, and broadening opportunities for students. Specifically, the stakeholders were concerned with the data from the Stanford Survey of the Adolescent School Experience. Additionally, the achievement gaps in CAASPP evident with the Latino/Hispanic, English Learner, students with disabilities and socio-economically disadvantaged students prompted additional work to support lower achieving students and targeted programs to the English Learner Program and special education 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: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ <input checked="" type="checkbox"/> 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. Review of Williams compliance data for appropriately assigned teachers. Review of certificated staff diversity and comparison of teachers of color representation compared to students of color in the District. 		
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), English Learners, Students with Disabilities, Asian, Filipino, African American, White, Hispanic/Latino, and Multiple Races)	
LCAP Year 1: 2016-2017			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Maintain Williams compliance for appropriately assigned staff at 100% (#1)* 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 10% (2015) to 12%. (Students of color make up 33% (2015) of our student population) *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 Measures G&A: Certificated Salaries: \$29,261,328 Classified Salaries: \$7,642,287 Total Benefits: \$15,751,163 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 develop 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 (optional and required), 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>One Time Discretionary: \$500,000 Educator Effectiveness: \$92,000 Title II Staff Development: \$74,500 LCFF Supplemental: \$30,000 LCFF Base funding: \$32,000 Site Based: \$50,680 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: \$44,648 2000-2999: Classified Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services & Other Operating Expenses</p>
<p>Develop District Classified Professional Development 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: \$2,000 2000-2999: Classified Salaries 3000-3999: Employee Benefits</p>
<p>Expand human resource recruiting efforts to broaden diversity of high quality applicants.</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: \$5000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services & Other Operating Expenses</p>
<p>Create baseline measure of ability to “retain” 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>No cost</p>



Develop focus group for study of the experience of teachers of color in the AUHSD and develop appropriate plans to address any challenges.	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
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Maintain Williams compliance for appropriately assigned staff at 100%(#1)* • 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 14%. (Students of color make up 33% (2015) of our student population) • Establish growth target or maintain status for ability to “retain” employees (baseline established in 2016-2017). *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 Measures G&A: Certificated Salaries: \$29,670,987 Classified Salaries: \$7,642,287 Total Benefits: \$15,751,163 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: \$47,000 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 1000-1999: Certificated Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services & Other Operating Expenses

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Maintain Williams compliance for appropriately assigned staff at 100% (#1)* 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 14% to 16%. (Students of color make up 33% (2014) of our student population) Establish growth target or maintain status for ability to “retain” employees (baseline established in 2016-2017). <p>*State Required LCAP Measure</p>
--------------------------------------	---

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 Measures G&A: Certificated Salaries: \$29,670,987 Classified Salaries: \$7,642,287 Total Benefits: \$15,751,163 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 develop 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: \$47,000 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>
<p>Expand human resource recruiting efforts to broaden diversity of high quality applicants.</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: \$5000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services & Other Operating Expenses</p>



GOAL:	2. Provide facilities and learning environments conducive to 21st Century learning opportunities		Related State and/or Local Priorities: 1X 2__ 3__ 4__ 5__ 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. • Review of Williams compliance data pertaining to facilities. • Review of Measure E progress. • Review of deferred maintenance plan progress. • Review of 1:1 computing wireless infrastructure needs. 		
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), English Learners, Students with Disabilities, Asian, Filipino, African American, White, Hispanic/Latino, and Multiple Races)	
LCAP Year 1: 2016-2017			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 100% Williams compliance – facilities maintained and in good repair (#1)* • 95% complete with Measure E facilities • 80% complete with Measure E technology lifecycle replacement plan • 24% complete with deferred maintenance plan • Establish baseline measure 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
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: \$3,498,183 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
Revise 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) _____	No cost



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)_____	Measure E Technology Endowment: \$200,000 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: \$100,000 Developer Fees: \$500,000 4000-4999:Materials & Supplies 5000-5999: Services & Other Operating Expenses

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 100% Williams compliance – facilities maintained and in good repair (#1)* • 100% complete with Measure E facilities • 90% complete with Measure E technology lifecycle replacement plan • 36% complete with deferred maintenance plan • Establish growth target for measure of wireless functionality and 1:1 efforts (from 2016-2017 baseline) <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)_____	Measure E Technology Endowment: \$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



LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 100% Williams compliance – facilities maintained and in good repair (#1)* • 100% complete with Measure E facilities • 100% complete with Measure E technology lifecycle replacement plan • 48% complete with deferred maintenance plan • Establish growth target for measure of wireless functionality and 1:1 efforts (from 2016-2017 baseline) <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)_____	Measure E Technology Endowment: \$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 impact 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
--	-----------------------	---	---

GOAL:	<h3>3. Further develop and implement high quality programs and educational opportunities for students to attain college and career readiness</h3>	Related State and/or Local Priorities: 1X 2X 3X 4X 5X 6__ 7__ 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"> • 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. • Review of CAASPP testing results. • Review of UC/CSU eligibility data and Advanced Placement data. • Review of cohort graduation and dropout rates. • Review of D/F achievement data. • Review of parent of special needs students involvement. • Review of Naviance use by students and parents. 	
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), English Learners, Students with Disabilities, Asian, Filipino, African American, White, Hispanic/Latino, and Multiple Races)
--	-----------------------------	--

LCAP Year 1: 2016-2017	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 100% Williams compliance – standards-aligned instructional materials (#1)* • Implementation of the academic content and performance standards adopted by the State Board of Education (#2)* • 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 of 85% to 90% in 2016.(#4A)* • 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 of 70% to 75% in 2016. (#4A)* • Increase the Academic Performance Index – Not Applicable (#4B) • Increase the percentage of students who complete UC/CSU entrance requirements or CTE education sequence from 74.9% (2015) to 76.9% (#4C)* • Develop a 2016 baseline for the percentage of students with special needs who complete UC/CSU entrance requirements or CTE education sequence (#7C)* • Increase the percentage of students who have passed an Advanced Placement examination from 39.5% (2015) to 42.0% (#4F)* • Increase the percentage of students considered college ready as measured by the Early Assessment Program by 5% from the 2015 baseline of 74.9% and 50.8% in ELA and Math, respectively, to 76.9% and 55.8%. (#4G)* • Increase the cohort graduation rate by .8% from 97.0% (2014) to 97.8% (#5E)* • Decrease the cohort dropout rate by .4% from 1.0% (2014) to 0.6% (#5D)* • Reduce the percentage of students receiving a D or F semester grades by 0.5% from 13.9% (2016) to 13.4% (#8)* • Increase the student and parent use of Naviance (college/career guidance program) by 50% from the 2016 baseline of 13.4 times per year for students and 4.3 times per year for parents. Target 2017 use for students will be 20.1 times per year and 6.5 times per year for parents. • Develop baseline participation rate and involvement with community advisory committee of District parents and K-8 partner district parents to support improved engagement and communication with parents of individuals with exceptional needs. (#3)* <p>*State Required LCAP Measure</p>



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 develop 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)_____	One Time Discretionary: \$500,000 Educator Effectiveness: \$92,000 Title II Staff Development: \$74,500 LCFF Supplemental: \$30,000 LCFF Base funding: \$32,000 Site Based: \$50,680 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)_____	One Time Discretionary: \$150,000 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 camps.	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 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)_____	Educator Effectiveness: \$100,000 Title I Funding: \$25,028 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: \$22,585 1000-1999: Certificated Salaries 3000-3999: Employee Benefits
Examine and implement “best practices” for special education student support.	Districtwide	<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>	LCFF Base Funding: \$2000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits
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



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 1000-1999: Certificated Salaries 3000-3999: Employee Benefits 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)_____	No cost



<p>Implement plan for comprehensive grade 9-12 Naviance utilization.</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 Funds:\$28,000 5000-5999: Services & Other Operating Expenses</p>
<p>Implement revised staff development plan and personnel support for athletic coaches.</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: \$10,000 1000-1999: Certificated Salaries 2000-2999: Classified Salaries 3000-3999: Employee Benefits 5000-5999: Services & Other Operating Expenses</p>
<p>Form design team to develop the alternative schedules for comprehensive school sites based on Governing Board approved parameters.</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: \$10,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits</p>
<p>Implement course of study development process to address the new needs due to the change in graduation requirements effective with the graduating class of 2020. Course development in senior English, health, PE 9, and other areas to support options with the requirements.</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: \$10,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits</p>



<p>Provide supplemental instruction and remedial support through District summer school opportunities and credit recovery.</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: \$110,000 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>
<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: \$60,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services & Other Operating Expenses</p>



LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:

- 100% Williams compliance – standards-aligned instructional materials (#1)*
- Implementation of the academic content and performance standards adopted by the State Board of Education (#2)*
- Increase the percentage of students achieving “Meets” or “Exceeds” standard in ELA/Literacy as measured by the Smarter Balanced Assessment by 2% from the 2016 rate. (#4A)*
- Increase the percentage of students achieving “Meets” or “Exceeds” standard in mathematics as measured by the Smarter Balanced Assessment by 5% from the 2016 rate. (#4A)*
- Increase the Academic Performance Index – Not Applicable (#4B)
- Increase the percentage of students who complete UC/CSU entrance requirements or CTE education sequence from the 2016 rate by 2% (#4C)*
- Develop a 2017 target for the increase in the percentage of students with special needs who complete UC/CSU entrance requirements or CTE education sequence (#7C)*
- Increase the percentage of students who have passed an Advanced Placement examination from 2016 rate by 2% (#4F)
- Increase the percentage of students considered college ready as measured by the Early Assessment Program by 2% from the 2016 rate in ELA and by 5% from the 2016 rate in Math (#4G)*
- Increase the cohort graduation rate by .4% from the 2015 rate (#5E)*
- Decrease the cohort dropout rate by .2% from the 2015 rate (#5D)*
- Reduce the percentage of students receiving a D or F semester grades by 0.5% from 2017 rate (#8)*
- Increase the student and parent use of Naviance (college/career guidance program) by 25% and 50%, respectively, from the 2017 rates for uses per year.
- Increase participation rate and involvement with community advisory committee of District parents and K-8 partner district parents to support improved engagement and communication with parents of individuals with exceptional needs from the established 2016-2017 baseline rate. (#3)*

