Local Control and Accountability Plan

Lynwood Unified



LYNWOOD UNIFIED SCHOOL DISTRICT

July 1, 2015 - June 30, 2018

06/24/2015 (revised 07/21/2015)

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Lynwood Unified **Contact (Name, Title, Email, Phone Number):** Paul Gothold, Superintendent, pgothold@mylusd.org, (310) 886-1600 **LCAP Year:** 2015

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
Introduction Lynwood Unified School District began an extensive work on revitalizing the educational program with the inception of a 5-year Strategic Plan during the 2010-2011 school year through a collaborative process. This plan outlined the vision and mission of the Lynwood Unified School District which is to prepare every student for success in college and career as a responsible citizen in a global society by guaranteeing equity and access to meaningful learning activities relevant to the 21st Century. The Strategic Plan, also referred to as the *Achieving Greatness Initiative: College and Career Readiness for All Students*, outlined three key objectives, six strategies for implementation, and parameters for the general operation of the school district. The Strategic Plan serves as the foundational blueprint for all programs within the school district. The Local Control Accountability Plan (LCAP) will derive its foundational framework from the Local Educational Agency (LEA) Plan, embedded Title III Plan, and Strategic Plan. Using the same collaborative process from the Strategic Plan, Lynwood Unified School District engaged all stakeholders (students, parents, community members, associations, and administrators) in meaningful input through various mediums. The following sections describe the multiple opportunities for stakeholder input and information that occurred throughout the 2013-2014 school year:	**District-Wide LCAP Survey Results:** Based upon the district-wide survey that was available from April 1 - April 25, 2014, various priorities emerged. The results indicated the following outcomes:

Survey Question	Very Important + Important	LCAP Priority	Challenges (Threats)
Q09: School Cleanliness (Avg.)	97.0%	1	Basic Services
Q08: Good Facilities	95.9%	1	Basic Services
Q18: Guidance and Counseling Services	95.3%	4	1b
Q15: Parent Trainings (Avg.): Academic Support / Navigating the School System / Student Advocacy	95.0%	3	2a, 5a, 5c, 6a, 6b
Q13: 21st Century Learning PD	94.6%	2	2b
Q29: Key Programs Students & Classrooms	94.1%	5	2a, 6a
Q26:Mentoring & Motivational Opportunities for Students	93.8%	5	5a, 5b
Q17: Variety of College and	93.0%	7	1b, 2b, 6a

Information Gathering (October - December 2013): Lynwood Unified School District staff attended various workshops to learn about the Local Control Funding Formula (LCFF) and LCAP. Information shared at these workshops covered LCAP regulations, requirements, and processes. Staff shared this information with fellow district administrators.

LCFF Update to the Board (October 8 and November 26, 2013): District administrative staff provided the Board of Education with information on how the Local Control Funding Formula functions.

Developing Parental and Community Awareness (January - February 2014): Educational Services staff presented at the following meetings in order to develop knowledge around LCFF and LCAP:

- District Advisory Council (DAC) - January 16, 2014
- District African-American Advisory Parent Council (DAAAPC) - January 22, 2014
- District English Learner Advisory Committee (DELAC) - January 23, 2014
- Parent Advisory Council (PAC) (Migrant Education) - February 6, 2014
- Superintendent - Principal's Meeting - February 18
- Community Advisory Council (CAC) - February 27

The presentation covered an overview of the following topics:

- What is the Local Control Funding Formula (LCFF)

Career Courses			
Q12: 21st Century Learning	92.6%	2	2b
Q10: Increase Staff	92.5%	4	2b, 4a, 5a, 5c
Q30: Discipline Program and Process & Character Education	92.5%	5	7a, 7b
Q07: Competitive Wages	92.3%	1	4a, 5b, 5d
Q19: Interventions to all Sub-Groups	92.0%	4	Pupil Achievement
Q27: Mentoring & Motivational Opportunities for T/S	91.5%	5	5a, 5b
Q11: Technology Tools (Average of technology listed)	91.0%	2	2b, 3b, 5b, 5d
Q24: Equal Services to Unidentified Sub-Groups	90.0%	4	1b, 3a
Q25: Extra-Curricular Activities (Avg.) - Funding & Support	89.0%	5	1a
Q23: Sustain Effective Programs & Services for Parents	88.4%	3	2a, 5a, 5c, 6a, 6b
Q28: Parent Trainings	88.1%	3	6b
Q20: Monitoring Students by	53.4%	4	1b, 3a

- Comparison of previous funding model based upon the revenue limit and LCFF,
- Description of the base, supplemental, and concentration grants
- LCAP overview (eight state priorities, sub-groups)
- Proposed LCAP implementation schedule

There was also an opportunity for stakeholders to comment and ask questions regarding the new funding formula and the LCAP. It was also shared at these meetings that their parent leadership board would have 2 representatives to the District LCAP Committee.

Focus Group for District LCAP Committee Meeting (February 4, 2014): Educational Services staff met with parent council leaders in order to provide information and obtain feedback on the District LCAP Committee process, LCAP timeline review, and provide an opportunity for questions and answers in preparation for the larger committee meeting. One major outcome from the parent leadership group was for district staff to develop an LCAP glossary. The glossary was developed and made available as part of the District LCAP Committee meetings.

Advisory and Consultation - District LCAP Committee - Day 1 (February 10, 2014): In order to develop stakeholder input, the district convened this committee over two full days. Committee members consisted of members from the following stakeholder groups: students, parents (CAC, DAAAPC, DAC, DELAC, PAC) , administrators,

Sub-Groups			
Q22: Cultural Proficiency Training	53.4%	6	Student Engagement
Q16: Common Core: Project-Based Learning	49.7%	2	7a, 7b
Q21: Decrease Class Size (K-3)	48.6%	4	Basic Services
Q14: Data Analysis PD	45.7%	4	6a, 6b
Q06: Highly Qualified Employees		1	4a

Further analysis of the data by the eight LCAP priorities indicated the following ranking by stakeholder group:

Overall Results:

1) Basic Services (19%)
2) Pupil Achievement (19%)
3) Course Access (14%)
4) Parental Involvement (12%)
5) School Climate (12%)
6) Implementation of Common Core (12%)
7) Other Student Outcomes (9%)
8) Pupil Engagement (4%)

Student LCAP Priorities:

1) Basic Services (17%)
2) Pupil Achievement (16%)
3) Course Access (14%)

teachers (Lynwood Teacher Association - LTA), classified staff (California School Employees Association - CSEA) and Services Employees International Union - SEIU. Day one of this meeting provided all stakeholders with information on LCFF, LCAP priorities, and an overview of the Strategic Plan (Mission, Vision, Objectives, and Strategies). Educational Services staff also shared an alignment document with the stakeholder group that listed how the LEA/Title III Plan and Strategic Plan intersected the LCAP priorities. Small mixed groups allowed for careful analysis of all district plans. Stakeholders generated a list of these alignments. All stakeholders engaged in meaningful discussion centered on how the state priorities support the LEA and Strategic Plan to ensure that Lynwood Unified School District "prepares every student for success in college and career as a responsible citizen and guaranteeing access to meaningful, relevant learning activities."

Advisory and Consultation - District LCAP Committee - Day 2 (February 11, 2014): As part of day 2, the District LCAP Committee reviewed district data and the eight state LCAP priorities grouped by conditions of learning, pupil outcomes, and engagement. The data reviewed included:

- *Conditions of Learning*
  - Basic Services
    - Currently 99% of the teachers are Highly Qualified Teachers (HQT) per *No Child Left Behind (NCLB)* requirements
    - The LUSD's Bond Measure K has provided funds to improve district facilities

4) School Climate (14%)
5) Parent Involvement (13%)
6) Other Student Outcomes (11%)
7) Implementation of the Common Core (11%)
8) Pupil Engagement (4%)

Parent/Guardian LCAP Priorities:

1) Pupil Achievement (22%)
2) Basic Services (19%)
3) Course Access (15%)
4) Parent Involvement (14%)
5) School Climate (11%)
6) Implementation of Common Core (10%)
7) Other Student Outcomes (9%)
8) Pupil Engagement (1%)

Lynwood Teacher's Association (LTA) member LCAP priorities:

1) Basic Services (27%)
2) Implementation of the Common Core (16%)
3) Pupil Achievement (15%)
4) School Climate (11%)
5) Pupil Engagement (11%)
6) Course Access (9%)
7) Parent Involvement (8%)
8) Other Student Outcomes (4%)

CSEA Member LCAP Priorities:

1) Pupil Achievement (23%)
2) Basic Services (21%)
3) School Climate (11%)

- For the past three years, instructional materials have been aligned with content standards
- Current alignment with CA Common Core State Standards
  - State Standards
  - Content Standards Matrices
  - Common Assessments
  - Common Core Plan (morphing)
  - 3 Million dollars to implement Common Core (Technology, Instructional Materials, and Professional Development)
  - Course Access
  - All students have access to (A-G) courses
  - Core support classes
  - Credit Recovery
  - Heterogeneous Core Classes
  - Instructional Design Model
- *Pupil Outcomes*

4) Pupil Engagement (11%)
5) Implementation of the Common Core (11%)
6) Course Access (10%)
7) Parent Involvement (9%)
8) Other Student Outcomes (5%)

SEIU Member LCAP Priorities:

1) Basic Services (26%)
2) Pupil Achievement (19%)
3) Parent Involvement (13%)
4) Implementation of the Common Core (11%)
5) School Climate (10%)
6) Other Student Outcomes (7%)
7) Course Access (7%)
8) Pupil Engagement (7%)

Administrators LCAP Priorities:

1) Pupil Achievement (23%)
2) Implementation of the Common Core (23%)
3) Basic Services (11%)
4) Course Access (10%)
5) School Climate (10%)
6) Pupil Engagement (9%)
7) Parent Involvement (8%)
8) Other Student Outcomes (6%)

District LCAP Committee Input: Based upon the District LCAP Committee input, a nominal process was used to rank the top priorities from the group. Committe members present were able to select their top 4 initiative choices. The results demonstrated that the top initiatives were as follows:

- California Standards Test Reports
- Academic Performance Index (API) Reports
- Annual Yearly Progress (AYP)
- UC/CSU Eligible Report from CDE
- CA High School Exit Examination (CAHSEE) results by overall and sub-group scores
- Advance Placement (AP) Examinations results by score of 3 or higher
- English Learner Reclassification rates
- Title III Accountability Report - Annual Measurable Achievement Objectives 1 (Annual growth) and 2 (Obtaining English proficiency less than 5 years and 5 years or more)
- CELDT Scores
- District Benchmarks on English Language Arts (ELA) and Mathematics

Engagement

- Parental Involvement
  -

Survey Question	# of Votes
Q07: Competitive Wages	24
Q21: Decrease Class Size (K-3)	12
Q25: Extra-Curricular Activities (Avg.) - Funding & Support	11
Q30: Discipline Program and Process & Character Education	10
Q11: Technology Tools (Average of technology listed)	9
Q19: Interventions to all Sub-Groups	7
Q12: 21st Century Learning	7
Q09: School Cleanliness (Avg.)	6
Q18: Guidance and Counseling Services	6
Q13: 21st Century Learning PD	5
Q29: Key Programs Students & Classrooms	5
Q17: Variety of College and Career Courses	4
Q15: Parent Trainings (Avg.): Academic Support / Navigating the	4

- Parent input process at school and district levels
- Student Engagement
  - Student attendance rate
  - Drop-out rate
  - Graduation rates
- School Climate
  - Suspension Rate
  - Expulsion rate
  - CA Healthy Kids Survey - School Climate Report Card for Lynwood High School
- A-G Resolution - Lynwood Unified School District Board of Education

All stakeholders engaged in careful analysis of the data along with the eight state priorities and listed the key strengths and key weaknesses. The committee generated a list of 23 strengths and 40 weaknesses based upon this analysis. From the 40 weaknesses that were identified by the committee, mixed small groups identified a total of 14 challenges that posed the greatest threat to the success of all students. The challenges identified through the collaborative and diverse composition of

School System / Student Advocacy	
Q16: Common Core: Project-Based Learning	4
Q10: Increase Staff	3
Q27: Mentoring & Motivational Opportunities for T/S	2
Q08: Good Facilities	2
Q26: Mentoring & Motivational Opportunities for Students	2
Q22: Cultural Proficiency Training	2
Q24: Equal Services to Unidentified Sub-Groups	1
Q23: Sustain Effective Programs & Services for Parents	1
Q14: Data Analysis PD	1
Q28: Parent Trainings	
Q20: Monitoring Students by Sub-Groups	
Q06: Highly Qualified Employees	

2014-2015 Impact on LCAP Update

During the 2014-2015 school year, an LCAP Survey was administered to solicit input in regards to the implementation of the LCAP. The Lynwood Unified School District (LUSD) Local Control Accountability Plan (LCAP) survey was developed with input

the committee formed the foundation for the district survey.

LCAP Survey Development Focus Group Meetings (February - March 2014): Educational Services staff met with key stakeholders over the next two months in order to obtain input and feedback toward the development of the District LCAP Survey which would serve to inform district and state priorities. The aforementioned 14 challenges served as the foundation for the survey questions. Meetings were held on the following days:

- February 25, 2014 - Parent Leadership Committees (CAC, DAAAPC, DAC, DELAC, PAC)
- February 26, 2014 - California School Employees Association (CSEA)
- March 7, 2014 - Lynwood Teacher's Association (LTA)
- March 18, 2014 - School Employees International Union (SEIU)
- March 20, 2014 - Student representatives from our three high schools (Firebaugh, Lynwood, and Vista High Schools)

Community LCFF/LCAP Awareness (March 12, 19, 27, 2014): In order to develop community and parental awareness on several district initiatives, LUSD hosted a series of parent meetings in order to inform them on the new California Common Core State Standards (CCCSS), Smarter Balanced Assessment Consortium (SBAC), LCFF, and LCAP. These meetings were held at Abbott Elementary, Lynwood Middle, and Lynwood High Schools, respectively. The purpose of these meetings was to from the LCAP Stakeholder Committee and other sub-committees made up of students, parents, teachers, classified staff, administrators and community members. There were several revisions of the survey in order to ensure that there was input from all groups prior to the development of the final survey. The LCAP Annual Survey was distributed to all schools and departments in the LUSD with a survey window of March 23-April 7th, 2015. Nearly 15,000 copies of the survey were distributed in both Spanish and English. A two-week survey window was allowed in order to ensure that there was adequate time given for full participation of all stakeholder groups.