*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 develop 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)_____	One Time Discretionary: \$500,000 Educator Effectiveness: \$92,000 Title II Staff Development: \$74,500 LCFF Supplemental: \$30,000 LCFF Base funding: \$32,000 Site Based: \$50,680 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 camps.	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 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)_____	Educator Effectiveness: \$100,000 Title I Funding: \$25,028 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: \$22,585 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
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 1000-1999: Certificated Salaries 3000-3999: Employee Benefits 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)_____	No cost
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



<p>Implement revised staff development plan and personnel support for athletic coaches.</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: \$10,000 1000-1999: Certificated Salaries 2000-2999: Classified Salaries 3000-3999: Employee Benefits 5000-5999: Services & Other Operating Expenses</p>
<p>Provide supplemental instruction and remedial support through District summer school opportunities and credit recovery.</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: \$100,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits</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: \$52,500 1000-1999: Certificated Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services & Other Operating Expenses</p>



LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:

- 100% Williams compliance – standards-aligned instructional materials (#1)*
- Implementation of the academic content and performance standards adopted by the State Board of Education (#2)*
- Increase the percentage of students achieving “Meets” or “Exceeds” standard in ELA/Literacy as measured by the Smarter Balanced Assessment by 2% from the 2017 rate.(#4A)*
- Increase the percentage of students achieving “Meets” or “Exceeds” standard in mathematics as measured by the Smarter Balanced Assessment by 5% from the 2017 rate. (#4A)*
- Increase the Academic Performance Index – Not Applicable (#4B)
- Increase the percentage of students who complete UC/CSU entrance requirements or CTE education sequence from the 2017 rate by 2% (#4C)*
- Develop a 2018 target for the increase in the percentage of students with special needs who complete UC/CSU entrance requirements or CTE education sequence (#7C)*
- Increase the percentage of students who have passed an Advanced Placement examination from 2017 rate by 2% (#4F)*
- Increase the percentage of students considered college ready as measured by the Early Assessment Program by 2% from the 2017 rate in ELA and by 5% from the 2017 rate in Math (#4G)*
- Increase the cohort graduation rate by .2% from the 2016 rate (#5E)*
- Decrease the cohort dropout rate by .2% from the 2016 rate (#5D)*
- Reduce the percentage of students receiving a D or F semester grades by 0.5% from 2018 rate (#8)*
- Increase the student and parent use of Naviance (college/career guidance program) by 10% and 25%, respectively, from the 2018 rates for uses per year
- Increase participation rate and involvement with community advisory committee of District parents and K-8 partner district parents to support improved engagement and communication with parents of individuals with exceptional needs from the established 2017-2018 rate (#3)*

*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 develop 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: \$74,500 LCFF Supplemental: \$30,000 LCFF Base funding: \$32,000 Site Based: \$50,680 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 camps.	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 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)_____	LCFF Base Funding: \$100,000 Title I Funding: \$25,028 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: \$22,585 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
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 1000-1999: Certificated Salaries 3000-3999: Employee Benefits 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)_____	No cost
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



<p>Implement revised staff development plan and personnel support for athletic coaches.</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: \$10,000 1000-1999: Certificated Salaries 2000-2999: Classified Salaries 3000-3999: Employee Benefits 5000-5999: Services & Other Operating Expenses</p>
<p>Provide supplemental instruction and remedial support through District summer school opportunities and credit recovery.</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: \$100,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits</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: \$56,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services & Other Operating Expenses</p>



<p>GOAL:</p>	<p>4. Expand course offerings and opportunities to promote access to relevant and engaging curriculum</p>		<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4X 5__ 6__ 7X 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"> • 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. • Review of UC/CSU entrance requirement eligibility. • Review of Advance Placement data. • Review of STEM course enrollment and the gender gap. 		
<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), English Learners, Students with Disabilities, Asian, Filipino, African American, White, Hispanic/Latino, and Multiple Races)</p>
<p>LCAP Year 1: 2016-2017</p>			
<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 74.9% (2015) to 76.9% (#4C & #7)* • Increase the percentage of students who have passed an Advanced Placement examination from 39.5% (2015) to 42.0% (#4F & #7)* • Increase percentage of female students enrolled in STEM courses beyond basic graduation requirements by 5 percentage points from 64.7% of students(2015-2016) to 67% (#7 & #8)* <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 course of study development process to address the new needs due to the change in graduation requirements effective with the graduating class of 2020. Course development in senior English, health, PE 9, and other areas to support options with the requirements.</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: \$10,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits</p>
<p>Examine community commitment to Visual and Performing Arts with partner districts and develop an 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>Professional development for integration of computer science in appropriate courses 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 5000-5999: Services & Other Operating Expenses</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: 2017-2018

<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 the 2016 rate by 2% (#4C & #7)* • Increase the percentage of students who have passed an Advanced Placement examination from 2016 rate by 2% (#4F & #7)* • Increase percentage of female students enrolled in STEM courses beyond basic graduation requirements by 3 percentage points from the 2017 rate (#7 & #8)* <p>*State Required LCAP Measure</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<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>
<p>Share school course enrollment data with stakeholders and promote programs to address discrepancy in enrollment by subgroup.</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>Maintain 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>Professional development for integration of computer science in appropriate courses 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 5000-5999: Services & Other Operating Expenses</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 3: 2018-2019

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 the 2017 rate by 2% (#4C & #7)* • Increase the percentage of students who have passed an Advanced Placement examination from 2017 rate by 2% (#4F & #7)* • Increase percentage of female students enrolled in STEM courses beyond basic graduation requirements by 3 percentage points from the 2018 rate (#7 & #8)* <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>Maintain 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>Professional development for integration of computer science in appropriate courses 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 5000-5999: Services & Other Operating Expenses</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>



GOAL:	<h2 style="text-align: center;">5. Increase English Language Learner academic achievement</h2>		Related State and/or Local Priorities: 1__ 2X 3X 4X 5__ 6__ 7__ 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. • Review of AMAO indicators. • Review of English fluency reclassification rates. • Review of parent participation with the ELAC and DELAC. 		
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), English Learners, Students with Disabilities, Asian, Filipino, African American, White, Hispanic/Latino, and Multiple Races)	
LCAP Year 1: 2016-2017			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Increase EL students making progress toward English Proficiency (AMAO 1) 79.1% (2015) by 2% to 81.1%. Increase the EL cohort attaining English Proficient Level (AMAO 2 <5years) from 53.8% (2015) by 2% to 55.8%. Increase the EL Cohort attaining English Proficient Level (AMAO 2 > 5 years) from 66.0% (2015) by 2% to 68.0%. (#4D)* • Increase the rate that English Learners are reclassified as Redesignated Fluent English Proficient from 25.6% (2016) by 2% to 27.6%. (#4E)* • The new California ELD Standards have been partially implemented. They will be further developed into new courses of study in 2016-2017. (#2)* • Develop a 2016 baseline for the percentage of English Learners who have passed an Advanced Placement examination. (7B)* • Increase the parent/guardian involvement in the District English Language Advisory Committee from 25 (2016) to 30. (#3)* <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)_____	Educator Effectiveness: \$100,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits
Provide part-time instructional assistant to support EL achievement and part-time student service and District and site administrative support for ELD program.	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)_____	Title I Funding: \$52,566 2000-2999: Classified Salaries 3000-3999: Employee Benefits



<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: \$22,585 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: \$29,528 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>
<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: \$60,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services & Other Operating Expenses</p>



LCAP Year 2: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Increase EL students making progress toward English Proficiency (AMAO 1) from the 2016 rate by 2%. Increase the EL cohort attaining English Proficient Level (AMAO 2 <5years) from the 2016 rate by 2%. Increase the EL Cohort attaining English Proficient Level (AMAO 2 > 5 years) from the 2016 rate by 2%. (#4D)* • Increase the rate that English Learners are reclassified as Redesignated Fluent English Proficient from the 2017 rate by 2%. (#4E)* • Implement the new California ELD Standards fully in the 2017-2018 school year. (#2)* • Identify a target for the increase from the 2016 baseline to the percentage of English Learners who have passed an Advanced Placement examination. (7B)* • Increase the parent/guardian involvement in the District English Language Advisory Committee from the 2017 participation by 5. (#3)* <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</p> <p>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>Educator Effectiveness: \$100,000</p> <p>1000-1999: Certificated Salaries 3000-3999: Employee Benefits</p>



<p>Support site-based English Learner Development program to support EL students at each school site. ELD teacher at CHS, AHS and MHS.</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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>LCFF Base: \$75,000 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: \$20,000 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: \$52,566 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: \$22,585 1000-1999: Certificated Salaries 3000-3999: Employee Benefits</p>



Supplemental counseling for EL 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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	LCFF Supplemental Funding: \$50,000 Title I Funding: \$29,528 1000-1999: Certificated Salaries 3000-3999: Employee Benefits
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: \$52,500 1000-1999: Certificated Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services & Other Operating Expenses



LCAP Year 3: 2018-2019

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Increase EL students making progress toward English Proficiency (AMAO 1) from the 2017 rate by 2%. Increase the EL cohort attaining English Proficient Level (AMAO 2 <5years) from the 2017 rate by 2%. Increase the EL Cohort attaining English Proficient Level (AMAO 2 > 5 years) from the 2017 rate by 2%.(#4D)* • Increase the rate that English Learners are reclassified as Redesignated Fluent English Proficient from the 2018 rate by 2%. (#4E)* • Continue with the full implementation of the new California ELD Standards.(#2)* • Identify a target for the increase from the 2017 rate to the percentage of English Learners who have passed an Advanced Placement examination. (7B)* • Increase the parent/guardian involvement in the District English Language Advisory Committee from the 2018 participation by 5. (#3)* <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>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</p> <p>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 Base: \$100,000</p> <p>1000-1999: Certificated Salaries 3000-3999: Employee Benefits</p>



<p>Support site-based English Learner Development program to support EL students at each school site. ELD teacher at CHS, AHS and MHS.</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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>LCFF Base: \$75,000 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: \$20,000 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: \$52,566 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: \$22,585 1000-1999: Certificated Salaries 3000-3999: Employee Benefits</p>