Student responses indicate that they regard Services and Actions related to Goals 1, 5 and 6 as being either Very Important or Important. Specifically, Services and Actions related to providing 21st Century Professional Development (Goal 1a), High School Completion (Goal 5) and offering of A-G courses (Goal 6)

SEIU responses indicate that they regard Services and Actions related to Goals 1a, 1b, 4 and 5 as being either Very Important or Important. Specifically, Services and Actions related to providing 21st Century Professional Development (Goal 1a), Technology Tools (Goal 1a), 21st Century Learning (Goal 1b), Extra-Curricular Activities (Goal 4), Pre-School / Child-Care Program (Goal 4), Facilities in Good Repair (Goal 4), District-wide Academic Guidance and Counseling Services (Goal 5), and, Academic Monitoring for All Students (Goal 5).

Parent-Guardian responses indicate that they regard Services and Actions related to Goals 1a, 4, 5 and 6 as being either Very Important or Important. Specifically, Services and Actions related to 21st Century Professional Development (Goal 1a), Facilities in Good Repair (Goal 4), District-wide Academic Guideance and Counseling Services (Goal 5), Academic Monitoring for All Students (Goal 5), and, Variety of College and Career Courses (A-G) (Goal 6).

Other Community Member responses indicate that they regard Services and Actions related to Goals 1b, 3, 4 and 5 as being either Very Important or Important. Specifically, Services and Actions related to Academic Diagnostic Tools (Goal 1b), K-3 Class Size Reduction (Goal 3), District-wide Discipline Program (Goal 4), Extra-Curricular Activities (Goal 4), District-wide Academic Guidance and Counseling Services (Goal 5) and Academic Monitoring for All Students (Goal 5).

LUSD Administrator responses indicate that they regard Services and Actions related

provide parents with information and help answer specific questions on LCFF and LCAP.

Board Update (March 25, 2014): District administrative staff provided the board of education with an update on the LCAP timeline. This served as a method of communication.

Central Data Team / District School Leadership Team (CDT/DSLT) (March 27, 2014): The CDT/DSLT consisting of school administrators, district directors, instructional improvement leads, oversight partner (Principal's Exchange), assistant superintendent of educational services, and coordinators met to review district data based upon the LCAP priorities. The team developed a list of potential LCAP metrics for future development at the elementary and middle school levels.

District-Wide LCAP Survey (April 1 - April 25, 2014): The district launched an electronic and paper-based survey in order to obtain maximum participation by all stakeholders. Survey results demographics indicated the following outcomes:

- 3,935 total participants
  - 1,274 students
  - 1,866 parent/guardians
  - 50 administrators
  - 472 Lynwood Teacher's Association members
  - 182 CSEA members
  - 44 SEIU members
  - 95 other
- Survey results also indicated the highest participation at each of the school levels as follows:

to Goals 1b, 4, 5 and 6 as being either Very Important or Important. Specifically, Services and Actions related to 21st Century Learning (Goal 1b), District-wide Discipline Program (Goal 4), District-wide Academic Guidance and Counseling Services (Goal 5), and, Variety of College and Career Courses (A-G) (Goal 6).

CSEA Member responses indicate that they regard Services and Actions related to Goals 4, 5 and 6 as being either Very Important or Important. Specifically, Services and Actions related to District-wide Discipline Program (Goal 4), Facilities in Good Repair (Goal 4), District-wide Academic Guidance and Counseling Services (Goal 5), Academic Monitoring for All Students (Goal 5), and, Variety of College and Career Courses (A-G) (Goal 6).

LTA Member responses indicate that they regard Services and Actions related to Goals 1a, 4 and 5 as being either Very Important or Important. Specifically, Services and Actions related to Technology Tools (Goal 1a), Facilities in Good Repair (Goal 4), District-wide Academic Guidance and Counseling Services (Goal 5), and, Academic Monitoring for All Students (Goal 5).

All Member responses indicate that they regard Services and Actions related to Goals 4, 5 and 6 as being either Very Important or Important. Specifically, Services and Actions related to Facilities in Good Repair (Goal 4), District-wide Academic Guidance and Counseling Services (Goal 5), and, Variety of College and Career Courses (A-G) (Goal 6).

- Firebaugh High School (n=229)
- Hosler Middle School (n=202)
- Lincoln Elementary School (n=183)

Advisory and Consultation - District LCAP Committee - Day 3 (May 7, 2014): The purpose of this meeting was to share with all stakeholders the results of the district-wide survey. A review of how the survey was developed in a collaborative process with stakeholder input was discussed. All survey question results were shared. A document was created using Wordle.net that captured the comments from the electronic portion of the survey due to time limitations. Results of the survey are shared in the "Impact on LCAP" section within this plan. The District LCAP Committee also prioritized the challenges (previously identified from day 2 of the District LCAP Committee meeting). Every present stakeholder participant was able to select their top four initiatives (challenges) using the LCAP survey results as a reference. The district tallied these results and shared them with all stakeholder participants on day 4 of these meetings.

Advisory and Consultation - District LCAP Committee - Day 4 (May 8, 2014): As part of this meeting, small groups were able to discuss and share out the results of the initiatives by stakeholder group and the whole committee. The remaining LCAP timeline was shared with the group. Considerable time was scheduled for thoughtful dialogue, discussion, and comment on the LCAP and budget approval process. Discussion also centered on how to best maximize resources in order to implement effective services and actions

for the students of Lynwood. Special emphasis was also placed on the committee members and their roles as leaders in disseminating LCAP information based upon their knowledge and wealth of resources.

District LCAP Website Updated (May 8, 2014): In order to improve communication among all stakeholders per the Strategic Plan (Strategy 3), major documents were uploaded to the district LCAP webpage.

LCAP Planning Team (May 2014): District staff begins to incorporate key initiatives into the LCAP analyzing budgets, district plans, and other local priorities. District staff will publish (TBD) the LCAP draft on the district website in order to begin public review portion of the process.

Draft LCAP Overview Presented to DAC/DELAC (May 29, 2014): An overview of the LCAP was presented at the District Advisory Council (DAC)/District English Learner Advisory Committee (DELAC) as required by LCAP regulations. Other parent advisory groups were invited to attend as well. Members from the parent leadership committees had the opportunity to comment and/or provide input on the plan. District administrative staff recorded comments in writing, grouped comments according to the state priority, and shared them as part of the district public hearing. Subsequent revisions were made to reflect stakeholder input, as appropriate. A presentation was conducted by staff that covered the stakeholder engagement process, LCAP goals, and LCAP highlights of the proposed services and actions.

Public Hearing and First Reading at Board of Education Meeting (June 3, 2014): The draft LCAP was presented to the Board of Education for first reading. A presentation was conducted by administrative staff that covered the stakeholder engagement process, LCAP goals, and LCAP highlights of the proposed services and actions. Several members of the community provided public comments which were noted. Subsequent revisions were made to the draft LCAP based upon public comments, stakeholder input, and board recommendations, as appropriate. Due to recommendations provided through public comments and district internal review processes, the following changes were made to the LCAP as of June 20, 2014:

- **Bar Coding to support 21st Century Libraries:** $20,000 (LCFF: Supplemental/Concentration)
- **Black Teen Summit:** allocated $15,000 port in order to increase graduation and college attainment rates (LCFF: Supplemental/Concentration
- **Campus Monitors** to support a positive school climate ($512,156 LCFF: Base – amount included in the LCAP draft presented at the June 3, 2014 board of education meeting)
- **Community-Based Youth Leadership Development** for 6th-12 grade (i.e. – Youth Speaks) - $60,000 (LCFF: Supplemental/Concentration)
- **Computer Network Technician** was added to ensure that high schools have effective internet access a necessary for common core implementation $58,500 (LCFF:

Supplemental/Concentration).

- **Custodial support** (additional 4 FTE) was included to ensure school cleanliness as part of basic services (LCFF: Supplemental/Concentration).
- **Dropout prevention and college enrollment services** will be provided to close the opportunity gap and ensure that students are on the path towards college and careers. The total cost of $420,000 was reduced to $360,000. The reduction was necessary since this action included two separate services. The funding source was also changed from LCFF: Supplemental/Concentration to LCFF: Base. The remaining $60,000 now exists in the LCAP as "College Enrollment Services will be provided to support college attainment by all students." This action is still funded from the (LCFF: Supplemental/ Concentration).
- **Educational services and support** to schools to impact student achievement through Supplemental and Concentration Programs. (No change in cost, but redefined service/action to reinforce LCAP goals and LCAP monitoring.)
- **Elementary Instructional Technology Facilitation** ($20,000: LCFF: Supplemental/Concentration). This support was added to assists schools in their implementation of technology services to our students.
- **Elementary Summer Bridge Academy** will be provided for elementary school students ($440,000 – year 1), ($264,00 year 2 and 3):

(LCFF: Supplemental/Concentration)

- **English Learner Intervention:** noted that $100,000 may come from proposed Title III funding to support afterschool/before school or Saturday interventions. Previous amount was listed as $0 since specific funding amount from other sources was not previously listed.
- **English Learners**: This plan also included district processes such as Data Reflections, Meta Reflections, and Central Data Team/District School Leadership Team which all have internal protocols for monitoring the progress of all sub-groups. English Learners are also monitored through the Instructional Services Department.
- **Foster Youth**: This plan also included district processes such as Data Reflections, Meta Reflections, and Central Data Team/District School Leadership Team which all have internal protocols for monitoring the progress of all sub-groups.
- **Insights to Behavior** $40,000 LCFF: Supplemental/Concentration (new service/action)
- **Instructional Coaches (K-6)** to support student learning and implementation of the Common Core State Standards. (No change in overall cost, but funding support from Title III funds for 2 FTE = $186,718.)
- **Leadership Team support to high schools** to implement a collaborative model using the cycle of data inquiry in order to monitor student achievement data $30,000 (LCFF: Base).

- **Library Media Assistants** to support 21st Century Learning Media Centers ($420,966 cost now includes 3 hour position at each school; additional hours can be incurred by the school site through categorical funds).
- **Low Income Students:** This plan also included district processes such as Data Reflections, Meta Reflections, and Central Data Team/District School Leadership Team which all have internal protocols for monitoring the progress of all sub-groups. Funding is supported through Title I, II, and III.
- **Math Diagnostic Program** (i.e. - Adam K-7): changed funding source to Title I.
- **Nurses** to support schools and therefore impacting student health, well-being, and attendance rates. ($154,000 = $77,000 LCFF: Supplemental/Concentration + $77,000 Medi-Cal funding
- **Pre-School/Child care program**: Provide supplemental support services to the pre-school / child care program to ensure that students are ready for school. Previous cost identified as $300,000 funded through the (LCFF: Base). The new cost of $210,000 has shifted to (LCFF: Supplemental/Concentration)
- **Reading Diagnostic program** (i.e. - DORA program): changed funding source to district Title I
- **Redesignated Fluent English Proficient (RFEP):** This plan also included district processes such as Data Reflections, Meta Reflections, and

Central Data Team/District School Leadership Team which all have internal protocols for monitoring the progress of all sub-groups. Funding is supported through Title I, II, and III.
RFEP students are monitored for 3 years after initial reclassification to ensure they are achieving proficiency.

- **Schmoop (College Program) -** to ensure that students are prepared for college – increased amount by $55,000.
- **School Community Liaisons** to support parent involvement efforts (change in funding source to site categorical programs).
- **School Counselors** – increased the number of counselors at the high school and middle school level than previously identified on the LCAP. Increase in cost includes funding for 4 new counselors, $385,060.
- **Social worker** position added than previously identified $71,032 (LCFF: Supplemental/ Concentration)
- **Test Preparation (Princeton Review).** $20,000 (LCFF: Supplemental/Concentration)
- **WASC** Extra Duty Hours - $6000 (LCFF: Base)
- **Wi-Fi Project** – reduction of $150,000 (LCFF: Supplemental/Concentration). Additional funding from Common Core Funds.

Please note: the district may have to make revisions to the LCAP, as allowed by regulations, based upon the June 24, 2014 board of education

final approval meeting and final review and approval through the Los Angeles County Office of Education.

Second Reading and Recommendation to Approve at Board of Education Meeting (June 24, 2014): The final draft plan was presented to the Board of Education for second reading and recommendation to approve along with the 2014-2015 district budget. The LCAP plan was approved by the board of education.

LCAP Submission to the Los Angeles County Office of Education (LACOE) (June 24 - June 30): After board adoption, approved plan will be submitted to LACOE for final review and approval.

Involvement Process during the 2014-2015 school year

Using the same collaborative process from the 13-14 LCAP Development, Lynwood Unified School District continued to engage all stakeholders (students, parents, community members, associations, and administrators) in meaningful input throughout the 14-15 school year. The LCAP Committee met throughout the year to review data and to provide input regarding the meeting of goals and the articulation of programs outlined by the services and actions in the LCAP. In addition, an LCAP Survey was administered to enable stakeholders to provide further input in regards to the implementation of the services and actions under each of the LCAP goals. The results of these efforts served to inform which services and actions would be expanded.

All parent advisory councils (DAC, DELAC, CAC, DAAAPC) had an opportunity to provide input in regards to the implementation of the LCAP services and actions. In addition, focus groups were held with different stakeholders (students, parents, community members, associations, and administrators) to ensure equitable opportunities to provide input. Furthermore, pursuant to Ed Code 52662, the Annual Update was presented to DAC and DELAC for review and comment. The LCAP Annual Update was presented to DAC on May 12, 2015 and it was presented to DELAC on May 14, 2015. LUSD did not receive any questions or comments from either DAC or DELAC regarding the Annual Update or in writing at a later time prior to the June 23, 2015 Board meeting date. The LUSD engaged in the Strategic Planning process this year and approved a new Strategic Plan. The Strategies, as outlined in the Strategic Plan, were aligned to the current LCAP to ensure district-wide articulation.	
Annual Update: **Introduction** Using the same collaborative process from last year's LCAP Development, Lynwood Unified School	**Annual Update:** The Lynwood Unified School District (LUSD) Local Control Accountability Plan (LCAP) survey was developed with input from the reconvened LCAP Stakeholder Committee and other sub-committees made up of students, parents, teachers, classified staff, administrators and community members. The survey was revised numerous times throughout the 2014-2015 school year based on the input from all groups, including

District engaged all stakeholders (students, parents, community members, associations, and administrators) in meaningful input through various venues. The following sections describe the multiple opportunities for stakeholder input and information that occurred throughout the 2014-2015 school year:

Parent Council Chair Input Meeting (February 11, 2015): During this meeting, input was obtained from the Parent Council chairs from District-level Parent Councils (District Advisory Council, District English Learner Advisory Council, Special Education Community Advisory Council and District African American Advisory Parent Council) in regards to the Services and Actions under each of the LCAP Goals.

Bargaining Unit Meetings (February 11-25, 2015): Meetings were held with all Bargaining Units in regards to the Services and Actions under each of the LCAP Goals.

LCAP Input Meeting with District Advisory Council (DAC) (February 12, 2015): During this DAC meeting, representatives from all LUSD schools were given the opportunity to provide input in regards to the Services and Actions under each of the LCAP Goals.

LCAP Input Meeting with District English Learner Advisory Council (DELAC) (February 26, parents, students, and certificated and classified employees. The LCAP Annual Survey was distributed to all schools and departments in the LUSD with a survey window of March 23-April 7th, 2015. Nearly 15,000 copies of the survey were distributed in both Spanish and English. A two-week survey window was allowed in order to ensure that there was adequate time given for full participation of all stakeholder groups.

Survey Design: The survey consisted of 18 questions by Goal. The LUSD LCAP has 8 Goals and under each Goal there are Services and Actions. The questions on the LCAP survey were designed with the objective of obtaining specific input in regards to the Services and Actions outlined by each Goal of the original LUSD LCAP. The results will provide specific input in regards to the implementation of the Services and Actions as outlined in the LCAP.

There was a 49% percent return, an overall increase from last year's survey response rate. This year we had 7,413 surveys returned as compared to 3,935 from the 13-14 administration. The following chart illustrates the number of participants by group (LTA, CSEA, LUSD Admin, Other Community Member, Parent/Guardian, SEIU Member, Student, Blank) that participated in this year's survey.These survey results were disaggregated and shared with the LCAP committee, site administrators, various bargaining organizations, as well as the DAC and DELAC parent committees.

Participant	Number	Percentage
LTA Members	295	4%
CSEA Member	136	2%
LUSD Administrator	28	0%
Other Community Member	28	0%
Parent/Guardian	2572	35%
SEIU Member	44	1%
Student	4302	58%

2015): During this DELAC meeting, representatives from all LUSD schools were given the opportunity to provide input in regards to the Services and Actions under each of the LCAP Goals.

LCAP Survey Development Meetings (March 2-9, 2015): Meetings were held with different stakeholder groups (parents, students, admin, teachers) to obtain input on this year's LCAP survey.

LCAP Annual Update to LUSD Board (March 10, 2015): A presentation regarding the LCAP Goals, metrics and implementation of the Services and Actions was provided to the LUSD Board of Education during a regularly scheduled Board meeting.

LCAP Stakeholder Committee Meeting (March 16, 2015): Agenda included:

- Local Control Funding Formula (LCFF) Overview
- LCAP Development
- LCAP and LUSD Strategic Plan
- LCAP Actions/Services
- LCAP Stakeholder Input
- LCAP Community Survey Input
- Communication Plan: Website

LCAP Stakeholder Committee Meeting (March 23, 2015): Agenda included:

Blank	8	0%
Total	7413	100%

LUSD LCAP Survey results: The following results are reported by LCAP Goal. Each LCAP Goal consisted of one to three questions based on the number of Services and Actions for each goal. The results will be reported by Goal and question for each of the groups that participated in the survey (LTA Member, CSEA Member, LUSD Admin, Other Community Member, Parent/Guardian, SEIU Member, Student). Also included in the results are the actual questions from the survey as a reference. The charts indicate the survey response of Very Important/Important as generated from a scale of (Very Important, Important, Somewhat Important, Not Important) by question. The purpose of using this scale was to obtain input in regards to the importance in the implementation of the Services and Actions by LCAP Goal. This will guide us in determining whether the Actions and Services are still aligned to the needs as specified by LUSD Stakeholder groups.

RESULTS by Goal and Question:

Goal 1a: Every student will improve one performance band on the California Common Core State Standards (CCSS) / Smarter Balanced Assessment Consortium (SBAC) annual assessment in English Language Arts as established in 2014-2015.

Question #2: How important is it to Provide 21st Century Learning (Collaboration, Creativity, Critical Thinking, Communication, Technology) Professional Development as required through the California Common Core State Standards which include Project-Based Learning?

Question #3: How important is it to provide students with up-to-date technology tools (i.e. computer labs, Wi-Fi, software, hardware, printers)?

Question #4: How important is it to provide academic interventions (i.e. After-school, Saturday programs) for all sub-groups to increase student achievement and to close the achievement gap based on need?

The following chart indicates responses of Very Important / Important regarding the

- LCAP Annual Update
- LCAP Indicators / Metrics
- LCAP Stakeholder Input
- LCAP Community Survey
- Communication Plan

LCAP Survey Administration (March 23-April 7, 2015): Nearly 15,000 LCAP surveys were distributed to all 18 schools in both Spanish and English.

LCAP Input Meeting with District African American Advisory Parent Council (DAAAPC) (April 21, 2015): During this DAAAPC meeting, members were given the opportunity to provide input in regards to the Services and Actions under each of the LCAP Goals.

LCAP Stakeholder Committee Meeting (April 27, 2015): Agenda items included:

- LCAP Indicators/Progress Monitoring
- LCAP Indicator Presentations for Goals 5 and 6: Graduation, A-G Completion and AP Data
- LCAP Committee Input
- Strategic Plan/LCAP Alignment
- Annual LCAP Budget Update

LCAP Annual Update presented to District Advisory Committee (DAC) (May 12, 2015): The LCAP Annual Update was presented to

Services and Actions under Goal 1a:

	All Number	All Percentage
21st Century Professional Development	6761	91%
Technology Tools	6882	93%
Academic Interventions	6174	83%

Goal 1b: Every student will improve one performance band on the California Core State Standards (CCSS)/Smarter Balanced Assessment Consortium (SBAC) annual assessment in Mathematics as established in 2014-2015.

Question #5: How important is it that all student groups be provided with 21st Century Learning (Collaboration, Creativity, Critical Thinking, Communication, Technology) through instruction with the California Common Core State Standards?

Question #6: How important is it that we use a diagnostic system (a program to identify students' strengths and weaknesses) to ensure on-going process monitoring in Mathematics?

The following chart indicates responses of Very Important / Important regarding the Services and Actions under Goal 1b:

	All Number	All Percentage
21st Century Professional Development	6761	91%
Technology Tools	6882	93%
Academic Interventions	6174	83%

LCAP Goal 2: All English Learners will become proficient in English and reach high standards at a minimum, attaining proficiency or better in reading, language arts and

DAC. LUSD did not receive any questions or comments from DAC regarding the Annual Update or in writing at a later time prior to the June 23, 2015 Board meeting date.

LCAP Stakeholder Committee Meeting (May 19, 2015): Agenda items included:

- LCAP Metrics (LUSD Benchmarks, CAHSEE ELA/Math, A-G Completion)
- LCAP Annual Survey Results
- LCAP Annual Update

LCAP Annual Update presented to District English Learner Advisory Council (DELAC) (May 14, 2015): The LCAP Annual Update was presented to DELAC. LUSD did not receive any questions or comments from DELAC regarding the Annual Update or in writing at a later time prior to the June 23, 2015 Board meeting date.

LCAP Annual Update Public Hearing (May 26, 2015): The LCAP Annual Update was presented to the Board in an announced Public Hearing. LUSD did not receive any questions or comments at the Public Hearing or in writing at a later time prior to the June 23, 2015 Board meeting date.

LCAP Annual Update submission for Board approval (June 23, 2015).

mathematics.

Question 7: How important is it to offer a dual immersion program (program to develop English/Spanish biliteracy in both English-speaking and Spanish-speaking students) in order to prepare students for the 21st Century?

The following chart indicates responses of Very Important / Important regarding the Services and Actions under Goal 2:

	Number	Percentage
Dual Language Immersion Program	6537	88%

LCAP Goal 3: All students will be taught by highly qualified teachers and personnel.

Question 8: How important is it to provide additional teachers and administrators to support the reduction of class size in K-3?

The following chart indicates responses of Very Important / Important regarding the Services and Actions under Goal 3:

	Number	Percentage
K-3 Class Size Reduction	5908	80%

LCAP Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Question #9: How important is it to provide funding to support a district-wide student discipline program and process (i.e. Positive Behavior Intervention System (PBIS)) along with a positive character education program in order to increase student engagement and achievement?

Question #10: How important is it to provide mentoring and motivational opportunities

to staff along with opportunities to attend workshops, training, and conferences or provide funding support for guest speakers?

Question #11: How important is it to provide students with extra-curricular activities (Sports, Band, Cheer, Clubs, After-school Enrichment, Gifted and Talented Activities, Music, Art)?

Question #12: How important is it to provide support to the Pre-School / Child Care Program to ensure that students are ready for school?

Question #13: How important is it to ensure that facilities (i.e. school sites, district buildings, and grounds) are in good repair)?

The following chart indicates responses of Very Important / Important regarding the Services and Actions under Goal 4:

Number	Percentage	
District-wide Discipline Program	6359	86%
Mentoring/Motivational Opportunities for Staff	6072	82%
Extra-Curricular Activities	6843	92%
Pre-School / Child-Care Program	6575	89%
Facilities in Good Repair	6924	93%

LCAP Goal 5: All students will graduate from high school.

Question #14: How important is it to provide district-wide academic guidance and counseling services in order to ensure that all students (all school levels, all student groups) are on the path towards college and careers?

Question #15: How important is it to monitor all students in elementary, middle-school and high school to ensure successful completion of high school?

The following chart indicates responses of Very Important / Important regarding the

Services and Actions under Goal 5:

	Number	Percentage
District-wide Academic Guidance and Counseling Services	6991	94%
Academic Monitoring for All Students	6857	92%

LCAP Goal 6: All students will have access to meaningful learning activities as evident through A-G curriculum (university course-work entrance requirements) setting personal college and career goals, and by establishing career pathways (i.e. school programs that support career development and certification).

Question #16: How important is it to offer a variety of college and career courses (A-G) in order to ensure that students are prepared for the rigors of post-secondary education?

Question #17: How important is it to offer intervention to students in the Advance Placement (AP) and International Baccalaureate (IB) programs to ensure they complete A-G coursework (university required course-work) for college?

The following chart indicates responses of Very Important / Important regarding the Services and Actions under Goal 6:

	Number	Percentage
Variety of College and Career Courses (A-G)	6951	94%
AP and IB Interventions	6622	89%

LCAP Goal 7: Parent participation at school and district events will increase annually.

Question #18: How important is it to increase parent trainings on academic support, navigating the school system, student advocacy, and other trainings that fulfill the

goals of the LCAP?

The following chart indicates responses of Very Important / Important regarding the Services and Actions under Goal 7:

	Number	Percentage
Increase Parent Trainings	6018	81%

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

identify the need(s).

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

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

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

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

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

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

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

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

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual schoolsites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	**Goal 1a:** Every student will improve one performance band on the California Common Core State Standards (CCCSS) / Smarter Balanced Assessment Consortium (SBAC) annual assessment in English Language Arts as established in 2014-2015.	Related State and/or Local Priorities: 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 X COE Only: 9__ 10__ Local: LEA Plan Goal 1, Strategic Plan Strategy 1
Identified Need:	LUSD ELA Benchmark 2014-2015 results indicated that 31% of the students scored proficient and above. CAHSEE 2014-2015 results also indicated that 80% of all students who took the English Language Arts assessment passed with proficiency. Therefore, there is a need to increase the number of students scoring proficient and above on local and state assessment measures such as district benchmarks and CAHSEE ELA.	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:

Williams Report as Compliance Monitoring: Continue to ensure sufficiency of instructional materials each year as evident through positive annual Williams reviews in order to ensure that all students have textbooks.

The following chart illustrates the baseline data for the 2014-2015 academic year. As noted in Goal 1a of the LUSD LCAP, the ELA Benchmark results for the 14-15 school year will serve as baseline data with an expected increase of 3% for the 15-16 school year.

Group	District Benchmark ELA for 2014-2015	Expected Annual Measurable Outcomes for 15-16
District	31%	+3%
Black or African American	28%	+3%
Hispanic or Latino	26%	+3%
Socioeconomically Disadvantaged	25%	+3%

English Learners	28%	+3%
Students with Disabilities	15%	+3%
Pacific Islander	TBD	TBD
Foster Youth	TBD	TBD

The following chart illustrates the results of the 10th grade CAHSEE administration for the 2014-2015 school year. The results will serve as baseline data for Goal 1a of the LCAP with an expected increase of 3% for the 15-16 school year. Results are indicated by subgroup as required by the LCAP.

Group	CAHSEE ELA 10th grade Administration (2014-2015)	Expected Annual Measurable Outcomes for 15-16
District	80%	+3%
Black or African American	63%	+3%
Hispanic or Latino	75%	+3%
Socioeconomically Disadvantaged	74%	+3%
English Learners	33%	+3%
Students with Disabilities	13%	+3%

Pacific Islander	TBD	TBD
Foster Youth	TBD	TBD

SBAC English Language Arts: Pending August 2015 results, baseline data will be established by LCAP sub-groups for the 15-16 school year.
Academic Performance Index (API): API is frozen. This item will be revised based on state guidelines.