Supplemental counseling for EL 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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Supplemental Funding: \$50,000 Title I Funding: \$29,528 1000-1999: Certificated Salaries 3000-3999: Employee Benefits
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: \$56,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services & Other Operating Expenses



<p>GOAL:</p>	<p>6. Provide safe, engaging and inclusive school sites and classrooms that address the social-emotional needs of all students</p>		<p>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</p>
<p>Identified Need :</p>	<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. • Review of attendance data (ADA/Enrollment and chronic absenteeism) • Review of suspension and expulsion rates. • Review of data pertaining to positive academic engagement, academic integrity, student stress, and teacher-student relationships as indicated by the Stanford Survey of the Adolescent School Experience. 		
<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), English Learners, Students with Disabilities, Asian, Filipino, African American, White, Hispanic/Latino, and Multiple Races)</p>



LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:

- Increase school attendance rate using three year average P2ADA/Enrollment by .75 percentage point from 95.67 (2015-2016) to 96.42. (#5A)*
- Decrease student chronic absenteeism rates by 1 percentage point from 7.0% (2015-2016) to 6.0%. (#5B)*
- Decrease student suspension rate by 0.5 percentage points from 1.7% (2014-2015) to 1.2%. (#6A)*
- Maintain student expulsion rate at 0.0%. (2014-2015) (#6B)*
- Improve academic integrity indicator by reducing the 2015 baseline 1.78 (2015) average times a year students “cheat” by 0.5 as measured by the 2017 administration of the Stanford Survey of Adolescent School Experiences. (#6C)
- Improve teacher care and support indicator by increasing the 2015 baseline of 3.46 (student report of the number of teachers that “care about them and support them”) by 0.2 as measured by the 2017 administration of the Stanford Survey of Adolescent School Experiences. (#6C)
- Improve positive academic engagement indicator by increasing from 2015 baseline of 24% of the students reporting positive academic engagement by 5% as measured by the 2017 administration of the Stanford Survey of Adolescent School Experiences. (#6C)
- Improve school stress and academic worries indicator by reducing from 2015 baseline of 4.15 (on a 5-point scale with 5 being most stressed by schoolwork) by 0.2 as measured by the 2017 administration of the Stanford Survey of Adolescent School Experiences. (#6C)

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. (#5C)*

*State Required LCAP Measure

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: \$14,000 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: \$110,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits</p>
<p>Form design team to develop the alternative schedules for comprehensive school sites based on Governing Board approved parameters.</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: \$10,000 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: \$88,000 Measures G&A Funding: \$1,911,036 Title I: \$29,528 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>Develop 10th Grade Health Curriculum to support mental health and stress management.</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>Expand and coordinate mental health services (school psychologists, mental health intervention specialists) based on Mental Health Task Force recommendations.</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: \$225,250 State Mental Health Funding: \$319,757 Federal Mental Health: \$60,930 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: \$15,000 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 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: \$361,437 Site Based Athletic Funding: \$917,975 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>Implement comprehensive professional development plan for administration and certificated staff to support “Equity” conversation. Work with the Pacific Educational Group with the “courageous conversations” efforts.</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: \$30,000 4000-4999: Books and Supplies 5000-5999: Services & Other Operating Expenses</p>
<p>Host “Diversity Summit” for District students in fall and spring to examine issues related to race, sexual orientation, disability awareness, islamaphobia and other sensitive topics. Empower students for the “courageous conversation.”</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: \$20,000 4000-4999: Books and Supplies 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: \$60,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services & Other Operating Expenses</p>



LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:

- Increase school attendance rate using three year average P2ADA/Enrollment by .25 percentage points from the 2015-2016 rate. (#5A)*
- Decrease student chronic absenteeism rates by .25 percentage points from the 2015-2016 rate. (#5B)*
- Decrease student suspension rate by 0.25 percentage points from the 2015-2016 rate. (#6A)*
- Maintain student expulsion rate at 0.0%. (#6B)*
- Increase “School Connectedness” as measured by the California Healthy Kids Survey instrument (2017 administration) by 2 percentage points in the “High/Moderate” levels in Grade 9 and Grade 11. 2017-2018 targets: Grade 9 95%; Grade 11 95%. (#6C)

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. (#5C)*

*State Required LCAP Measure

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: \$14,000 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 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: \$100,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits</p>
<p>Implement 10th Grade Health Curriculum to support mental health and stress management and support with ongoing 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>LCFF Base Funding: \$5,000 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: \$88,000 Measure G&A Funding: \$1,911,036 Title I: \$29,528 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>Expand and coordinate mental health services (school psychologists, mental health intervention specialists) based on the findings of the Mental Health Task Force.</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: \$225,250 State Mental Health Funding: \$319,757 Federal Mental Health: \$60,930 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: \$15,000 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 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: \$361,437 Site Based Athletic Funding: \$917,975 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>Implement comprehensive professional development plan for administration and certificated staff to support “Equity” conversation. Work with the Pacific Educational Group with the “courageous conversations” efforts.</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: \$30,000 4000-4999: Books and Supplies 5000-5999: Services & Other Operating Expenses</p>
<p>Host “Diversity Summit” for District students in fall and spring to examine issues related to race, sexual orientation, disability awareness, islamaphobia and other sensitive topics. Empower students for the “courageous conversation.”</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: \$20,000 4000-4999: Books and Supplies 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: \$52,500 1000-1999: Certificated Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services & Other Operating Expenses</p>



LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:

- Increase school attendance rate using three year average P2ADA/Enrollment by .25 percentage points from the 2016-2017 rate. (#5A)*
- Decrease student chronic absenteeism rates by .25 percentage points from the 2016-2017 rate. (#5B)*
- Decrease student suspension rate by 0.25 percentage points from the 2016-2017 rate. (#6A)*
- Maintain student expulsion rate at 0.0%. (#6B)*
- Improve academic integrity indicator by reducing from the 2017 rate for the average times a year students “cheat” by 0.25 as measured by the 2019 administration of the Stanford Survey of Adolescent School Experiences. (#6C)
- Improve teacher care and support indicator by increasing the 2017 rate for student report of the number of teachers that “care about them and support them” by 0.2 as measured by the 2019 administration of the Stanford Survey of Adolescent School Experiences. (#6C)
- Improve positive academic engagement indicator by increasing from the 2017 rate for the students reporting positive academic engagement by 5% as measured by the 2019 administration of the Stanford Survey of Adolescent School Experiences. (#6C)
- Improve school stress and academic worries indicator by reducing from the 2017 rate on a 5-point scale with 5 being most stressed by schoolwork by 0.2 as measured by the 2019 administration of the Stanford Survey of Adolescent School Experiences. (#6C)

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. (#5C)*

*State Required LCAP Measure

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 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>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: \$100,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits</p>
<p>Implement 10th Grade Health Curriculum to support mental health and stress management and support with ongoing 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>LCFF Base Funding: \$5,000 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: \$88,000 Measures G&A Funding: \$1,911,036 Title I: \$29,528 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 the coordinated mental health services (school psychologists, mental health intervention specialists) based on the findings of the Mental Health Task Force.</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: \$225,250 State Mental Health Funding: \$319,757 Federal Mental Health: \$60,930 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: \$15,000 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 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: \$361,437 Site Based Athletic Funding: \$917,975 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>Implement comprehensive professional development plan for administration and certificated staff to support “Equity” conversation. Work with the Pacific Educational Group with the “courageous conversations” efforts.</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: \$30,000 4000-4999: Books and Supplies 5000-5999: Services & Other Operating Expenses</p>
<p>Host “Diversity Summit” for District students in fall and spring to examine issues related to race, sexual orientation, disability awareness, islamaphobia and other sensitive topics. Empower students for the “courageous conversation.”</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: \$20,000 4000-4999: Books and Supplies 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: \$56,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services & Other Operating Expenses</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:	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__ 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), English Learners, Students with Disabilities, Asian, Filipino, African American, White, Hispanic/Latino, and Multiple Races)		
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 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) *State Required LCAP Measure	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> There were no Williams complaints submitted. The District maintained 100% compliance with the Williams requirements The District was able to fill all openings with high quality employees. A baseline measure was established for retaining quality employees Certificated staff "diversity" increased from 9%(2014) to 10% (2015) 	
LCAP Year: 2015-2016				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures



<p>Maintain high quality staff in certificated, classified and management job classification.</p>	<p>LCFF Base and Measures 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>	<p>The District maintained high quality staff in certificated, classified and management job classification by offering attractive salary and benefit compensation package, excellent work conditions, and comprehensive staff development.</p>	<p>LCFF Base and Measures G&A: Certificated Salaries: \$29,914,348 Classified Salaries: \$7,490,665 Total Benefits: \$14,156,453 1000-1999: Certificated Salaries 2000-2999: Classified Salaries 3000-3999: Employee Benefits</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>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>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>Staff development offerings were provided through Summer Institute, Staff Development Days, release days, Wednesday morning collaboration, the evaluation process and conference/workshop attendance.</p>	<p>Title II Staff Development: \$73,840 One-Time Discretionary: \$115,753 Educator Effectiveness: \$150,250 Site Based: \$71,110 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>	