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Provide 21st Century Learning Professional Development as required through the California Common Core State Standards which would include Project-Based Learning	LEA-Wide	_All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient _Other Subgroups: _____	Instructional Coaches (K-6) : $90,000 Certificated Salaries, $30,000 Benefits; Funding Source: Title III (Please see Goal 1, Section B for additional Supplemental/Concentration amounts).
Provide students with up-to-date technology tools to ensure implementation of 21st Century Learning and Common Core implementation.	LEA-Wide	_All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient _Other Subgroups: _____	DORA - Reading Diagnostic Program: $60,000 Services and Other Operating Expenses; Funding Source: LCFF: Supplemental/Concentration
Low-income pupils (socioeconomically disadvantage) will have access to all services and actions within the LCAP. Low-income pupils will be monitored on	LEA-Wide	_All ---------- OR: _X_Low Income pupils _English Learners	Data Reflections, Metareflections, and DSLT/CDT associated costs: Total $500,000:

an on-going basis through district internal structures such as data reflections, metareflections, District School Leadership Team (DSLT)/Central Data Team (CDT) and school leadership teams data review process. Low-income students will also have access to other programs as offered through Title I funding.		__Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$375,000 Certificated Salaries, $125,000 Benefits. Funding Source: Title I, Title II, and Title III.
Foster Youth students will be monitored on an on-going basis utilizing LCAP metrics, eWise system, and other intervention metrics. Students identified as foster youth will have access to all programs offered for all students. The students will also have access to specialized intervention programs that target foster youth specifically.	LEA-Wide	__All --- OR: __Low Income pupils __English Learners _X_ Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Costs captured in other Actions/Services.
English Learner students will have access to all actions and services provided for all students. Students will be monitored as part of the data reflections, metareflections, and DSLT/CDT processes. English learners will also be monitored as part of Title III accountability. Students will also have access to extended learning interventions throughout the school year.	LEA-Wide	__All --- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	English Learner Extended Intervention - Teacher Hourly: $85,000 Certificated Salaries, $15,000 Benefits. Funding Source: Title III funding.
Redesignated Fluent English Proficient (RFEP) students will be monitored on a yearly basis and on-going for a two-year period. Students will also be	LEA-Wide	__All --- OR: __Low Income pupils __English Learners	Costs captured in other Actions/Services

monitored as part of the DSLT/CDT processes. Students will also have access to all actions and services as listed in LCAP for unduplicated students.		__Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	
Provide 21st Century Learning Professional Development as required through the California Common Core State Standards which would include Project-Based Learning	LEA-Wide	__All --- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Library Media Assistants to support 21st Century Learning Media Centers (3 hour position at each school): $800,000 Classified Salaries, $200,000 Benefits; Funding Source: LCFF: Supplemental/Concentration. Instructional Coaches (K-6) to support student learning and implementation of the Common Core State Standards: $302,249 Certificated Salaries, $86,500 Benefits. Funding Source: LCFF: Supplemental/Concentration.
Interventions will be provided for all students.	LEA-Wide	__All --- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups: African American	Extended Day Intervention - (Cost for Teacher Hourly): $100,000; Funding Source: LCFF: Supplemental/Concentration. Cost for Instructional Lead to oversee the intervention program: $144,416 Certificated Salaries,

			$35,000 Benefits; Funding Source: LCFF: Supplemental/Concentration; Note: ($8,000 per instructional lead x 18 schools)= $144,000. Elementary Summer Bridge Academy - Teacher Hourly, Instructional Lead Hourly, Administrator Per Diem: $990,037 Certificated Salaries, $200,000 Benefits; Funding Source: LCFF: Supplemental/Concentration; Note: An expansion of $500,000 to reach 25% of all students and $100,000 to reflect support positions (custodial, security, etc.). Online SST program to monitor students receiving multi-tier support systems: $30,000 Services and Other Operating Expenses; Funding Source: LCFF: Supplemental/Concentration. Providing resource specialist intervention support for students to ensure that they achieve proficiency and above: $442,681 Certificated Salaries, $200,000 Benefits

			($50,000 of which is to provide services targeting to African Americans); Funding Source: LCFF: Supplemental/Concentration. Case Managers (2): $116,121 Classified Salaries, $40,000 Benefits; Funding Source: LCFF: Supplemental/Concentration Psychiatric Social Workers (2): $164,468 Classified Salaries, $48,000 Benefits; Funding Source: LCFF: Supplemental/Concentration Bridge Theater to provide additional intervention to support English proficiency for English Learners: $194,400 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Williams Report as Compliance Monitoring: Ensure sufficiency of instructional materials each year as evident through positive annual Williams reviews in order to ensure that all students have textbooks. **District Benchmarks - English Language Arts** The following chart illustrates the baseline data for the 2014-2015 academic year. As noted in Goal 1a of the LUSD LCAP, the ELA Benchmark results for the 14-15 school year will serve as baseline data with an expected increase of 6% for the 16-17 school year.

Group	District Benchmark ELA for 2014-2015	Expected Annual Measurable Outcomes for 16-17
District	31%	+6%
Black or African American	28%	+6%
Hispanic or Latino	26%	+6%
Socioeconomically Disadvantaged	25%	+6%
English Learners	28%	+6%
Students with Disabilities	15%	+6%
Pacific Islander	TBD	TBD
Foster Youth	TBD	TBD

CAHSEE - ELA (10th grade)

The following chart illustrates the results of the 10th grade CAHSEE administration of the CAHSEE for the 2014-2015 school year. The results will serve as baseline data for Goal 1a of the LCAP with an expected increase of 6% for the 16-17 school year. Results are indicated by subgroup as required by the LCAP.

Group	CAHSEE ELA 10th grade Administration (2014-2015)	Expected Annual Measurable Outcomes for 16-17

District	80%	+6%
Black or African American	63%	+6%
Hispanic or Latino	75%	+6%
Socioeconomically Disadvantaged	74%	+6%
English Learners	33%	+6%
Students with Disabilities	13%	+6%
Pacific Islander	TBD	TBD
Foster Youth	TBD	TBD

SBAC English Language Arts: Pending August 2015 results, baseline data will be established by LCAP sub-groups for the 15-16 school year.
Academic Performance Index (API): API is frozen. Targets will be generated pending guidelines in regards to this measure.

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Provide 21st Century Learning Professional Development as required through the California Common Core State Standards which would include Project-Based Learning	LEA-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	Instructional Coaches (K-6) : $90,000 Certificated Salaries, $30,000 Benefits; Funding Source: Title III (Please see Goal 1, Section

		__Other Subgroups: _____	B for additional Supplemental/Concentration amounts.).
Provide students with up-to-date technology tools to ensure implementation of 21st Century Learning and Common Core implementation.	LEA-Wide	__All --- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	DORA - Reading Diagnostic Program: $60,000 Services and Other Operating Expenses; Funding Source: LCFF: Supplemental/Concentration
Low-income pupils (socioeconomically disadvantage) will have access to all services and actions within the LCAP. Low-income pupils will be monitored on an on-going basis through district internal structures such as data reflections, metareflections, District School Leadership Team (DSLT)/Central Data Team (CDT) and school leadership teams data review process. Low-income students will also have access to other programs as offered through Title I funding.	LEA-Wide	__All --- OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Data Reflections, Metareflections, and DSLT/CDT associated costs: Total $500,000: $375,000 Certificated Salaries, $125,000 Benefits. Funding Source: Title I, Title II, and Title III.
Foster Youth students will be monitored on an on-going basis utilizing LCAP metrics, eWise system, and other intervention metrics. Students identified as foster youth will have access to all programs offered for all students. The students will also have access to specialized intervention programs that target foster youth specifically.	LEA-Wide	__All --- OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Costs captured in other Actions/Services.

English Learner students will have access to all actions and services provided for all students. Students will be monitored as part of the data reflections, metareflections, and DSLT/CDT processes. English learners will also be monitored as part of Title III accountability. Students will also have access to extended learning interventions throughout the school year.	LEA-Wide	__All --- OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	English Learner Extended Intervention - Teacher Hourly: $85,000 Certificated Salaries, $15,000 Benefits. Funding Source: Title III funding.
Redesignated Fluent English Proficient (RFEP)students will be monitored on a yearly basis and on-going for a two-year period. Students will also be monitored as part of the DSLT/CDT processes. Students will also have access to all actions and services as listed in LCAP for unduplicated students.	LEA-Wide	__All --- OR: __Low Income pupils __English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Costs captured in other Actions/Services
Provide 21st Century Learning Professional Development as required through the California Common Core State Standards which would include Project-Based Learning	LEA-Wide	__All --- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Library Media Assistants to support 21st Century Learning Media Centers (3 hour position at each school): $800,000 Classified Salaries, $200,000 Benefits; Funding Source: LCFF: Supplemental/Concentration. Instructional Coaches (K-6) to support student learning and implementation of the Common Core State

			Standards: $302,249 Certificated Salaries, $86,500 Benefits. Funding Source: LCFF: Supplemental/Concentration.
Interventions will be provided for all students.	LEA-Wide	__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups: African American	Extended Day Intervention - (Cost for Teacher Hourly): $100,000; Funding Source: LCFF: Supplemental/Concentration. Cost for Instructional Lead to oversee the intervention program: $144,416 Certificated Salaries, $35,000 Benefits; Funding Source: LCFF: Supplemental/Concentration; Note: ($8,000 per instructional lead x 18 schools)= $144,000. Elementary Summer Bridge Academy - Teacher Hourly, Instructional Lead Hourly, Administrator Per Diem: $990,037 Certificated Salaries, $200,000 Benefits; Funding Source: LCFF: Supplemental/Concentration; Note: An expansion of $500,000 to reach 25% of all students and $100,000 to reflect support positions (custodial, security, etc.).

			Online SST program to monitor students receiving multi-tier support systems: $30,000 Services and Other Operating Expenses; Funding Source: LCFF: Supplemental/Concentration. Providing resource specialist intervention support for students to ensure that they achieve proficiency and above: $442,681 Certificated Salaries, $200,000 Benefits ($50,000 of which is to provide services targeting to African Americans); Funding Source: LCFF: Supplemental/Concentration. Case Managers (2): $116,121 Classified Salaries, $40,000 Benefits; Funding Source: LCFF: Supplemental/Concentration Psychiatric Social Workers (2): $164,468 Classified Salaries, $48,000 Benefits; Funding Source: LCFF: Supplemental/Concentration Bridge Theater to provide additional intervention to

			support English proficiency for English Learners: $194,400 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

Williams Report as Compliance Monitoring
Ensure sufficiency of instructional materials each year as evident through positive annual Williams reviews in order to ensure that all students have textbooks.

The following chart indicates expected annual measurable outcomes for the 2017-28 school year in the LUSD ELA District benchmarks based on the 14-15 baseline for ELA District benchmarks:

Group	District Benchmark ELA for 2014-2015	Expected Annual Measurable Outcomes for 17-18
District	31%	+9%
Black or African American	28%	+9%
Hispanic or Latino	26%	+9%
Socioeconomically Disadvantaged	25%	+9%
English Learners	28%	+9%
Students with Disabilities	15%	+9%

Pacific Islander	TBD	TBD
Foster Youth	TBD	TBD

The following chart indicates estimated expected measurable outcome for the 2017-18 in CAHSEE 10th grade administration based on the 14-15 CAHSEE baseline for ELA:

Group	CAHSEE ELA 10th grade Administration (2014-2015)	Expected Annual Measurable Outcomes for 17-18
District	80%	+9%
Black or African American	63%	+9%
Hispanic or Latino	75%	+9%
Socioeconomically Disadvantaged	74%	+9%
English Learners	33%	+9%
Students with Disabilities	13%	+9%
Pacific Islander	TBD	TBD
Foster Youth	TBD	TBD

	SBAC English Language Arts: to be determined based on baseline data from 15-16 school year. **Academic Performance Index (API): to be determined based on guidelines regarding API.**

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Provide 21st Century Learning Professional Development as required through the California Common Core State Standards which would include Project-Based Learning	LEA-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Instructional Coaches (K-6) : $90,000 Certificated Salaries, $30,000 Benefits; Funding Source: Title III (Please see Goal 1, Section B for additional Supplemental/Concentration amounts.).
Provide students with up-to-date technology tools to ensure implementation of 21st Century Learning and Common Core implementation.	LEA-Wide	__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	DORA - Reading Diagnostic Program: $60,000 Services and Other Operating Expenses; Funding Source: LCFF: Supplemental/Concentration
Low-income pupils (socioeconomically disadvantage) will have access to all services and actions within the LCAP. Low-income pupils will be monitored on an on-going basis through district internal structures such as data reflections, metareflections, District School Leadership Team (DSLT)/Central Data Team (CDT) and school leadership teams data review process. Low-income students will	LEA-Wide	__All ---------- OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Data Reflections, Metareflections, and DSLT/CDT associated costs: Total $500,000: $375,000 Certificated Salaries, $125,000 Benefits. Funding Source: Title I, Title II, and Title III.

also have access to other programs as offered through Title I funding.			
Foster Youth students will be monitored on an on-going basis utilizing LCAP metrics, eWise system, and other intervention metrics. Students identified as foster youth will have access to all programs offered for all students. The students will also have access to specialized intervention programs that target foster youth specifically.	LEA-Wide	__All --- OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Costs captured in other Actions/Services.
English Learner students will have access to all actions and services provided for all students. Students will be monitored as part of the data reflections, metareflections, and DSLT/CDT processes. English learners will also be monitored as part of Title III accountability. Students will also have access to extended learning interventions throughout the school year.	LEA-Wide	__All --- OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	English Learner Extended Intervention - Teacher Hourly: $85,000 Certificated Salaries, $15,000 Benefits. Funding Source: Title III funding.
Redesignated Fluent English Proficient (RFEP)students will be monitored on a yearly basis and on-going for a two-year period. Students will also be monitored as part of the DSLT/CDT processes. Students will also have access to all actions and services as listed in LCAP for unduplicated students.	LEA-Wide	__All --- OR: __Low Income pupils __English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Costs captured in other Actions/Services
Provide 21st Century Learning	LEA-Wide	__All	Library Media Assistants to

Professional Development as required through the California Common Core State Standards which would include Project-Based Learning		---------- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __ Other Subgroups: _____	support 21st Century Learning Media Centers (3 hour position at each school): $800,000 Classified Salaries, $200,000 Benefits; Funding Source: LCFF: Supplemental/Concentration. Instructional Coaches (K-6) to support student learning and implementation of the Common Core State Standards: $302,249 Certificated Salaries, $86,500 Benefits. Funding Source: LCFF: Supplemental/Concentration.
Interventions will be provided for all students.	LEA-Wide	__ All ---------- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient _X_ Other Subgroups: African American	Extended Day Intervention - (Cost for Teacher Hourly): $100,000; Funding Source: LCFF: Supplemental/Concentration. Cost for Instructional Lead to oversee the intervention program: $144,416 Certificated Salaries, $35,000 Benefits; Funding Source: LCFF: Supplemental/Concentration; Note: ($8,000 per instructional lead x 18 schools)= $144,000.

			Elementary Summer Bridge Academy - Teacher Hourly, Instructional Lead Hourly, Administrator Per Diem: $990,037 Certificated Salaries, $200,000 Benefits; Funding Source: LCFF: Supplemental/Concentration; Note: An expansion of $500,000 to reach 25% of all students and $100,000 to reflect support positions (custodial, security, etc.). Online SST program to monitor students receiving multi-tier support systems: $30,000 Services and Other Operating Expenses; Funding Source: LCFF: Supplemental/Concentration. Providing resource specialist intervention support for students to ensure that they achieve proficiency and above: $442,681 Certificated Salaries, $200,000 Benefits ($50,000 of which is to provide services targeting to African Americans); Funding Source: LCFF: Supplemental/Concentration. Case Managers (2):

			$116,121 Classified Salaries, $40,000 Benefits; Funding Source: LCFF: Supplemental/Concentration Psychiatric Social Workers (2): $164,468 Classified Salaries, $48,000 Benefits; Funding Source: LCFF: Supplemental/Concentration Bridge Theater to provide additional intervention to support English proficiency for English Learners: $194,400 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration

GOAL:	**Goal 1b:** Every student will improve one performance band on the California Common Core State Standards (CCCSS) / Smarter Balanced Assessment Consortium (SBAC) annual assessment in Mathematics as established in 2014-2015.	Related State and/or Local Priorities: 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 X COE Only: 9__ 10__ Local: LEA Plan Goal 1, Strategic Plan Strategy 1
Identified Need:	LUSD Math Benchmark 2014-2015 results indicated that 30% of the students scored proficient and above. CAHSEE 2014-2015 results also indicated that 75% of all students who took the mathematics assessment passed with proficiency. Therefore, there is a need to increase the number of students scoring proficient and above on local and state assessment measures such as district benchmarks and CAHSEE math.	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:

Williams Report as Compliance Monitoring
Ensure sufficiency of instructional materials each year as evident through positive annual Williams reviews in order to ensure that all students have textbooks.
District Benchmarks - Mathematics: The following chart indicates the expected measurable outcome for the 2015-2016 school year based on the 14-15 baseline data.

Group	District Benchmark Math (2014-2015)	Expected Measurable Outcome for 2015-16
District	30%	+3%
Black or African American	24%	+3%
Hispanic or Latino	25%	+3%
Socioeconomically Disadvantaged	24%	+3%

English Learners	28%	+3%
Students with Disabilities	20%	+3%
Pacific Islander	TBD	TBD
Foster Youth	TBD	TBD

CAHSEE - Mathematics (10th grade): The following chart indicates the expected measurable outcome for 2015-16 school year based on the 14-15 baseline data.

Group	CAHSEE Math 10th grade Administration (2014-2015)	Expected Measurable Outcome for 2015-16
District	75%	+3%
Black or African American	58%	+3%
Hispanic or Latino	75%	+3%
Socioeconomically Disadvantaged	75%	+3%
English Learners	41%	+3%
Students with Disabilities	21%	+3%
Pacific Islander	TBD	TBD

Foster Youth	TBD	TBD

SBAC in Mathematics: to be determined based on baseline from 14-15 results (pending August 2015 release)
Academic Performance Index (API): API is currently frozen; targets will be generated pending updated API guidelines.

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Students will be provided with 21st Century Learning through instruction with the California Common Core State Standards.	LEA-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Instructional Coaches (K-6) to support student learning and implementation of the Common Core State Standards: $93,359 Certificated Salaries, $20,000 Benefits; Funding Source: Title III proposed $93,359; Note: 3 FTE (Please see Goal 1B, Section B for additional funding amounts).
Diagnostic system to ensure on-going progress monitoring in mathematics.	LEA-Wide	__All --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups: _____	ADAM K-7 (Math Diagnostic): $60,000 Services and Other Operating Expenses; Funding Source: LCFF: Supplemental/Concentration; Note: ADAM will serve as a diagnostic system to ensure on-going progress monitoring in mathematics.
Students will be provided with 21st Century Learning through instruction with the California Common Core State	LEA-Wide	__All --- OR:	Consultant - MESA Program (Mathematics, Engineering, and Science Achievement):

Standards.		X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient Other Subgroups: _____	$15,000 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration. Instructional Materials to support Common Core State Standards implementation: $1,500,000 Books and Supplies (expansion for math adoption); Funding Source: LCFF: Supplemental/Concentration. Instructional Coaches (K-6) to support student learning and implementation of the Common Core State Standards: $302,249 Certificated Salaries, $95,000 Benefits; Funding Source: LCFF: Supplemental/Concentration. SBAC Support Substitutes: $20,000 Certificated Salaries, $7,000 Benefits; Funding Source: LCFF: Supplemental/Concentration Data Analyst and Network Computer Specialist: $155,503 ClassIfied Salaries, $33,000 Benefits: Funding Source: LCFF: Supplemental/Concentration

			Technology Instructional Coaches: $120,000 Certificated Salaries, $40,000 Benefits: Funding Source: LCFF: Supplemental/Concentration
Students will be provided with interventions to ensure that they obtain proficiency and above.	LEA-Wide	__All --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient _X_ Other Subgroups: African American Students	Provide resource specialist intervention support to ensure that students are achieving proficiency and above: $442,000 Certificated Salaries, $127,000 Benefits ($50,000 of which is to provide services for African American Students); Funding Source: LCFF: Supplemental/Concentration.

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:

Williams Report as Compliance Monitoring: Ensure sufficiency of instructional materials each year as evident through positive annual Williams reviews in order to ensure that all students have textbooks.
District Benchmarks - Mathematics: The following are the expected measurable outcomes for the 16-17 school year based on the 14-15 baseline:

Group	District Benchmark Math (2014-2015)	Expected Measurable Outcome for 2016-17
District	30%	+6%
Black or African American	24%	+6%

Hispanic or Latino	25%	+6%
Socioeconomically Disadvantaged	24%	+6%
English Learners	28%	+6%
Students with Disabilities	20%	+6%
Pacific Islander	TBD	TBD
Foster Youth	TBD	TBD

CAHSEE - Mathematics (10th grade): The following are the expected measurable outcomes for the 16-17 school year based on the 14-15 results:

Group	CAHSEE Math 10th grade Administration (2014-2015)	Expected Measurable Outcome for 2016-17
District	75%	+6%
Black or African American	58%	+6%
Hispanic or Latino	75%	+6%
Socioeconomically Disadvantaged	75%	+6%
English Learners	41%	+6%

Students with Disabilities	21%	+6%
Pacific Islander	TBD	TBD
Foster Youth	TBD	TBD

SBAC in Mathematics: to be determined based on baseline from 14-15 results (pending August 2015 release)
Academic Performance Index (API): API is currently frozen; targets will be generated pending updated API guidelines.

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Students will be provided with 21st Century Learning through instruction with the California Common Core State Standards.	LEA-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Instructional Coaches (K-6) to support student learning and implementation of the Common Core State Standards: $93,359 Certificated Salaries, $20,000 Benefits; Funding Source: Title III proposed $93,359; Note: 3 FTE (Please see Goal 1B, Section B for additional funding amounts).
Diagnostic system to ensure on-going progress monitoring in mathematics.	LEA-Wide	__All --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups: _____	ADAM K-7 (Math Diagnostic): $60,000 Services and Other Operating Expenses; Funding Source: LCFF: Supplemental/Concentration; Note: ADAM will serve as a diagnostic system to ensure on-going progress monitoring

			in mathematics..
Students will be provided with 21st Century Learning through instruction with the California Common Core State Standards.	LEA-Wide	__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Consultant - MESA Program (Mathematics, Engineering, and Science Achievement): $15,000 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration. Instructional Materials to support Common Core State Standards implementation: $1,500,000 Books and Supplies (expansion for math adoption); Funding Source: LCFF: Supplemental/Concentration. Instructional Coaches (K-6) to support student learning and implementation of the Common Core State Standards: $302,249 Certificated Salaries, $95,000 Benefits; Funding Source: LCFF: Supplemental/Concentration. SBAC Support Substitutes: $20,000 Certificated Salaries, $7,000 Benefits; Funding Source: LCFF: Supplemental/Concentration Data Analyst and Network

			Computer Specialist: $155,503 ClassIfied Salaries, $33,000 Benefits: Funding Source: LCFF: Supplemental/Concentration Technology Instructional Coaches: $120,000 Certificated Salaries, $40,000 Benefits: Funding Source: LCFF: Supplemental/Concentration
Students will be provided with interventions to ensure that they obtain proficiency and above.	LEA-Wide	__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups: African American	Provide resource specialist intervention support to ensure that students are achieving proficiency and above: $442,000 Certificated Salaries, $127,000 Benefits ($50,000 of which is to provide services for African American Students); Funding Source: LCFF: Supplemental/Concentration.

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

Williams Report as Compliance Monitoring: Ensure sufficiency of instructional materials each year as evident through positive annual Williams reviews in order to ensure that all students have textbooks.
District Benchmarks - Mathematics: The following are the expected measurable outcomes for the 17-18 school year based on the 14-15 baseline:

Group	District Benchmark Math (2014-2015)	Expected Measurable Outcome for 2017-18

District	30%	+9%
Black or African American	24%	+9%
Hispanic or Latino	25%	+9%
Socioeconomically Disadvantaged	24%	+9%
English Learners	28%	+9%
Students with Disabilities	20%	+9%
Pacific Islander	TBD	TBD
Foster Youth	TBD	TBD

CAHSEE - Mathematics (10th grade): The following are the expected measurable outcomes for the 17-18 school year based on the 14-15 results:

Group	CAHSEE Math 10th grade Administration (2014-2015)	Expected Measurable Outcome for 2017-18
District	75%	+9%
Black or African American	58%	+9%
Hispanic or Latino	75%	+9%

Socioeconomically Disadvantaged	75%	+9%
English Learners	41%	+9%
Students with Disabilities	21%	+9%
Pacific Islander	TBD	TBD
Foster Youth	TBD	TBD

SBAC in Mathematics: to be determined based on baseline from 14-15 results (pending August 2015 release)
Academic Performance Index (API): API is currently frozen; targets will be generated pending updated API guidelines.

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Students will be provided with 21st Century Learning through instruction with the California Common Core State Standards.	LEA-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Instructional Coaches (K-6) to support student learning and implementation of the Common Core State Standards: $93,359 Certificated Salaries, $20,000 Benefits; Funding Source: Title III proposed $93,359; Note: 3 FTE (Please see Goal 1B, Section B for additional funding amounts).
Diagnostic system to ensure on-going progress monitoring in mathematics.	LEA-Wide	__All --- OR: _X_ Low Income pupils _X_ English Learners	ADAM K-7 (Math Diagnostic): $60,000 Services and Other Operating Expenses;

		_X_ Foster Youth _X_ Redesignated fluent English proficient __ Other Subgroups: _____	Funding Source: LCFF: Supplemental/Concentration; Note: ADAM will serve as a diagnostic system to ensure on-going progress monitoring in mathematics.
Students will be provided with 21st Century Learning through instruction with the California Common Core State Standards.	LEA-Wide	__ All ---------- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __ Other Subgroups: _____	Consultant - MESA Program (Mathematics, Engineering, and Science Achievement): $15,000 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration. Instructional Materials to support Common Core State Standards implementation: $1,500,000 Books and Supplies (expansion for math adoption); Funding Source: LCFF: Supplemental/Concentration. Instructional Coaches (K-6) to support student learning and implementation of the Common Core State Standards: $302,249 Certificated Salaries, $95,000 Benefits; Funding Source: LCFF: Supplemental/Concentration. SBAC Support Substitutes: $20,000 Certificated

			Salaries, $7,000 Benefits; Funding Source: LCFF: Supplemental/Concentration Data Analyst and Network Computer Specialist: $155,503 Classfied Salaries, $33,000 Benefits: Funding Source: LCFF: Supplemental/Concentration Technology Instructional Coaches: $120,000 Certificated Salaries, $40,000 Benefits: Funding Source: LCFF: Supplemental/Concentration
Students will be provided with interventions to ensure that they obtain proficiency and above.	LEA-Wide	_All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups: African American	Provide resource specialist intervention support to ensure that students are achieving proficiency and above: $442,000 Certificated Salaries, $127,000 Benefits ($50,000 of which is to provide services for African American Students); Funding Source: LCFF: Supplemental/Concentration.

GOAL:	**Goal 2:** All English Learners will become proficient in English and reach high standards, at a minimum, attaining proficiency or better in reading, language arts, and mathematics.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X_ 5__ 6__ 7_X_ 8__ COE Only: 9__ 10__ Local: LEA Plan Goal 2, Strategic Plan - Strategy 1 and 5

Identified Need:	Reclassification data results for 2014-2015 indicated that 17% of the students were reclassified. Even though this represents an increase, English learners need continued support to ensure they are reclassified at higher numbers. Therefore, students need daily ELD instruction for a minimum of 45 minutes daily emphasizing reading and writing skills in order to improve one proficiency level each year as measured by the California English Language Development Test (CELDT).
Goal Applies to:	Schools: All Applicable Pupil Subgroups: English learners

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:

The following chart indicates the expected annual measurable outcomes for Goal 2 for the 15-16 as determined by baseline data from 14-15 school year:

Metric	Score	Expected Measurable Outcome for 15-16
Title III Report: AMAO 1 (Annual Growth) (14-15 final data)	49%	+1%
Title III Report: AMAO 2 (Attaining English Proficiency – less than 5 years) (14-15 final data)	18.9%	+1%
Title III Report: AMAO 2 (Attaining English Proficiency – 5 years or more) (14-15 final	30.1%	+1%

	data)		
	Reclassification Rate	17%	+1%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Supplemental Services: students will receive supplemental services in order to meet this goal area as evident through increases in reclassification rate and Title III accountability.	Targeted	_All --- OR: _Low Income pupils _X_English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups: _____	English Learner Intervention: $100,000 Certificated Salaries, $32,000 Benefits; Funding Source: Title III Funding.
A dual immersion program will be initiated in order to prepare students for the 21st Century. Research has shown that dual immersion programs have a higher reclassification rate than English Learner students in the traditional program. English only students will also enroll in the program.	Targeted	_All --- OR: _Low Income pupils _X_English Learners _Foster Youth _X_Redesignated fluent English proficient _Other Subgroups: _____	Instructional Materials: $11,000 Books and Supplies; Funding Source: LCFF: Supplemental/Concentration; Note: Cost includes instructional materials for two classes each year. Conferences: $30,000 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration; Note: Teachers will be provided with training. Teacher Planning: $1,000 Certificated Salaries, $350 Benefits; Funding Source:

			LCFF: Supplemental/Concentration; Note: Sub-release for teacher planning and collaboration.