<p>Two optional staff development days for certificated staff to work collaboratively towards the curricular and other shifts in their work.</p>	<p>State mandated cost reimbursement: \$150,000</p> <p>1000-1999: Certificated Salaries 3000-3999: Employee Benefits</p>	<p>Two optional staff development days were offered to certificated staff to work collaboratively towards curricular, instructional and other shifts in work.</p>	<p>One-Time Discretionary: \$115,753</p> <p>Educator Effectiveness: \$150,250</p> <p>1000-1999: Certificated Salaries 3000-3999: Employee Benefits</p>
<p>Scope of service: Districtwide</p>		<p>Scope of service: 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>Develop revised District Certificated Professional Development Plan.</p>	<p>LCFF Base Funding: \$2,000</p> <p>1000-1999: Certificated Salaries 3000-3999: Employee Benefits</p>	<p>A Certificated Professional Development Plan was developed by the Certificated Professional Development Committee. The Committee met afterschool and through release time to develop the Plan that was ultimately Board approved.</p>	<p>LCFF Base Funding: \$2,000</p> <p>1000-1999: Certificated Salaries 3000-3999: Employee Benefits</p>
<p>Scope of service: Districtwide</p>		<p>Scope of service: 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>Provide staff development for classified staff through staff development day, conferences and release time.</p>	<p>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>	<p>Classified staff participated in staff development day, conferences and release time to engage in staff development programs.</p>	<p>LCFF Base Funding: \$42,617 2000-2999: Classified Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services & Other Operating Expenses</p>
<p>Scope of service: Districtwide</p>		<p>Scope of service: 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>Develop District Classified Professional Development Plan.</p>	<p>LCFF Base Funding: \$2,000 2000-2999: Classified Salaries 3000-3999: Employee Benefits</p>	<p>The District Classified Professional Development Committee met throughout the year to develop program, but did not complete the Plan.</p>	<p>LCFF Base Funding: \$2,000 2000-2999: Classified Salaries 3000-3999: Employee Benefits</p>
<p>Scope of service: Districtwide</p>		<p>Scope of service: 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>	



Negotiate fair, fiscally responsible contracts with collective bargaining units to maintain competitive total compensation packages. Maintain competitive total compensation packages for non-represented employees.		LCFF Base Funding: TBD	A two-year agreement (2015-2016 and 2016-2017) with each collective bargaining unit to maintain competitive compensation packages.	LCFF Base Funding: \$2,824,058 1000-1999: Certificated Salaries 2000-2999: Classified Salaries 3000-3999: Employee Benefits
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)_____	
Expand human resource recruiting efforts to broaden diversity of high quality applicants.		LCFF Base Funding: \$5000 5000-5999: Services & Other Operating Expenses	The Human Resource Department attended hiring "fairs" to extend the recruiting effort.	LCFF Base Funding: \$1000 5000-5999: Services & Other Operating Expenses
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?	Programs will continue as planned in an effort to recruit, develop and retain high quality certificated, classified and administrative staff. Recruiting efforts will need to expand substantially, particularly for certificated staff, with the growing teacher shortage and the District interest in growing the “diversity” within staff.
--	---

Original GOAL from prior year LCAP:	2. Provide facilities and learning environments conducive to 21st Century learning opportunities		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), English Learners, Students with Disabilities, Asian, Filipino, African American, White, Hispanic/Latino, and Multiple Races)
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 <p>*State Required LCAP Measure</p>	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> There were no Williams complaints submitted regarding inadequate facilities. The District maintained 100% compliance with the Williams requirements Measure E facilities were completed to 90% Measure E technology lifecycle replacement is complete at 65% The deferred maintenance plan was completed at 12.6%, \$445,000 of \$3.5 million 5-year plan Measures of wireless functionality are being developed, but a significant decrease in technology work orders for wireless related issues has noted



LCAP Year: 2015-2016				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures			Estimated Actual Annual 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>Expenditures to support actions funded by Measure E \$9,730,000</p> <p>4400: Non-Capitalized Equipment 5000-5999: Services & Other Operating Expenses 6200-6999: Capital Improvement</p>	<p>Measure E projects proceeded. Itemized Measure E projects:</p> <ul style="list-style-type: none"> • CHS Stadium Field - \$657,000 (completed) • LLHS Stadium and Softball Fields - \$500,000 (completed) • AHS Science Classroom - \$815,000 (construction in progress) • CHS landscaping project - \$195,000 (work in progress) • CHS painting project - \$73,000 (work in progress) • MHS irrigation project - \$50,000 (work in progress) • Prop. 39 districtwide project - \$1,060,000 • BANS repayment - \$1,500,000 • Construction Administration - \$150,000 		<p>Expenditures to support actions funded by Measure E: \$5,000,000</p> <p>Measure E Technology Endowment: \$630,177</p> <p>2000-2999: Classified Salaries 3000-3999: Employee Benefits 4400: Non-Capitalized Equipment 5000-5999: Services & Other Operating Expenses 6200-6999: Capital Improvement</p>
Scope of service:	Districtwide	Scope of service:	Districtwide	
<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>Complete prioritized projects of District 5-year Deferred Maintenance Plan.</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>	<ul style="list-style-type: none"> • AHS - \$92,000 fencing, flooring and painting • CHS - \$90,000 architect fees for library roofing, storm drain and paving investigation, resurfacing of tennis courts • LLHS - \$15,000 painting • MHS – \$248,000 painting, replacing asbestos flooring of 27 classrooms 	<p>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</p>
<p>Scope of service: Districtwide</p>		<p>Scope of service: 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>Update/develop technology lifecycle and replacement policies.</p>	<p>No direct cost</p>	<p>New policies for technology lifecycle were developed and implemented.</p>	<p>No direct cost</p>
<p>Scope of service: Districtwide</p>		<p>Scope of service: 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>Improve network and wireless infrastructure across comprehensive sites to support 1:1 and BYOD initiatives.</p>	<p>State mandated cost reimbursement: \$250,000 4000-4999:Materials & Supplies 5000-5999: Services & Other Operating Expenses 6400 Equipment</p>	<p>Additional wireless portals were installed at all school sites to increase wireless functionality.</p>	<p>Measure E: \$630,177 4000-4999:Materials & Supplies 5000-5999: Services & Other Operating Expenses 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 OR: <input type="checkbox"/> Low Income 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>Develop District vision and plan for 1:1 and BYOD initiatives and include facilities needs in the plan.</p>	<p>LCFF Base Funding: \$2000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits</p>	<p>Administrative staff, teachers, librarians and classified support staff met periodically through release days and afterschool to further develop vision and direction for the 1:1 and BYOD initiatives and the facilities needs.</p>	<p>LCFF Base Funding: \$2000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits</p>
<p>Scope of service:</p>	<p>Districtwide</p>	<p>Scope of service:</p>	<p>Districtwide</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)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 plan to address growing enrollment and school impaction.		Developer Fees: \$10,000 5000-5999: Services & Other Operating Expenses	Guide K12 software was acquired to perform more sophisticated analyses of enrollment trends, projections, impaction, as well as possible solutions.		Developer Fees: \$14,000 5000-5999: Services & Other Operating Expenses
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)_____		
Construct additional science classroom to bring greater equity of access to students across the District.		Developer Fees: \$1,000,000 6200-6299: Buildings & Improvement of Buildings	Developer fees for LLHS science classroom. (construction in progress)		Developer Fees: \$522,000 6200-6299: Buildings & Improvement of Buildings
Scope of service:	Las Lomas		Scope of service:	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)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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>Provide short-term school impact relief.</p>	<p>Redevelopment Funds: \$75,000 Developer Fees: \$100,000</p> <p>4000-4999:Materials & Supplies 5000-5999: Services & Other Operating Expenses</p>	<p>RDA funds for AHS special ed bathroom. (construction in progress)</p> <p>Planning took place for the conversion of additional rooms to additional classroom space. No construction costs for these projects were encumbered/expended in the 2015-2016 fiscal year. There is construction taking place in summer 2016 to allow for some relief in 2016-2017.</p>	<p>Redevelopment Funds: \$90,000</p> <p>4000-4999:Materials & Supplies 5000-5999: Services & Other Operating Expenses</p>
<p>Scope of service: Las Lomas & Acalanes</p>		<p>Scope of service: Las Lomas & Acalanes</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>The actions to further complete Measure E and deferred maintenance will continue. Additional work will be prioritized to manage the growing enrollment and to maintain equitable opportunities across the District via facilities modifications. Additional work is still required to support the movement toward 1:1 and BYOD.</p>		



Original GOAL from prior year LCAP:	3. Further development and implement high quality programs and educational opportunities for students to attain college and career readiness		Related State and/or Local Priorities: 1X 2X 3__ 4X 5X 6__ 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), English Learners, Students with Disabilities, Asian, Filipino, African American, White, Hispanic/Latino, and Multiple Races)	



<p>Expected Annual Measurable Outcomes:</p>	<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* • 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* <p>*State Required LCAP Measure</p>	<p>Actual Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • There were no Williams complaints submitted regarding inadequate instructional materials. The District maintained 100% compliance with the Williams requirements • The District made adequate progress toward the implementation of the new California standards, Algebra and Geometry are fully implemented, English 9 and English 10 fully implemented, NGSS courses are in development with a three-year implementation plan. ELD courses began a revision • The baseline for Smarter Balanced Assessment 11th grade was established. 85% “met or exceeded the standards” in ELA (2015), and 70% “met or exceeded the standards” in Math (2015). See Data Addendum for breakdown by subgroups. • A new Academic Performance Index has not been implemented since its suspension • The percentage of student completing the UC/CSU entrance requirements or CTE education sequence increased from 73.1% (2014) to 74.9% (2015). See Data Addendum for breakdown by subgroups • The percentage of student who have passed an Advanced Placement examination decreased from 40.8%(2014) to 39.5% (2015). See Data Addendum • The baseline for the Early Assessment Program was established. 74.9% were determined “ready” in ELA (2015), and 50.8% were determined “ready” in Math (2015). See Data Addendum for breakdown by subgroups • The cohort graduation rate dropped 97.8% (2014) to 97.0% (2015). See Data Addendum for breakdown by subgroup • The cohort dropout rate increased from 0.8% (2014) to 1.0% (2015). See Data Addendum for breakdown by subgroups • The percentage of students receiving a D or F semester grade reduced from 15.36% (2015) to 13.9% (2016). See Data Addendum • A baseline measure of Naviance use was established for students and parents. 5581 students used Naviance an average of 13.4 times per year (2016). 2020 parents used Naviance an average of 4.3 times per year (2016) • A community advisory committee of parents and K-8 partner district parents was established to improve engagement and communication with parents of individuals with exceptional needs.
---	--	---	--



LCAP Year: 2015-2016

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 develop 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>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</p>	<p>The District maintained high quality staff in certificated, classified and management job classification by offering attractive salary and benefit compensation package, excellent work conditions, and comprehensive staff development.</p>	<p>Title II Staff Development: \$73,840 One-Time Discretionary: \$115,753 Educator Effectiveness: \$150,250 Site Based: \$71,110 1000-1999: Certificated Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services & Other Operating Expenses</p>
<p>Scope of service: Districtwide</p>		<p>Scope of service: Districtwide</p>	
<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	