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:

The following chart indicates the expected annual measurable outcomes for Goal 2 for the 16-17 as determined by baseline data from 14-15 school year:

Metric	Score	Expected Measurable Outcome for 16-17
Title III Report: AMAO 1 (Annual Growth) (14-15 final data)	49%	+2%
Title III Report: AMAO 2 (Attaining English Proficiency – less than 5 years) (14-15 final data)	18.9%	+2%
Title III Report: AMAO 2 (Attaining English Proficiency – 5 years or more) (14-15 final data)	30.1%	+2%
Reclassification Rate	17%	+2%

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures

Supplemental Services: students will receive supplemental services in order to meet this goal area as evident through increases in reclassification rate and Title III accountability.	Targeted	__All --- OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	English Learner Intervention: $100,000 Certificated Salaries, $32,000 Benefits; Funding Source: Title III Funding.
A dual immersion program will be initiated in order to prepare students for the 21st Century. Research has shown that dual immersion programs have a higher reclassification rate than English Learner students in the traditional program. English only students will also enroll in the program.	Targeted	__All --- OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Instructional Materials: $11,000; Funding Source: LCFF: Supplemental/Concentration; Note: Cost includes instructional materials for two classes each year. Instructional Materials: $11,000 Books and Supplies; Funding Source: LCFF: Supplemental/Concentration; Note: Cost includes instructional materials for two classes each year. Conferences: $30,000 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration; Note: Teachers will be provided with training. Teacher Planning: $1,000 Certificated Salaries, $350 Benefits; Funding Source:

			LCFF: Supplemental/Concentration; Note: Sub-release for teacher planning and collaboration.

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

The following chart indicates the expected annual measurable outcomes for Goal 2 for the 17-18 as determined by baseline data from 14-15 school year:

Metric	Score	Expected Measurable Outcome for 17-18
Title III Report: AMAO 1 (Annual Growth) (14-15 final data)	49%	+3%
Title III Report: AMAO 2 (Attaining English Proficiency – less than 5 years) (14-15 final data)	18.9%	+3%
Title III Report: AMAO 2 (Attaining English Proficiency – 5 years or more) (14-15 final data)	30.1%	+3%
Reclassification Rate	17%	+3%

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Supplemental Services: students will	Targeted	_All	English Learner Intervention:

receive supplemental services in order to meet this goal area as evident through increases in reclassification rate and Title III accountability.		---------- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$100,000 Certificated Salaries, $32,000 Benefits; Funding Source: Title III Funding.
A dual immersion program will be initiated in order to prepare students for the 21st Century. Research has shown that dual immersion programs have a higher reclassification rate than English Learner students in the traditional program. English only students will also enroll in the program.	Targeted	__All ---------- OR: __Low Income pupils _X_ English Learners __Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups: _____	Instructional Materials: $11,000; Funding Source: LCFF: Supplemental/Concentration; Note: Cost includes instructional materials for two classes each year. Instructional Materials: $11,000 Books and Supplies; Funding Source: LCFF: Supplemental/Concentration; Note: Cost includes instructional materials for two classes each year. Conferences: $30,000 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration; Note: Teachers will be provided with training. Teacher Planning: $1,000 Certificated Salaries, $350 Benefits; Funding Source: LCFF:

			Supplemental/Concentration; Note: Sub-release for teacher planning and collaboration.

GOAL:	**Goal 3:** All students will be taught by highly qualified teachers and personnel.	Related State and/or Local Priorities: 1 X 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: LEA Plan - Goal 3
Identified Need:	The initial need established by the 13-14 LCAP survey continues to be a need in the LUSD. The District survey LCAP results from 13-14 indicated that stakeholders viewed highly qualified teachers as the most important personnel. The District LCAP committee convened during the 14-15 school year continues to support this need.	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	100% HQT, 0 Misassignments, *Williams* Monitoring report

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Additional teachers and administrators will be hired in order to support the reduction of class sizes in K-3.	LEA-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Teacher Salary: $43,000,000 Certificated Salaries, $20,000 Benefits; Funding Source: LCFF: Base.
Additional teachers and administrators will be hired in order to support the reduction of class sizes in K-3.	LEA-Wide	__All --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups: _____	Teacher Salary: $1,713,182 Certificated Salaries, $600,000 Benefits; Funding Source: LCFF: Supplemental/Concentration.
Provide key programs and services to benefit students and classrooms	LEA-Wide	__All ---	Classified Administrators: $356,904 Classified

		OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Salaries, $120,000 Benefits; Funding Source: LCFF: Supplemental/Concentration. Testing Technicians and Assistants in order to monitor student achievement: $550,450 Classified Salaries, $200,000 Benefits; Funding Source: LCFF: Supplemental/Concentration (funding for 3 hours for all schools and district). Educational services and support to schools to impact student achievement through Supplemental and Concentration Programs: $463,084 Services and Other Operating Expenses; Funding Source: LCFF: Supplemental/Concentration. Administrator Planning and Training: $18,000 Services and Other Operating Expenses; Funding Source: LCFF: Supplemental/Concentration. Instructional Improvement Leads to support student achievement at school sites and intervention support:

			$2,204,141 Certificated Salaries, $800,000 Benefits; Funding Source: LCFF: Supplemental/Concentration. Instructional Assistants and tutors to support student learning: $252,044 Classified Salaries, $85,000 Benefits; Funding Source: LCFF: Supplemental/Concentration; Note: Includes instructional assistants and tutors allocated to the school site and instructional assistants technology. Teach for America professional development to close the opportunity gap: $27,000 Services and Other Operating Expenses; Funding Source: LCFF: Supplemental/Concentration. Teacher substitutes to ensure effective coverage: $17,004 Certificated Salaries, $6,000 Benefits; Funding Source: LCFF: Supplemental/Concentration. Accounting support will be provided to schools to effectively manage school

			budgets: $126,500 Classified Salaries, $$30,000 Benefits; Funding Source: LCFF: Supplemental/Concentration. Office Manager to support school services and programs: $66,580 Certificated Salaries, $20,000 Benefits; Funding Source: LCFF: Supplemental/Concentration. Extension of all site secretaries to a 12-month work year to reflect the additional support needs of key programs and services: $70,000 Classified Salaries, $21,000 Benefits; Funding Source: LCFF: Supplemental/Concentration
Technology Tools: Provide funding and support to ensure students and staff have up-to-date technology to support student learning.	LEA-Wide	_All --- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient _Other Subgroups: _____	Professional Development for Technology Implementation: $45,000 Certificated Salaries, $12,000 Benefits, $133,000 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration. Database Administer to support school data and system management:

			$80,000 Classified Salaries, $20,000 Benefits; Funding Source: LCFF: Supplemental/Concentration
Provide 21st Century Learning support services to ensure highly qualified teachers and personnel to increase student learning and achievement	LEA-Wide	__All --- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	21st Century Learning support services: $160,000 Books and Supplies, $100,000 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration.

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	100% HQT, 0 Misassignments, *Williams* Monitoring report

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Additional teachers and administrators will be hired in order to support the reduction of class sizes in K-3.	LEA-Wide	_X_All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Teacher Salary: $43,000,000 Certificated Salaries, $20,000 Benefits; Funding Source: LCFF: Base.
Additional teachers and administrators will be hired in order to support the reduction of class sizes in K-3.	LEA-Wide	__All --- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Teacher Salary: $1,713,182 Certificated Salaries, $600,000 Benefits; Funding Source: LCFF: Supplemental/Concentration.

Provide key programs and services to benefit students and classrooms	LEA-Wide	_All --- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient _Other Subgroups: _____	Classified Administrators: $356,904 Classified Salaries, $120,000 Benefits; Funding Source: LCFF: Supplemental/Concentration. Testing Technicians and Assistants in order to monitor student achievement: $550,450 Classified Salaries, $200,000 Benefits; Funding Source: LCFF: Supplemental/Concentration (funding for 3 hours for all schools and district). Educational services and support to schools to impact student achievement through Supplemental and Concentration Programs: $463,084 Services and Other Operating Expenses; Funding Source: LCFF: Supplemental/Concentration. Administrator Planning and Training: $18,000 Services and Other Operating Expenses; Funding Source: LCFF: Supplemental/Concentration. Instructional Improvement Leads to support student

			achievement at school sites and intervention support: $2,204,141 Certificated Salaries, $800,000 Benefits; Funding Source: LCFF: Supplemental/Concentration. Instructional Assistants and tutors to support student learning: $252,044 Classified Salaries, $85,000 Benefits; Funding Source: LCFF: Supplemental/Concentration; Note: Includes instructional assistants and tutors allocated to the school site and instructional assistants technology. Teach for America professional development to close the opportunity gap: $27,000 Services and Other Operating Expenses; Funding Source: LCFF: Supplemental/Concentration. Teacher substitutes to ensure effective coverage: $17,004 Certificated Salaries, $6,000 Benefits; Funding Source: LCFF: Supplemental/Concentration. Accounting support will be

			provided to schools to effectively manage school budgets: $126,500 Classified Salaries, $$30,000 Benefits; Funding Source: LCFF: Supplemental/Concentration. Office Manager to support school services and programs: $66,580 Certificated Salaries, $20,000 Benefits; Funding Source: LCFF: Supplemental/Concentration. Extension of all site secretaries to a 12-month work year to reflect the additional support needs of key programs and services: $70,000 Classified Salaries, $21,000 Benefits; Funding Source: LCFF: Supplemental/Concentration
Technology Tools: Provide funding and support support to ensure students and staff have up-to-date technology to support student learning.	LEA-Wide	__All --- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Professional Development for Technology Implementation: $45,000 Certificated Salaries, $12,000 Benefits, $133,000 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration. Database Administer to

			support school data and system management: $80,000 Classified Salaries, $20,000 Benefits; Funding Source: LCFF: Supplemental/Concentration
Provide 21st Century Learning support services to ensure highly qualified teachers and personnel to increase student learning and achievement	LEA-Wide	__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	21st Century Learning support services: $160,000 Books and Supplies, $100,000 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration.

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	100% HQT, 0 Misassignments, *Williams* Monitoring report

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Additional teachers and administrators will be hired in order to support the reduction of class sizes in K-3.	LEA-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Teacher Salary: $43,000,000 Certificated Salaries, $20,000 Benefits; Funding Source: LCFF: Base.
Additional teachers and administrators will be hired in order to support the reduction of class sizes in K-3.	LEA-Wide	__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient	Teacher Salary: $1,713,182 Certificated Salaries, $600,000 Benefits; Funding Source: LCFF: Supplemental/Concentration.

		__Other Subgroups: _____	
Provide key programs and services to benefit students and classrooms	LEA-Wide	__All --- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Classified Administrators: $356,904 Classified Salaries, $120,000 Benefits; Funding Source: LCFF: Supplemental/Concentration. Testing Technicians and Assistants in order to monitor student achievement: $550,450 Classified Salaries, $200,000 Benefits; Funding Source: LCFF: Supplemental/Concentration (funding for 3 hours for all schools and district). Educational services and support to schools to impact student achievement through Supplemental and Concentration Programs: $463,084 Services and Other Operating Expenses; Funding Source: LCFF: Supplemental/Concentration. Administrator Planning and Training: $18,000 Services and Other Operating Expenses; Funding Source: LCFF: Supplemental/Concentration. Instructional Improvement Leads to support student achievement at school sites and intervention support: $2,204,141 Certificated Salaries, $800,000 Benefits; Funding Source: LCFF: Supplemental/Concentration. Instructional Assistants and tutors to support student learning: $252,044 Classified Salaries, $85,000 Benefits;

			Funding Source: LCFF: Supplemental/Concentration; Note: Includes instructional assistants and tutors allocated to the school site and instructional assistants technology. Teach for America professional development to close the opportunity gap: $27,000 Services and Other Operating Expenses; Funding Source: LCFF: Supplemental/Concentration. Teacher substitutes to ensure effective coverage: $17,004 Certificated Salaries, $6,000 Benefits; Funding Source: LCFF: Supplemental/Concentration. Accounting support will be provided to schools to effectively manage school budgets: $126,500 Classified Salaries, $$30,000 Benefits; Funding Source: LCFF: Supplemental/Concentration. Office Manager to support school services and programs: $66,580 Certificated Salaries, $20,000 Benefits; Funding Source: LCFF: Supplemental/Concentration. Extension of all site secretaries to a 12-month work year to reflect the additional support needs of key programs and services: $70,000 Classified Salaries, $21,000 Benefits; Funding Source: LCFF: Supplemental/ConcentrationSupplemental

			/Concentration.
Technology Tools: Provide funding and support to ensure students and staff have up-to-date technology to support student learning.	LEA-Wide	__All --- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Professional Development for Technology Implementation: $45,000 Certificated Salaries, $12,000 Benefits, $133,000 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration. Database Administer to support school data and system management: $80,000 Classified Salaries, $20,000 Benefits; Funding Source: LCFF: Supplemental/Concentration
Provide 21st Century Learning support services to ensure highly qualified teachers and personnel to increase student learning and achievement	LEA-Wide	__All --- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	21st Century Learning support services: $160,000 Books and Supplies, $100,000 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration.

GOAL:	**Goal 4:** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.	Related State and/or Local Priorities: 1 X 2__ 3__ 4 X 5 X 6 X 7__ 8__ COE Only: 9__ 10__ Local: LEA Plan - Goal 4, Strategic Plan - Strategy 2

Identified Need:	LUSD maintained its attendance rate at an overall 95%;not meeting its target. The dropout rate for High School (2013-2014) was maintained at an overall 18%; not meeting its target. The dropout raw number for Middle School decreased from 21 to 18; exceeding the target of decreasing by 2%. The graduation rate was maintained at an overall 73%; not meeting its target. The suspension rate decreased from 5.5% to 1.2% exceeding the target of a 2% decrease. The expulsion rate was maintained at 0%; meeting its target. The chronic absenteeism rate is 9.5%. This rate is a baseline for 15-16. The School Climate Report Card Index indicates a score of 286 to serve as a baseline data point. Based on the results from the 14-15 school year, there is a need to continue to provide services and actions to support Goal 4.
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:

Williams Report as Compliance Monitoring for School Facilities: Positive annual Williams reviews in order to ensure that all students have safe and clean learning environments.
The following chart indicates the expected annual measurable outcomes for 2015-16 based on the 2014-15 baseline data:

Metric	2014-15 Baseline Data	Expected Measurable Outcomes for 15-16
Attendance Rate	95.21%	+1%
Drop-out Rate – High School	18.3%	-2%
Drop-out Raw Number Middle School	18	-2

Graduation Rate	73.6%	+1%
Suspension Rate	1.2%	-1%
Expulsion Rate	0%	0%
Chronic Absenteeism	9.5%	-3%
CA Healthy Kids Survey Report (School Climate Report Card Index)	286	+1%

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Funding to provide support for a district-wide student discipline program and process. A positive character education program will also be identified in order to increase student engagement and achievement.	LEA-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Security officers to support a positive school climate: $2,090,139 Classified Salaries, $600,000 Benefits; Funding Source: LCFF: Base.
Mentoring and motivational opportunities will be offered to staff. Opportunities to attend workshops, training, and conferences or provide funding support for guest speakers.	LEA-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	3-year Strategic Plan was developed in 2014-15, Expenses to support implementation included in other Actions/Services
Good and Clean Facilities - support provided to ensure that facilities are in good repair.	LEA-Wide	_X_All ---------- OR:	Custodial support to maintain clean school facilities: $5,148,600

		__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Classified Salaries, $2,000,000 Benefits; Funding Source: LCFF: Base.
Funding to provide support for a district-wide student discipline program and process. A positive character education program will also be identified in order to increase student engagement and achievement.	LEA-Wide	__All --- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Attendance Clerks: $584,265 Classified Salaries, $175,000 Benefits; Funding Source: LCFF: Supplemental/Concentration; Note: Attendance Clerk to support attendance rate metrics and positive school climate. Positive Behavior Interventions and Supports (PBIS): $60,000 Services and Other Operating Expenses; Funding Source: LCFF: Supplemental/Concentration. Character Education Curriculum: $100,000 Services and Other Operating Expenses; Funding Source: LCFF: Supplemental/Concentration; Note: ($500 per classroom x 600 teachers). Sheriff deputies to support student engagement and positive school climate: $160,000 Services and

			Other Operating Expenses; Funding Source: LCFF: Supplemental/Concentration; Note: 2 FTE. Coordinators to support student programs and services: $210,000 Certificated Salaries, $70,000 Benefits; Funding Source: LCFF: Supplemental/Concentration. Campus Monitors to support a positive school climate.: $84,000 Classified Salaries, $27,000 Benefits; Funding Source: LCFF: Supplemental/Concentration.
Research demonstrates that student connectedness plays a pivotal role in student achievement. Funding will be provided in order to ensure that students are connected to extra-curricular activities.	LEA-Wide	__All --- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	GATE Program - STAR Incorporated (Zome) and other associated costs: $340,805 Certificated Salaries, $110,000 Benefits; Funding Source: LCFF: Supplemental/Concentration; Note: (After School GATE program) - helps support enrichment and GATE family nights. Student Leadership Programs: $75,000 Services and Other Operating Expense; Funding Source:

			LCFF: Supplemental/Concentration
Technology Tools: Provide funding and supports to ensure students and staff have up-to-date technology to support student learning.	LEA-Wide	__All --- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Hardware Maintenance and Support (Wi-Fi and Connectivity): $500,000 Books and Supplies, $2,000,000 Services and Other Operating Expenses; Funding Source: LCFF: Supplemental/Concentration Software Maintenance and Support: $135,000 Services and Other Operating Expenses; Funding Source: LCFF: Supplemental/Concentration. Microsoft IT Middle School Academy: $65,000 Services and Other Operating Expenses; Funding Source: LCFF: Supplemental/Concentration. Bar coding to support 21st Century libraries: $40,000 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration. Elementary On-Site Technology Support: $20,000 Certificated

			Salaries, $7,000 Benefits; Funding Source: LCFF: Supplemental/Concentration Computer Network Technician to support technology efforts at high school: $47,552 Classfied Salaries, $20,000 Benefits; Funding Source: LCFF: Supplemental/Concentration. Equipment and Supplies: $79,000 Books and Supplies; Funding Source: LCFF: Supplemental/Concentration. Conferences and Trainings: $58,200 Services and Other Operating Expenses; Funding Source: LCFF: Supplemental/Concentration. Microsoft Exchange: Email and System Configuration: $40,000 Services and Other Operating Expenses; Funding Source: LCFF: Supplemental/Concentration. Web Filtering: $35,000 Services and Other Operating Expenses; Funding Source: LCFF: Supplemental/Concentration;

			Note: Lightspeed / iBoss. Automated Account Creation: $25,000 Services and Other Operating Expenses; Funding Source: LCFF: Supplemental/Concentration. E-Rate set-asides and associated costs: $572,000 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration. Network/Computer Specialists (3 FTE): $265,000 Classified Salaries, $85,000 Benefits; Funding Source: LCFF: Supplemental/Concentration Computer Lab Assistants: $35,000 Classified Salaries, $10,000 Benefits; Funding Source: LCFF: Supplemental/Concentration Mobile Computer Labs: $130,000 Books and Supplies; Funding Source: LCFF: Supplemental/Concentration Audio/Visual Classroom

			Upgrades: $140,000 Books and Supplies; Funding Source: LCFF: Supplemental/Concentration
Provide supplemental support services to the pre-school / Child Care Program to ensure that students are ready for school.	LEA-Wide	_All --- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient _Other Subgroups: _____	Personnel and associated program costs: $250,000 Classified Salaries, $125,000 Benefits; Funding Source: LCFF - Supplemental/Concentration.
Good and Clean Facilities - support provided to ensure that facilities are in good repair.	LEA-Wide	_All --- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient _Other Subgroups: _____	Additional Custodial Support to ensure school cleanliness (4 new positions): $254,804 Classified Salaries, $90,000 Benefits; Funding Source: LCFF: Supplemental/Concentration.

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:

Williams Report as Compliance Monitoring for School Facilities: Positive annual Williams reviews in order to ensure that all students have safe and clean learning environments.
The following chart indicates the expected annual measurable outcomes for 2016-17 based on the 2014-15 baseline data:

Metric	2014-15 Baseline Data	Expected Measurable Outcomes for 16-17
Attendance Rate	95.21%	+2%
Drop-out Rate – High School	18.3%	-4%

Drop-out Raw Number Middle School	18	-4
Graduation Rate	73.6%	+2%
Suspension Rate	1.2%	-1%
Expulsion Rate	0%	0%
Chronic Absenteeism	9.5%	-6%
School Climate Report Card	286	+2%

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Funding to provide support for a district-wide student discipline program and process. A positive character education program will also be identified in order to increase student engagement and achievement.	LEA-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Security officers to support a positive school climate: $2,090,139 Classified Salaries, $600,000 Benefits; Funding Source: LCFF: Base.
Mentoring and motivational opportunities will be offered to staff. Opportunities to attend workshops, training, and conferences or provide funding support for guest speakers.	LEA-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	3-year Strategic Plan was developed in 2014-15, Expenses to support implementation included in other Actions/Services
Good and Clean Facilities - support provided to ensure that facilities are in	LEA-Wide	_X_All ----------	Custodial support to maintain clean school

good repair.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	facilities: $5,148,600 Classified Salaries, $2,000,000 Benefits; Funding Source: LCFF: Base.
Funding to provide support for a a district-wide student discipline program and process. A positive character education program will also be identified in order to increase student engagement and achievement.	LEA-Wide	__All --- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Attendance Clerks: $584,265 Classified Salaries, $175,000 Benefits; Funding Source: LCFF: Supplemental/Concentration; Note: Attendance Clerk to support attendance rate metrics and positive school climate. Positive Behavior Interventions and Supports (PBIS): $60,000 Services and Other Operating Expenses; Funding Source: LCFF: Supplemental/Concentration. Character Education Curriculum: $100,000 Services and Other Operating Expenses; Funding Source: LCFF: Supplemental/Concentration; Note: ($500 per classroom x 600 teachers). Sheriff deputies to support student engagement and positive school climate:

			$160,000 Services and Other Operating Expenses; Funding Source: LCFF: Supplemental/Concentration; Note: 2 FTE. Coordinators to support student programs and services: $210,000 Certificated Salaries, $70,000 Benefits; Funding Source: LCFF: Supplemental/Concentration. Campus Monitors to support a positive school climate.: $84,000 Classified Salaries, $27,000 Benefits; Funding Source: LCFF: Supplemental/Concentration.
Research demonstrates that student connectedness plays a pivotal role in student achievement. Funding will be provided in order to ensure that students are connected to extra-curricular activities.	LEA-Wide	_All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient _Other Subgroups: _____	GATE Program - STAR Incorporated (Zome) and other associated costs: $340,805 Certificated Salaries, $110,000 Benefits; Funding Source: LCFF: Supplemental/Concentration; Note: (After School GATE program) - helps support enrichment and GATE family nights. Student Leadership Programs: $75,000 Services and Other Operating

			Expense; Funding Source: LCFF: Supplemental/Concentration
Technology Tools: Provide funding and supports to ensure students and staff have up-to-date technology to support student learning.	LEA-Wide	__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Hardware Maintenance and Support (Wi-Fi and Connectivity): $500,000 Books and Supplies, $2,000,000 Services and Other Operating Expenses; Funding Source: LCFF: Supplemental/Concentration Software Maintenance and Support: $135,000 Services and Other Operating Expenses; Funding Source: LCFF: Supplemental/Concentration. Microsoft IT Middle School Academy: $65,000 Services and Other Operating Expenses; Funding Source: LCFF: Supplemental/Concentration. Bar coding to support 21st Century libraries: $40,000 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration. Elementary On-Site Technology Support:

			$20,000 Certificated Salaries, $7,000 Benefits; Funding Source: LCFF: Supplemental/Concentration Computer Network Technician to support technology efforts at high school: $47,552 Classified Salaries, $20,000 Benefits; Funding Source: LCFF: Supplemental/Concentration. Equipment and Supplies: $79,000 Books and Supplies; Funding Source: LCFF: Supplemental/Concentration. Conferences and Trainings: $58,200 Services and Other Operating Expenses; Funding Source: LCFF: Supplemental/Concentration. Microsoft Exchange: Email and System Configuration: $40,000 Services and Other Operating Expenses; Funding Source: LCFF: Supplemental/Concentration. Web Filtering: $35,000 Services and Other Operating Expenses; Funding Source: LCFF:

			Supplemental/Concentration; Note: Lightspeed / iBoss. Automated Account Creation: $25,000 Services and Other Operating Expenses; Funding Source: LCFF: Supplemental/Concentration. E-Rate set-asides and associated costs: $572,000 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration. Network/Computer Specialists (3 FTE): $265,000 Classified Salaries, $85,000 Benefits; Funding Source: LCFF: Supplemental/Concentration Computer Lab Assistants: $35,000 Classified Salaries, $10,000 Benefits; Funding Source: LCFF: Supplemental/Concentration Mobile Computer Labs: $130,000 Books and Supplies; Funding Source: LCFF: Supplemental/Concentration

			Audio/Visual Classroom Upgrades: $140,000 Books and Supplies; Funding Source: LCFF: Supplemental/Concentration
Provide supplemental support services to the pre-school / Child Care Program to ensure that students are ready for school.	LEA-Wide	_All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient _Other Subgroups: _____	Personnel and associated program costs: $250,000 Classified Salaries, $125,000 Benefits; Funding Source: LCFF - Supplemental/Concentration.
Good and Clean Facilities - support provided to ensure that facilities are in good repair.	LEA-Wide	_All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient _Other Subgroups: _____	Additional Custodial Support to ensure school cleanliness (4 new positions): $254,804 Classified Salaries, $90,000 Benefits; Funding Source: LCFF: Supplemental/Concentration.