Two optional staff development days for certificated staff to work collaboratively towards the curricular and other shifts in their work.		State mandated cost reimbursement: \$150,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits	Two optional staff development days were offered to certificated staff to work collaboratively towards curricular, instructional and other shifts in work.	One-Time Discretionary: \$115,753 Educator Effectiveness: \$150,250 1000-1999: Certificated Salaries 3000-3999: Employee Benefits
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)_____	
Develop revised District Certificated Professional Development Plan.		LCFF Base Funding: \$2,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits	A Certificated Professional Development Plan was developed by the Certificated Professional Development Committee. The Committee met afterschool and through release time to develop the Plan that was ultimately Board approved.	LCFF Base Funding: \$2,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits
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)_____	
Continue to develop courses of study aligned to new California standards.	LCFF Base Funding: \$5,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits	Courses were developed in Geometry, English 9, English 10, Literacy, Statistics, AP Computer Science Principles, Biotechnology, Honors Law 2, French 1-4, and PE/Health 9.	LCFF Base Funding: \$5,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits
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)_____	
Adopt and/or locally develop instructional materials aligned to revised District courses of study through summer instructional materials camps.	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	Instructional materials were adopted to align to newly adopted courses of study and replacement texts.	LCFF Base Funding: \$510,000 Restricted Lottery: \$201,150 4000-4999: Books and Supplies



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)_____	
Utilize instructional coaches to support teacher professional development.	State Mandated Cost Reimbursement: \$100,000 Title 1 Funding: \$25,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits	Instructional coaches, each with a release period, were implemented at each school site.	Educator Effectiveness: \$100,000 Title I Funding: \$3,240 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: ___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)_____	



<p>Incorporate intervention support for lower achieving students through push-in/pull-out support or parallel class models.</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>Multiple release period for teachers to work in intervention models such as push-in/pull-out support and parallel instruction were implemented.</p>	<p>LCFF Base Funding: \$50,000 LCFF Supplemental Funding: \$125,000 Title I Funding: \$18,110 1000-1999: Certificated Salaries 3000-3999: Employee Benefits</p>
<p>Scope of service: Districtwide</p>		<p>Scope of service: Districtwide</p>	
<p><u>X</u> ALL</p>		<p><u>X</u> ALL</p>	
<p>OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p>		<p>OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p>	
<p>Examine and implement “best practices” for special education student support.</p>	<p>LCFF Base Funding: \$2000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits</p>	<p>Special education teachers met quarterly afterschool and through pull-out days to collaborate and implement changes to the service delivery model.</p>	<p>LCFF Base Funding: \$2000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits</p>
<p>Scope of service: Districtwide</p>		<p>Scope of service: Districtwide</p>	
<p><u>X</u> ALL</p>		<p><u>X</u> ALL</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)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Further implement site-based SST/SRT/Intervention and 504 support program.	No cost	Site-based SST/SRT/Intervention and 504 support programs were implemented in their second year of the program.	No cost
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)_____	
Develop plan to expand RTI practices.	LCFF Supplemental Funds: \$15,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits 5000-5999: Services & Other Operating Expenses	The comprehensive school site principals and District leads in educational and student services attended an RTI conference offered through Solution Tree.	LCFF Supplemental Funds: \$19,561 1000-1999: Certificated Salaries 3000-3999: Employee Benefits 5000-5999: Services & Other Operating Expenses
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)_____		
Expand courses that meet UC/CSU entrance requirements with an emphasis on career technical education courses.		LCFF Base Funding: \$2000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits	Additional courses, such as stagecraft and auto shop and law and society, were submitted to UC for A-G credit. Teachers used release time to develop the courses.		LCFF Base Funding: \$2000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits
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)_____		
Professional development and support for student achievement and progress data analysis software (Illuminate) support.		LCFF Base Funding: \$2000 LCFF Supplemental Funding: \$40,000 5000-5999: Services & Other Operating Expenses	Illuminate was used by all schools (administration and teachers). Professional development was very limited.		LCFF Base Funding: \$2000 LCFF Supplemental Funding: \$29,711 5000-5999: Services & Other Operating Expenses
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)_____		
Develop comprehensive Districtwide plan for college and career service delivery.		LCFF Base Funding: \$1000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits	The school site college and career advisors met frequently during the year to develop a plan for better coordination and shared resources, as well as sharing and implementing best practices.		LCFF Base Funding: \$1000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits
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)_____		
Develop and implement plan for comprehensive grade 9-12 Naviance utilization.		Site Funding: \$28,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits	A plan was developed for comprehensive Naviance utilization at each of the school sites. The implementation will be coordinated by the college and career advisors.		Site Funding: \$26,500 1000-1999: Certificated Salaries 3000-3999: Employee Benefits
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)_____	
Implement revised staff development plan and personnel support for athletic coaches.	LCFF Base Funding: \$10,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits	The staff development plan and personnel support for athletic coaches was revised and implemented through the coaching meetings.	No cost.
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)_____	
Implement District task force to examine alternative schedules for comprehensive school sites.	LCFF Base Funding: \$2000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits	A task force was formed including over 50 stakeholders. The group met 10 times and developed recommendations which were adopted by the Governing Board for design and 2017-2018 implementation.	LCFF Base Funding: \$10,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits
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)_____	



<p>Implement Curricular task force to examine graduation requirements and opportunities through the District course of study.</p>	<p>LCFF Base Funding: \$2000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits</p>	<p>A committee was formed including over 50 stakeholders. The group met frequently and provided input for administrative recommendations to change the District graduation requirements. New graduation requirements for adopted by the Governing Board effective with the Class of 2020.</p>	<p>LCFF Base Funding: \$10,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits</p>																
<table border="1"> <tr> <td>Scope of service:</td> <td>Districtwide</td> </tr> <tr> <td colspan="2"><input checked="" type="checkbox"/> ALL</td> </tr> <tr> <td colspan="2">OR:</td> </tr> <tr> <td colspan="2"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ </td> </tr> </table>	Scope of service:	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)_____			<table border="1"> <tr> <td>Scope of service:</td> <td>Districtwide</td> </tr> <tr> <td colspan="2"><input checked="" type="checkbox"/> ALL</td> </tr> <tr> <td colspan="2">OR:</td> </tr> <tr> <td colspan="2"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ </td> </tr> </table>	Scope of service:	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)_____		
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)_____																			
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)_____																			
<p>Provide supplemental instruction and remedial support through District summer school opportunities.</p>	<p>LCFF Supplemental Funding: \$130,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits</p>	<p>Additional opportunities for supplemental and remedial support were provided through the 2015 District summer school.</p>	<p>LCFF Supplemental Funding: \$90,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits</p>																
<table border="1"> <tr> <td>Scope of service:</td> <td>Districtwide</td> </tr> <tr> <td colspan="2"><input checked="" type="checkbox"/> ALL</td> </tr> <tr> <td colspan="2">OR:</td> </tr> <tr> <td colspan="2"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ </td> </tr> </table>	Scope of service:	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)_____			<table border="1"> <tr> <td>Scope of service:</td> <td>Districtwide</td> </tr> <tr> <td colspan="2"><input checked="" type="checkbox"/> ALL</td> </tr> <tr> <td colspan="2">OR:</td> </tr> <tr> <td colspan="2"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ </td> </tr> </table>	Scope of service:	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)_____		
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)_____																			
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)_____																			



<p>Utilize site based decision-making via Site Council to further implement actions toward goal and achieve Expected Annual Measurable Outcomes.</p>	<p>LCFF Supplemental Funding: \$54,166 1000-1999: Certificated Salaries 3000-3999: Employee Benefits</p>	<p>The Las Lomas Site Council implemented and funded site-based actions toward the LCAP goals and the Expected Annual Measureable Outcomes.</p>	<p>LCFF Supplemental Funding: \$73,718 1000-1999: Certificated Salaries 3000-3999: Employee Benefits</p>
<p>Scope of service: Las Lomas</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>Scope of service: Las Lomas</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>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>No cost</p>	<p>The Associate Superintendent of Administrative Services acted as the foster youth liaison for the District to support the goal of improving educational outcomes for student in foster care.</p>	<p>No cost</p>
<p>Scope of service: Districtwide</p> <p><input type="checkbox"/> ALL</p>		<p>Scope of service: Districtwide</p> <p><input type="checkbox"/> ALL</p>	



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)_____		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)_____	
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.	No cost	A community advisory committee of District parents and K-8 partner district parents was established to support improved engagement and communication with parents of individuals with exceptional needs. A formal plan was not developed.	No cost
Scope of service:	Districtwide	Scope of service:	Districtwide
<input type="checkbox"/> ALL		<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		OR: <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	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Significant progress was made toward the planned actions and the goal; however, much work remains. The transition to the new California standards, new school day schedule, focus on RTI and intervention, new graduation requirements and the courses to support the change, and special education delivery will remain high priorities for the District.		



Original GOAL from prior year LCAP:	4. Expand course offerings and opportunities to promote access to rigorous, relevant and engaging curriculum		Related State and/or Local Priorities: 1__ 2__ 3__ 4X 5X 6__ 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), English Learners, Students with Disabilities, Asian, Filipino, African American, White, Hispanic/Latino, and Multiple Races)	
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>	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> • The percentage of student completing the UC/CSU entrance requirements or CTE education sequence increased from 73.1% (2014) to 74.9% (2015). The unofficial 2016 results show additional improvement to 76.4%. See Data Addendum for breakdown by subgroups. • The percentage of student who have passed an Advanced Placement examination decreased from 40.8% (2014) to 39.5% (2015). See Data Addendum. • The percentage of female students enrolled in STEM courses beyond the basic graduation requirements increased from 55.9% (2015) to 64.7% (2016).



LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Continue to develop and introduce new courses to align with student interest in STEM, VAPA and Advanced Placement.		Base LCFF Funding: \$2000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits	New courses were developed in STEM (statistics, computer science – principles), VAPA (musical theatre) and Advanced Placement (Computer Science – Principals)		Base LCFF Funding: \$2000 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)_____		
Examine and modify course offerings at each school to provide opportunity for all students.		No cost	Course offerings were modified at each of the school sites to better meet the interest and needs of all students.		No cost
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)_____		



Share school course enrollment data with stakeholders and promote programs to address discrepancy in enrollment by subgroup.		No cost	Enrollment data in STEM and AP was shared with stakeholders through a Board report.	No cost
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)_____	
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.		LCFF Base Funding: \$2000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits	A committee was formed including over 50 stakeholders. The group met frequently and provided input for administrative recommendations to change the District graduation requirements. New graduation requirements for adopted by the Governing Board effective with the Class of 2020.	LCFF Base Funding: \$10,000 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: ___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)_____	
Form Visual and Performing Arts advocacy group of staff, students and parents to promote the Visual and Performing Arts programs.		LCFF Base Funding: \$1000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits	An advocacy group was not formed. An effort to work with the four primary partner school districts was initiated by the superintendent and Board president. Meetings will begin next school year.	No cost.



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)_____	
Integration of computer science in appropriate courses of study (such as geometry).	No cost	The integration of computer science instruction will be included in the new Geometry Course of Study.	No cost
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 plan for outreach and recruitment of females in STEM courses.	LCFF Base Funding: \$500 1000-1999: Certificated Salaries 3000-3999: Employee Benefits	Recruitment was a priority for the District Instructional Council. School sites developed program to recruit female students into STEM, particularly computer science.	No cost
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?	No significant changes. The District will continue to develop courses to better meet the interests and needs of students and best prepare them for post-secondary school endeavors. The District will examine the course offerings strategically given the expansion of “singleton” offerings at each school and the negative master scheduling implications.
--	---

Original GOAL from prior year LCAP:	<h2 style="margin: 0;">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 : 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), English Learners, Students with Disabilities, Asian, Filipino, African American, White, Hispanic/Latino, and Multiple Races)	
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 participatoin and involvement in the District English Language Advisory Committee by 50% from 8 to 12.* <p>*State Required LCAP Measure</p>	Actual Annual Measurable Outcomes:
		<ul style="list-style-type: none"> EL students making progress toward English Proficiency (AMAO 1) decreased from 86.7% (2014) to 79.1% (2015). The EL cohort attaining English Proficient Level (AMAO 2 <5years) increased from 47.9% (2014) to 53.8% (2015). The EL Cohort attaining English Proficient Level (AMAO 2 > 5 years) decreased from 76.6% (2014) to 66.0% (2015). The rate that English Learners are reclassified as Redesignated Fluent English Proficient increased from 5.3% (2015) to 25.6% (2016). The new California ELD Standards have been partially implemented. They will be further developed into new courses of study in 2016-2017. Parent/guardian involvement in the District English Language Advisory Committee increased by over 300% from 8 (2014) to 25 (2016).



LCAP Year: 2015-2016				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual 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.	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	Professional development was provided regarding the new California standards and instruction, including the ELD standards. Professional development was provided for ELD and general education staff regarding full inclusion support. Professional development was provided through pull-out days, conferences and professional consultants.	LCFF Supplemental Funds: \$23,720 Title I Funding: 47,230 1000-1999: Certificated Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services & Other Operating Expenses	
Scope of service: Districtwide		Scope of service: Districtwide		
__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)_____		



<p>Instructional coaching for ELD faculty and general faculty regarding instructional strategies for full inclusion.</p>	<p>LCFF Supplemental Funds: \$25,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits</p>	<p>An instructional coach worked with ELD instructional faculty and general faculty at Las Lomas focusing on strategies for full inclusion.</p>	<p>LCFF Supplemental Funds: \$50,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits</p>												
<table border="1"> <tr> <td>Scope of service:</td> <td>Las Lomas</td> </tr> <tr> <td colspan="2">__ALL</td> </tr> <tr> <td colspan="2">OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____</td> </tr> </table>	Scope of service:	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)_____			<table border="1"> <tr> <td>Scope of service:</td> <td>Las Lomas</td> </tr> <tr> <td colspan="2">__ALL</td> </tr> <tr> <td colspan="2">OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____</td> </tr> </table>	Scope of service:	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)_____		
Scope of service:	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)_____															
Scope of service:	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)_____															
<p>Supplemental instruction and enrichment for credit recovery, enrichment and advancement through summer school program.</p>	<p>LCFF Supplemental Funds: \$10,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits</p>	<p>Summer school enrichment was implemented for EL students throughout the District.</p>	<p>LCFF Supplemental Funds: \$39,753 1000-1999: Certificated Salaries 3000-3999: Employee Benefits</p>												
<table border="1"> <tr> <td>Scope of service:</td> <td>Las Lomas</td> </tr> <tr> <td colspan="2">__ALL</td> </tr> </table>	Scope of service:	Las Lomas	__ALL			<table border="1"> <tr> <td>Scope of service:</td> <td>Las Lomas</td> </tr> <tr> <td colspan="2">__ALL</td> </tr> </table>	Scope of service:	Las Lomas	__ALL						
Scope of service:	Las Lomas														
__ALL															
Scope of service:	Las Lomas														
__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)_____	
Provide part-time instructional assistant to support EL achievement and part-time student service and District and site administrative support for ELD program.	Title I Funding: \$109,000 2000-2999: Classified Salaries 3000-3999: Employee Benefits	A part-time instructional assistant to support EL achievement and part-time student service and District and site administrative support for ELD program was implemented.	Title I Funding: \$47,230 2000-2999: Classified Salaries 3000-3999: Employee Benefits
Scope of service:	Las Lomas	Scope of service:	Las Lomas
<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)_____	
Pilot EL SDAIE social studies co-teaching collaboration to better serve EL students through full inclusion.	Title I Funding: \$25,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits	The co-teaching collaboration was implemented and determined to be successful. It will be expanded in 2016-2017.	Title I Funding: \$18,110 1000-1999: Certificated Salaries 3000-3999: Employee Benefits
Scope of service:	Las Lomas	Scope of service:	Las Lomas
<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)_____	
Supplemental counseling for EL students.	LCFF Supplemental Funding: \$50,000 Title I Funding: \$25,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits	Supplemental counseling was provided at Las Lomas to provide additional support and monitoring for the EL students.	LCFF Supplemental Funding: \$50,000 Title I Funding: \$45,620 1000-1999: Certificated Salaries 3000-3999: Employee Benefits
Scope of service:	Las Lomas	Scope of service:	Las Lomas
<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 checked="" 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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Evaluate and adopt supplemental instructional materials for English Learners.	Title I Funding: \$20,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies	Additional instructional materials and technology was purchased to support the EL students at Las Lomas HS.	Title I Funding: \$42,680 1000-1999: Certificated Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies



Scope of service:	Las Lomas		Scope of service:	Las Lomas	
__ALL			__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)_____		
Develop new student orientation program to promote campus inclusion of English Learner students.		LCFF Supplemental Funding: \$10,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits	Due to changes in staffing at Las Lomas, a program was not developed.		No cost
Scope of service:	Las Lomas		Scope of service:	Las Lomas	
__ALL			__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)_____		
Improve parent communication by altering and providing flexibility with meeting times for parent meetings (ELAC, DELAC, other). Provide professional development on best practices for EL parent communication.		No cost	Expanded communication, flexible meeting times, and rich meeting content were implemented. Attendance expanded by more than 300%.		No cost
Scope of service:	Las Lomas		Scope of service:	Las Lomas	
__ALL			__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)_____	
Revise District Master Plan for English Learners to provide plan for policies, processes and best practices to support English Learners.	No cost	The District Master Plan for English Learners was revised and accepted by the Governing Board in September 2015.	No cost
Scope of service: Las Lomas		Scope of service: Las Lomas	
<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 checked="" 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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Utilize site based decision-making via Site Council to further implement actions toward goal and achieve Expected Annual Measurable Outcomes.	LCFF Supplemental Funding: \$54,166 1000-1999: Certificated Salaries 3000-3999: Employee Benefits	The Las Lomas Site Council implemented and funded site-based actions toward the LCAP goals and the Expected Annual Measurable Outcomes.	LCFF Supplemental Funding: \$73,718 1000-1999: Certificated Salaries 3000-3999: Employee Benefits
Scope of service: Las Lomas		Scope of service: Las Lomas	
<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 checked="" 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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The English Learner Development program will be expanded to be offered at each of the comprehensive school sites, rather than the magnet program model that has been utilized in the past.		

Original GOAL from prior year LCAP:	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 : 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), English Learners, Students with Disabilities, Asian, Filipino, African American, White, Hispanic/Latino, and Multiple Races)



<p>Expected Annual Measurable Outcomes:</p>	<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>	<p>Actual Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Although P2ADA/Enrollment school attendance rate increased from 2015 to 2016 by 0.69%, the three year average P2ADA/Enrollment decreased slightly from 95.72% (2015) to 95.67% (2016). • Chronic absenteeism decreased by 7.1% (2014) to 7% (2016). • Student suspension rate decreased from 1.9% (2014) to 1.7% (2015). • Student expulsion decreased from 0.1% (2014) to 0.0% (2015). • “School Connectedness” as measured by the California Healthy Kids Survey decreased from 2013 to 2015. 9th grade high/moderate connectedness dropped from 94% to 93%. Grade 11 dropped from 95% to 93%. • The 2015 baseline for “academic integrity” using the Stanford Survey of Adolescent School Experiences is 1.78 (2015), the average number of times students report “cheating” in a year. • The 2015 baseline for “teacher care and support” using the Stanford Survey of Adolescent School Experiences is 3.46 (2015), the average number students report for number of teachers that “care about them and support them.” • The 2015 baseline for “positive academic engagement” using the Stanford Survey of Adolescent School Experiences is 24% (2015), the percentage of students who report “working hard on their schoolwork and finding their schoolwork meaningful – or purposefully engage.” • The 2015 baseline for “school stress and academic worries” using the Stanford Survey of Adolescent School Experiences is 4.15 (2015), the average frequency students report being “stressed from schoolwork” (5 – always, 3 – sometimes, 1 – never).
---	--	---	---



LCAP Year: 2015-16					
Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual 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.		LCFF Base Funding: \$20,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services & Other Operating Expenses	Each comprehensive school site developed a team and participated with the Challenge Success Program.		LCFF Base Funding: \$14,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services & Other Operating Expenses
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)_____		
Administer the California Healthy Kids Survey to all grade 9 and grade 11 students. Biennial administration. Publicize findings with staff, students and parents.		LCFF Base Funding: \$3,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits	The CHKS was administered to 85% and 82% of Grade 9 and Grade 11 students, respectively, in November 2015.		LCFF Base Funding: \$1500 5000-5999: Services & Other Operating Expenses
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)_____		
Supplemental instruction and remedial support through District summer school opportunities.		LCFF Supplemental Funding: \$130,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits	Additional opportunities for supplemental and remedial support were provided through the 2015 District summer school.		LCFF Supplemental Funding: \$90,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits
Scope of service:	Districtwide		Scope of service:	Districtwide	
X ALL			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)_____			OR: <input type="checkbox"/> Low Income 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 District task force to examine alternative schedules for comprehensive school sites.		LCFF Base Funding: \$2000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits	A task force was formed including over 50 stakeholders. The group met 10 times and developed recommendations which were adopted by the Governing Board for design and 2017-2018 implementation.		LCFF Base Funding: \$10,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits
Scope of service:	Districtwide		Scope of service:	Districtwide	
X ALL			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)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
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.	Site Funding: \$160,000 Measure G&A Funding: \$2,143,565 Title I: \$35,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits	The “Comprehensive School Counseling Program” was implemented.	Site Funding: \$172,000 Measure G&A Funding: \$1,837,977 Title I: \$45,620 1000-1999: Certificated Salaries 3000-3999: Employee Benefits
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)_____	
Coordinate parent education programs between school sites through Parent Connections web postings, communication and meetings.	No cost	Parent education programs were informally coordinated. A more systematic coordination will be a focus area in 2016-2017.	No cost
Scope of service:	Districtwide	Scope of service:	Districtwide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	



<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>Implement Curricular task force to examine graduation requirements and opportunities through the District course of study.</p>	<p>LCFF Base Funding: \$2000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits</p>	<p>A committee was formed including over 50 stakeholders. The group met frequently and provided input for administrative recommendations to change the District graduation requirements. New graduation requirements for adopted by the Governing Board effective with the Class of 2020.</p>	<p>LCFF Base Funding: \$10,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits</p>
<p>Scope of service:</p>	<p>Districtwide</p>	<p>Scope of service:</p>	<p>Districtwide</p>
<p><u>X</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>Expand and coordinate mental health services (school psychologists, mental health intervention specialists).</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>A task force consisting of key staff members and working with a small parent group was formed and will make a plan to better coordinate the delivery of preventative and responsive mental health services and education.</p>	<p>LCFF Base Funding: \$155,032 State Mental Health Funding: \$456,383 Federal Mental Health: \$69,712 1000-1999: Certificated Salaries 2000-2999: Classified Salaries 3000-3999: Employee Benefits 5000-5999: Services & Other Operating Expenses</p>
<p>Scope of service: Districtwide</p>		<p>Scope of service: 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>Further implement site-based SST/SRT/intervention and 504 support program.</p>		<p>No cost</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>	



OR: <input type="checkbox"/> Low Income 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)_____	
Refine and implement site-based positive school culture (“anti-bullying”) programs such as Safe Schools Ambassadors.	Site Funding: \$12,250 1000-1999: Certificated Salaries 3000-3999: Employee Benefits 5000-5999: Services & Other Operating Expenses	Safe School Ambassadors was implemented at two schools and comprehensive student orientation programs were implemented at all four schools.	Site Funding: \$12,250 1000-1999: Certificated Salaries 3000-3999: Employee Benefits 5000-5999: Services & Other Operating Expenses
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)_____	



<p>Develop plan to expand RTI practices.</p>	<p>LCFF Supplemental Funds: \$15,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits 5000-5999: Services & Other Operating Expenses</p>	<p>The comprehensive school site principals and district leads in educational and student services attended an RTI conference offered through Solution Tree.</p>	<p>LCFF Supplemental Funds: \$19,561 1000-1999: Certificated Salaries 3000-3999: Employee Benefits 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</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>OR: <input type="checkbox"/> Low Income 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>Maintain strong extra-curricular and co-curricular programs in visual and performing arts, academic clubs, special interest clubs, community service and athletics.</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>Strong extra-curricular and co-curricular programs in visual and performing arts, academic clubs, special interest clubs, community service and athletics were maintained.</p>	<p>LCFF Base Funding: \$361,437 Site Based Athletic Funding: \$861,887 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>Scope of service:</p>	<p>Districtwide</p>	<p>Scope of service:</p>	<p>Districtwide</p>
<p>X ALL</p>		<p>X ALL</p>	
<p>OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____</p>		<p>OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____</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>LCFF Base Funding: \$2,000 1000-1999: Certificated Salaries 3000-3999: Employee Benefits 5000-5999: Services & Other Operating Expenses</p>	<p>Site based work was done in this area as part of the Challenge Success initiatives. There was no District coordination of these efforts</p>	<p>No cost</p>
<p>Scope of service:</p>	<p>Districtwide</p>	<p>Scope of service:</p>	<p>Districtwide</p>
<p>X ALL</p>		<p>X ALL</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) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
Utilize site based decision-making via Site Council to further implement actions toward goal and achieve Expected Annual Measurable Outcomes.	LCFF Supplemental Funding: \$54,166 1000-1999: Certificated Salaries 3000-3999: Employee Benefits	The Las Lomas Site Council implemented and funded site-based actions toward the LCAP goals and the Expected Annual Measureable Outcomes.	LCFF Supplemental Funding: \$73,718 1000-1999: Certificated Salaries 3000-3999: Employee Benefits
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) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Significant progress was made toward the actions and the goal area will remain a high priority area. Additional work was implemented and will be continued in the area of "equity," which should support the goal area.		



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:	\$495,000
--	-----------



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 \$495,000 in 2016-2017, \$497,500 in 2017-2018, and \$501,000 in 2018-2019. The following expenditure plan will increase and improve services and are principally directed to unduplicated students:

LCFF Funded Supplemental Items	2016-2017 Expenditure	2017-2018 Expenditure	2018-2019 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 summer enrichment, advancement and remediation program.		20,000	20,000
Summer School Supplemental, Remedial Support & Credit Recovery/Intersession	110,000	100,000	100,000
Site Based Funding	60,000	52,500	56,000
Software Support for Student Data Analysis	40,000	40,000	40,000
Equity Program Development and Professional Development	50,000	50,000	50,000
Professional Development for Response to Intervention	30,000	30,000	30,000
College Admission Test Prep Support	20,000	20,000	20,000
Total Budgeted Expenditures	495,000	497,500	501,000

The District also uses LCFF Base and Title I funding to supplement services to District English Learners, Foster Youth, and students who qualify for free and reduced lunch. The following supplemental services are proven effective in the academic educational literature and through action research in the AUHSD. Alternatives were considered and were not implemented due to a cost/benefit analysis and/or lack of support in the literature or AUHSD action research.

LCFF Supplemental Funding:

Intervention class Periods (Push-In/Pull-Out Academic Support and Parallel Academic Support)

Estimated Program Expenditure: \$125,000

The intervention class periods are principally directed to serve the District unduplicated students by providing targeted and individualized instruction to English Learners and low income students who are not fully accessing the curriculum. The expenditure pays for 1.20FTE of teacher time to support lower achieving students. Action research in the AUHSD has supported this model (push-



in/pull-out and parallel support) demonstrating real gains in academic achievement as measured through semester grades. Action research in the AUHSD has demonstrated less success for non-targeted academic support classes that provide remedial instruction.

English Language Development Program Professional Development

Estimated Program Expenditure: \$10,000

The professional development program is principally directed to serve the District unduplicated students by providing specific staff development program to ELD teachers, who service District English Learners directly. Research has routinely supported targeted and sustained professional development as a way to support improved teaching practices and program development. These resources will bring continual improvement to the classroom.

English Language Development Program Supplemental Counseling

Estimated Program Expenditure: \$50,000

Supplemental counseling is principally directed to serve the District unduplicated students by provided additional counseling and support to the English Learner program at Las Lomas High School. The school program is the largest in the District. Volumes of research support provided counseling resources to this student population. These students will need additional support to select appropriate classes and assistance seeking school resources to support their learning. Further, many of the students will be first generation college attendees and others will be challenged by the complexity and many options in the American postsecondary system. The DELAC parents and LCAP parental advisory committee identify supplemental counseling as a top priority area.

Summer School Supplemental, Remedial Support & Credit Recovery/Intersession

Estimated Program Expenditure: \$110,000

The remedial programs through summer school and the credit recovery system are principally directed to serve the District unduplicated students by provided immediate support when the targeted students have not successfully accessed the curriculum and are in need of reteaching and supplemental support. Research supports summer engagement and remedial support for at risk students, particularly of the targeted unduplicated set. The new credit recovery system has proven wildly successful using a site-based online learning system with AUHSD teacher monitoring and support. Recent academic publications as well as AUHSD action research suggest this is a powerful way to provide remedial learning opportunities and opportunity for student success.

Site Based Funding

Estimated Program Expenditure: \$60,000

The site based funding at Las Lomas is principally directed to serve the District unduplicated students by providing funding to the Las Lomas Site Council, which targets the LCAP goals and Single Plan for Student Achievement. The group if particularly focused on



unduplicated students and the Expected Annual Measureable Outcomes. School based funding has been proven to be a way to raise teacher engagement and empower the teachers to take ownership of achievement gaps and low achievement of targeted groups. The Council reviews student achievement data and funds targeted programs to support the needs of teachers and low achieving students. Alternatives for this resource could be implemented, but history in the District has demonstrated that this level of Site Council funding empowers the school staff and is utilized with high scrutiny for the most effective programs.

Software Support for Student Data Analysis

Estimated Program Expenditure: \$40,000

The data analysis program is principally directed to serve the District unduplicated students by targeting lower achieving students and the achievement gap. Research has consistently indicated that programs with powerful data analysis and professional learning communities are some of the most powerful methods of supporting lower achieving students. The funds will be used to purchase the comprehensive Illuminate software program and provide ongoing support and training at each school site.

Equity Program Development and Professional Development

Estimated Program Expenditure: \$50,000

The equity program development and professional development is principally directed to serve the District unduplicated students by providing teacher, counselor and administrator training on issues pertaining to race, sexual orientation, disability awareness, socioeconomic variation, and other sensitive issues. The funding will provide for two diversity summits that will engage over 200 students through the District in “courageous conversations” regarding these issues. Research has revealed that addressing these issues in a school culture is a very effective way to improve the school environment and raise culturally responsive instructional practices and curriculum. The “pilot” diversity summit and training sessions in the spring 2016 proved to be highly valuable for the District students and sampling of staff that participated with the equity training. The District has contracted with the Pacific Educational Group, a national leader with this work.

Professional Development for Response to Intervention

Estimated Program Expenditure: \$30,000

The District wide RTI program is principally directed to serve the District unduplicated students by actively addressing learning needs early and systematically. The District will engage in thorough administrative and teacher training with Solution Tree, an organization on the leading edge of RTI systems and training. Research has consistently supported these programs as very effective intervention programs. The effort will run parallel to and thoroughly support the 2017-2018 introduction of an alternative school day schedule that will include intervention periods.



College Admission Test Prep Support

Estimated Program Expenditure: \$20,000

The online college admission test prep program is principally directed to serve the District unduplicated students by providing a free test prep option to students. The program has been used at two schools, and the research has demonstrated it to be highly effective. Test prep can significantly increase performance on college admission testing and provide more alternatives to unduplicated students when pursuing postsecondary options.



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.

1.09	%
<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 well exceeds the requirements of and is in full compliance with 5 CCR 15496.</p> <p>The AUHSD will increase and improve services for unduplicated pupils by providing supplemental and targeted services to unduplicated pupils as described in various action steps in Goal #3, #5 and #6. Specifically, the AUHSD will increase and improve services from 2015-2016 to 2016-2017 through the substantial expansion of the Response to Intervention program through professional development and implementation, the introduction of college admission test prep support, and a significant investment in equity program development and professional development. These programs, in addition to the programs continued from 2015-2016, will provide increased and improved targeted services to unduplicated pupils</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]



AUHSD LCAP Data Addendum

LCAP Priority & Measures	Data Source	2013-2014	2014-2015	2015-2016	+/-
1:1 Instructional Technology					
Students participating in 1:1 program	Ed Services			30.6%	
BYOD programs	Ed Services			3.4%	
District provided programs	Ed Services			27.2%	

LCAP Priority & Measures	Data Source	2013-2014	2014-2015	2015-2016	+/-
Student Achievement (SBA)					
ELA "Meet or Exceeded Standards"	CDE		85%		
English Learners	CDE		72%		
Socio-economically Disadvantaged	CDE		66%		
Students with Disabilities	CDE		36%		
Asian	CDE		91%		
Filipino	CDE		93%		
Black or African American	CDE		91%		
White	CDE		84%		
Hispanic or Latino	CDE		72%		
Two or more races	CDE		93%		
Male	CDE		81%		
Female	CDE		91%		

LCAP Priority & Measures	Data Source	2013-2014	2014-2015	2015-2016	+/-
Student Achievement (SBA)					
Math "Meet or Exceeded Standards"	CDE		70%		
English Learners	CDE		35%		
Socio-economically Disadvantaged	CDE		45%		
Students with Disabilities	CDE		46%		
Asian	CDE		87%		
Filipino	CDE		60%		
Black or African American	CDE		90%		
White	CDE		70%		
Hispanic or Latino	CDE		44%		
Two or more races	CDE		84%		
Male	CDE		71%		
Female	CDE		69%		



LCAP Priority & Measures	Data Source	2013-2014	2014-2015	2015-2016	+/-
UC/CSU requirements					
Meeting A-G requirements	CDE	73.1%	74.9%		+1.8
English Learners	CDE	12.5%	13%		+0.5
Socio-economically Disadvantaged	CDE	36.1%	52.5%		+16.4
Students with Disabilities	CalPads	13.2%	16.2%		+3
Asian	CDE	85.2%	79.5%		-5.7
Black or African American	CDE	50%	57.1%		+7.1
Two or More Races	CDE	73.3%	78.9%		+5.6
Filipino	CDE	72.4%	68.2%		-4.2
White	CDE	73%	75.8%		+2.8
Hispanic or Latino	CDE	57.6%	61.7%		+4.1

LCAP Priority & Measures	Data Source	2013-2014	2014-2015	2015-2016	+/-
Advanced Placement Exam					
Students Taking AP exams	College Board	44.8%	43.7%		-1.1
Students Passing AP exams	College Board	40.8%	39.5%		-1.3

Early Assessment Program data has been provided by Aeries Analytics and is subject to their interpretation of qualifying data. It should also be noted that the percent of students qualified as ready in 2013-2014 was based on the CST scores, while the 2014-2015 data is based on the SBA scores.

LCAP Priority & Measures	Data Source	2013-2014	2014-2015	2015-2016	+/-
Early Assessment Program					
ELA Ready	Aeries	72.2%	52.4%		-19.8
English Learners	Aeries	100%	0%		-100
Socio-economically Disadvantaged	Aeries	100%	31.1%		-68.9
Students with Disabilities	Aeries		100%		+100
Black or African American	Aeries	100%	18.2%		-81.8
White	Aeries	63.4%	50.4%		-13
Hispanic or Latino	Aeries	81.3%	39.7%		-41.6



LCAP Priority & Measures	Data Source	2013-2014	2014-2015	2015-2016	+/-
Early Assessment Program					
Math Ready	Aeries	50.8%	40.9%		-9.9
English Learners	Aeries	0%	0%		0
Socio-economically Disadvantaged	Aeries	100%	28.9%		-71.1
Students with Disabilities	Aeries		0%		0
Black or African American	Aeries		0%		0
White	Aeries	48.2%	37.8%		-10.4
Hispanic or Latino	Aeries	60%	24.1%		-35.9

LCAP Priority & Measures	Data Source	2013-2014	2014-2015	2015-2016	+/-
Graduation Rate					
Cohort Graduation Rate	CDE	97.8	97		-8
English Learners	CDE	82.8	78.6		-4.2
Socio-economically Disadvantaged	CDE	87.2	90.4		3.2
Students with Disabilities	CDE	89.2	85.4		-3.8
Asian	CDE	95.9	97.7		1.8
Filipino	CDE	96.4	100		3.6
Black or African American	CDE	100	93.3		-6.7
White	CDE	98.1	96.7		-1.4
Hispanic or Latino	CDE	100	96.6		-3.4
Two or more races	CDE	100	100		0
Male	CDE	96.7	96.3		-4
Female	CDE	98.9	97.9		-1

LCAP Priority & Measures	Data Source	2013-2014	2014-2015	2015-2016	+/-
Dropout Rate					
Cohort Graduation Rate	CDE	0.8	1.0		-0.2
English Learners	CDE	0.0	0.0		0
Socio-economically Disadvantaged	CDE	4.3	6.4		-2.1
Students with Disabilities	CDE	2.5	2.4		0.1
Asian	CDE	0.6	0.0		0.6
Filipino	CDE	0.0	0.0		0
Black or African American	CDE	0.0	6.7		-6.7
White	CDE	0.9	1.1		-0.2
Hispanic or Latino	CDE	1.1	2.6		-1.5
Two or more races	CDE	0.0	0.0		0
Male	CDE	1.0	1.2		-0.2
Female	CDE	0.6	0.8		-0.2



LCAP Priority & Measures	Data Source	2013-2014	2014-2015	2015-2016	+/-
Student receiving D or F grades					
Students with one or more semester D or Fs	Ed Services	15.80%	15.36%	13.9%	-1.9

LCAP Priority & Measures	Data Source	2013-2014	2014-2015	2015-2016	+/-
Naviance Student Usage					
Number of students with accounts	Naviance			5581	
Acalanes	Naviance			1466	
Campolindo	Naviance			1313	
Las Lomas	Naviance			1560	
Miramonte	Naviance			1242	
Average Naviance visits per student/year	Naviance			13.4	
Acalanes	Naviance			11.1	
Campolindo	Naviance			17.5	
Las Lomas	Naviance			10.2	
Miramonte	Naviance			14.8	

LCAP Priority & Measures	Data Source	2013-2014	2014-2015	2015-2016	+/-
Naviance Parent Usage					
Number of parents with accounts	Naviance			2020	
Acalanes	Naviance			16	
Campolindo	Naviance			27	
Las Lomas	Naviance			134	
Miramonte	Naviance			1843	
Average Naviance visits per parent/year	Naviance			4.3	
Acalanes	Naviance			2.1	
Campolindo	Naviance			2.1	
Las Lomas	Naviance			3.1	
Miramonte	Naviance			9.7	



LCAP Priority & Measures	Data Source	2013-2014	2014-2015	2015-2016	+/-
STEM enrollment					
Female students enrolled in STEM	Ed Services	58.9%	55.9%	64.7%	5.8%

LCAP Priority & Measures	Data Source	2013-2014	2014-2015	2015-2016	+/-
English Learner Achievement					
Achievement on CELDT					
EL Making Progress Towards English Proficiency (AMAO 1) Rate	CDE	86.7%	79.1%		-7.6
EL Cohort Attaining English Proficient Level (AMAO 2 < 5 years) Rate	CDE	47.9%	53.8%		5.9
EL Cohort Attaining English Proficient Level (AMAO 2 > 5 Years) Rate	CDE	76.6%	66%		-10.6
Rate of EL reclassification	CDE	1.8%	5.3%	25.6%	23.8%
Involvement in the DELAC	Ed Services	8	16	25	17

LCAP Priority & Measures	Data Source	2013-2014	2014-2015	2015-2016	+/-
Student engagement					
Chronic Absenteeism Rate	Ed Services	7.1%	7%	7%	-.1
Student Suspension Rate	CDE	1.9	1.7		-.2
Student Expulsion Rate	CDE	0.1	0.0		-.1