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

Williams Report as Compliance Monitoring for School Facilities: Positive annual Williams reviews in order to ensure that all students have safe and clean learning environments.
The following chart indicates the expected annual measurable outcomes for 20117-18 based on the 2014-15 baseline data:

Metric	2014-15 Baseline Data	Expected Measurable Outcomes for 17-18
Attendance Rate	95.21%	+3%
Drop-out Rate – High School	18.3%	-6%

Drop-out Raw Number Middle School	18	-6
Graduation Rate	73.6%	+3%
Suspension Rate	1.2%	-1%
Expulsion Rate	0%	0%
Chronic Absenteeism	9.5%	-6%
School Climate Report Card	286	+3%

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Funding to provide support for a district-wide student discipline program and process. A positive character education program will also be identified in order to increase student engagement and achievement.	LEA-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Security officers to support a positive school climate: $2,090,139 Classified Salaries, $600,000 Benefits; Funding Source: LCFF: Base.
Mentoring and motivational opportunities will be offered to staff. Opportunities to attend workshops, training, and conferences or provide funding support for guest speakers.	LEA-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	3-year Strategic Plan was developed in 2014-15, Expenses to support implementation included in other Actions/Services
Good and Clean Facilities - support provided to ensure that facilities are in	LEA-Wide	_X_All ----------	Custodial support to maintain clean school

good repair.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	facilities: $5,148,600 Classified Salaries, $2,000,000 Benefits; Funding Source: LCFF: Base.
Funding to provide support for a district-wide student discipline program and process. A positive character education program will also be identified in order to increase student engagement and achievement.	LEA-Wide	__All --- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Attendance Clerks: $584,265 Classified Salaries, $175,000 Benefits; Funding Source: LCFF: Supplemental/Concentration; Note: Attendance Clerk to support attendance rate metrics and positive school climate. Positive Behavior Interventions and Supports (PBIS): $60,000 Services and Other Operating Expenses; Funding Source: LCFF: Supplemental/Concentration. Character Education Curriculum: $100,000 Services and Other Operating Expenses; Funding Source: LCFF: Supplemental/Concentration; Note: ($500 per classroom x 600 teachers). Sheriff deputies to support student engagement and positive school climate:

			$160,000 Services and Other Operating Expenses; Funding Source: LCFF: Supplemental/Concentration; Note: 2 FTE. Coordinators to support student programs and services: $210,000 Certificated Salaries, $70,000 Benefits; Funding Source: LCFF: Supplemental/Concentration. Campus Monitors to support a positive school climate.: $84,000 Classified Salaries, $27,000 Benefits; Funding Source: LCFF: Supplemental/Concentration.
Research demonstrates that student connectedness plays a pivotal role in student achievement. Funding will be provided in order to ensure that students are connected to extra-curricular activities.	LEA-Wide	_All --- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient _Other Subgroups: _____	GATE Program - STAR Incorporated (Zome) and other associated costs: $340,805 Certificated Salaries, $110,000 Benefits; Funding Source: LCFF: Supplemental/Concentration; Note: (After School GATE program) - helps support enrichment and GATE family nights. Student Leadership Programs: $75,000 Services and Other Operating

			Expense; Funding Source: LCFF: Supplemental/Concentration
Technology Tools: Provide funding and support to ensure students and staff have up-to-date technology to support student learning.	LEA-Wide	__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Hardware Maintenance and Support (Wi-Fi and Connectivity): $500,000 Books and Supplies, $2,000,000 Services and Other Operating Expenses; Funding Source: LCFF: Supplemental/Concentration Software Maintenance and Support: $135,000 Services and Other Operating Expenses; Funding Source: LCFF: Supplemental/Concentration. Microsoft IT Middle School Academy: $65,000 Services and Other Operating Expenses; Funding Source: LCFF: Supplemental/Concentration. Bar coding to support 21st Century libraries: $40,000 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration. Elementary On-Site Technology Support:

			$20,000 Certificated Salaries, $7,000 Benefits; Funding Source: LCFF: Supplemental/Concentration Computer Network Technician to support technology efforts at high school: $47,552 Classified Salaries, $20,000 Benefits; Funding Source: LCFF: Supplemental/Concentration. Equipment and Supplies: $79,000 Books and Supplies; Funding Source: LCFF: Supplemental/Concentration. Conferences and Trainings: $58,200 Services and Other Operating Expenses; Funding Source: LCFF: Supplemental/Concentration. Microsoft Exchange: Email and System Configuration: $40,000 Services and Other Operating Expenses; Funding Source: LCFF: Supplemental/Concentration. Web Filtering: $35,000 Services and Other Operating Expenses; Funding Source: LCFF:

			Supplemental/Concentration; Note: Lightspeed / iBoss. Automated Account Creation: $25,000 Services and Other Operating Expenses; Funding Source: LCFF: Supplemental/Concentration. E-Rate set-asides and associated costs: $572,000 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration. Network/Computer Specialists (3 FTE): $265,000 Classified Salaries, $85,000 Benefits; Funding Source: LCFF: Supplemental/Concentration Computer Lab Assistants: $35,000 Classified Salaries, $10,000 Benefits; Funding Source: LCFF: Supplemental/Concentration Mobile Computer Labs: $130,000 Books and Supplies; Funding Source: LCFF: Supplemental/Concentration

			Audio/Visual Classroom Upgrades: $140,000 Books and Supplies; Funding Source: LCFF: Supplemental/Concentration
Provide supplemental support services to the pre-school / Child Care Program to ensure that students are ready for school.	LEA-Wide	_All --- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient _Other Subgroups: _____	Personnel and associated program costs: $250,000 Classified Salaries, $125,000 Benefits; Funding Source: LCFF - Supplemental/Concentration.
Good and Clean Facilities - support provided to ensure that facilities are in good repair.	LEA-Wide	_All --- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient _Other Subgroups: _____	Additional Custodial Support to ensure school cleanliness (4 new positions): $254,804 Classified Salaries, $90,000 Benefits; Funding Source: LCFF: Supplemental/Concentration.

GOAL:	**Goal 5:** All students will graduate from high school.	Related State and/or Local Priorities: 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 X COE Only: 9__ 10__ Local: LEA Plan - Goal 5, Strategic Plan - Strategy 4 and 5
Identified Need:	The District's graduation rate for all students of 73.6% (13-14), with a dropout rate of 18.3% (13-14), and A-G completion rate of 37.2% (13-14) indicate that there is a need to continue to provide services and actions to ensure that all students in the LUSD meet Goal 5.	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:

The following charts indicate the 14-15 baseline with the related increase/decrease target for the 15-16 school year for the following measures: Graduation rate, drop-out rates, A-G Course Completion (UC/CSU Eligible), D-F Rate, CAHSEE Passage Rate, SAT Completion (n, %), and, EAP (College Readiness Indicator).

Graduation Rates

The following chart indicates the 14-15 baseline data. The expected annual measurable outcome for the 15-16 school year will be an increase of 3% for each group.

Group	Graduation Rate (14-15 Baseline Data)
District	73.6%
Black or African American	73.1%
Hispanic or Latino	74.3%
Socioeconomically Disadvantaged	74.8%
English Learners	62.1%

Students with Disabilities	64.5%
Pacific Islander	*
Foster Youth	25%

An asterisk (*) appears on the Internet reports to protect student privacy where there are ten or fewer students.

Drop-out Rates:

The following chart indicates the 14-15 baseline data. The expected annual measurable outcome for the 15-16 school year will be a decrease of 3% for each group.

Group	Drop-out Rates (14-15 baseline data)
District	18.3%
Black or African American	22.4%
Hispanic or Latino	17.3%
Socioeconomically Disadvantaged	16.8%
English Learners	26.3%
Students with Disabilities	18.3%
Pacific Islander	*
Foster Youth	Data pending

An asterisk (*) appears on the Internet reports to protect student privacy where there are ten or fewer students.

A-G Course Completion:

The following chart indicates the 14-15 baseline data. The expected annual measurable outcome for the 15-16 school year will be an increase of 3% for each group.

Group	Course Completion (14-15 baseline data)
District	37.2%
Black or African America	25%
Hispanic or Latino	38.1%
Socioeconomically Disadvantaged	30.2%
English Learners	8.3%
Students with Disabilities	4.5%
Pacific Islander	0.0%
Foster Youth	18.2%

2014-2015 1st Semester D-F Rate

The following chart indicates the 14-15 baseline data. The expected annual measurable outcome for the 15-16 school year will be a decrease of 3% for each group.

English	D-F Rate (n,%) (14-15 baseline data)
District	1735, 35%
Black or African American	288, 37%
Hispanic or Latino	1328, 29%
Foster	12, 44%
English Learners	524, 54%
Students with Disabilities	193, 46%
Pacific Islander	*

The following chart indicates the 14-15 baseline data. The expected annual measurable outcome for the 15-16 school year will be a decrease of 3% for each group.

Math	D-F Rate (n,%)
District	2192, 42%
Black or African American	140, 48%
Hispanic or Latino	2050, 42%
Foster	11, 34%

English Learners	603, 62%
Students with Disabilities	199, 51%
Pacific Islander	*

The following chart indicates the 14-15 baseline data. The expected annual measurable outcome for the 15-16 school year will be a decrease of 3% for each group.

Science	D-F Rate (n,%)
District	1741, 37%
Black or African American	116, 47%
Hispanic or Latino	2029, 42%
Foster	17, 51%
English Learners	350, 61%
Students with Disabilities	166, 52%
Pacific Islander	*

The following chart indicates the 14-15 baseline data. The expected annual measurable outcome for the 15-16 school year will be a decrease of 3% for each group.

Social Studies	D-F Rate (n,%)

District	1376, 35%
Black or African American	73, 35%
Hispanic or Latino	1211, 33%
Foster	11, 38%
English Learners	337, 50%
Students with Disabilities	132, 42%
Pacific Islander	*

An asterisk (*) appears on the reports to protect student privacy where there are ten or fewer students.

CAHSEE ELA (10th grade Administration)

The following chart indicates the 14-15 baseline data. The expected annual measurable outcome for the 15-16 school year will be an increase of 3% for each group.

Group	CAHSEE ELA (14-15 baseline data)
District	80%
Black or African American	63%
Hispanic or Latino	75%
Socioeconomically Disadvantaged	74%

English Learners	33%
Students with Disabilities	13%
Pacific Islander	*

An asterisk (*) appears on the Internet reports to protect student privacy where there are ten or fewer students.

CAHSEE Math (10th grade administration)

The following chart indicates the 14-15 baseline data. The expected annual measurable outcome for the 15-16 school year will be an increase of 3% for each group.

Group	CAHSEE Math (10th grade administration) (14-15 baseline data)
District	75%
Black or African American	58%
Hispanic or Latino	75%
Socioeconomically Disadvantaged	75%
English Learners	41%
Students with Disabilities	21%
Pacific Islander	*

An asterisk (*) appears on the Internet reports to protect student privacy where there are ten or fewer students.

SAT Completion (n, %)

The following chart indicates the 14-15 baseline data. The expected annual measurable outcome for the 15-16 school year will be an increase of 3% for each group.

Group	SAT Completion N (baseline data)	SAT Completion % (14-15 baseline data)
District	705	38.76%
Black or African America	33	42.9%
Hispanic or Latino	614	39.0%
Socioeconomically Disadvantaged	658	39.6
English Learners	10	6.4%
Students with Disabilities	3	3.5%
Pacific Islander	3	42.9%
Foster Youth	2	25.0%

EAP (College Readiness Indicator)

The following chart indicates the 14-15 baseline data. The expected annual measurable outcome for the 15-16 school year will be an increase of 3% for each group.

Group	Early Assessment for Readiness for College English (14-15 baseline data)

District	9 %
Black or African American	4 %
Hispanic or Latino	9 %
Socioeconomically Disadvantaged	9 %
English Learners	0 %
Students with Disabilities	1 %

EAP (College Readiness Indicator)

The following chart indicates the 14-15 baseline data. The expected annual measurable outcome for the 15-16 school year will be an increase of 3% for each group.

Group	Early Assessment of Readiness for College Mathematics (Algebra II) (14-15 baseline data)
District	1 %
Black or African American	0 %
Hispanic or Latino	1 %
Socioeconomically Disadvantaged	1 %

English Learners	0 %
Students with Disabilities	2 %

EAP (College Readiness Indicator)

The following chart indicates the 14-15 baseline data. The expected annual measurable outcome for the 15-16 school year will be an increase of 3% for each group.

Group	Early Assessment of Readiness for College Mathematics (Summative High School Mathematics) (14-15 baseline data)
District	3 %
Black or African American	7 %
Hispanic or Latino	3 %
Socioeconomically Disadvantaged	3 %

EAP (College Readiness Indicator)

The following chart indicates the 14-15 baseline data. The expected annual measurable outcome for the 15-16 school year will be an increase of 3% for each group.

Group	Early Assessment of Readiness for College Mathematics (Total) (14-15 baseline data)

District	2 %
Black or African American	3 %
Hispanic or Latino	2 %
Socioeconomically Disadvantaged	1 %

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Guidance and Counseling Services will be increased district-wide in order to ensure that all students (all school levels, all subgroups) are on the path towards college and careers.	LEA-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Counselors at High Schools to ensure that students graduate from high school and are en route towards college and careers: $664,612 Certificated Salaries, $175,000 Benefits; Funding Source: LCFF: Base. Middle School Counselors: $288,073 Certificated Salaries, $91,000 Benefits; Funding Source: LCFF: Base. Dropout prevention and college enrollment services will be provided to close the opportunity gap and ensure that students are on route

			towards college and careers: $360,000 Services and Other Operating Expenses; Funding Source: LCFF: Base.
Students will be monitored by sub-groups	LEA-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Provide support to leadership team at high schools to implement a collaborative model using the cycle of data inquiry: $30,000 Services and Other Operating Expense; Funding Source: LCFF: Base; Note: see board agenda item 6-24-14.
Guidance and Counseling Services will be increased district-wide in order to ensure that all students (all school levels, all subgroups) are on the path towards college and careers.	LEA-Wide	__All --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups: _____	School Social Workers (2 new positions) to provide support to foster youth students and other identified sub-groups: $129,030 Classified Salaries, $40,000 Benefits; Funding Source: LCFF: Supplemental/Concentration Counselors at High Schools to ensure that students graduate from high school and are en route towards college and careers: $122,864 Certificated Salaries, $40,000 Benefits; Funding Source: LCFF: Supplemental/Concentration. Middle School Counselors:

			$172,272 Certificated Salaries, $50,000 Benefits; Funding Source: LCFF: Supplemental/Concentration. Case Managers to support foster youth students and other identified sub-groups: $116,121 Classified Salaries, $30,000 Benefits; Funding Source: LCFF: Supplemental/Concentration. Support School Improvement Grant (SIG) efforts by supporting positions that ensure that students are on route towards college and careers such as Academic Advisors, Transformation Coach, Transformation Specialist, and Community Specialist: $27,000 Certificated Salaries, $52,932 Classified, $21,000 Benefits, $309,000 Services and Other Operating Expense. Funding Source: LCFF: Supplemental/Concentration. College Enrollment Services will be provided to support college attainment by all students: $60,000 Services and Other Operating

			Expenses; Funding Source: LCFF: Supplemental/Concentration.
Mentoring and motivational opportunities will be provided for students which may include guest speakers, university field trips, assemblies, peer mentors, college tutors, and other identified activities which promote college and career goals.	LEA-Wide	__All --- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Field Trips, student leadership conferences, guest speakers/assemblies: $300,000 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration. Provide community-based youth leadership programs in order to develop student leadership (i.e. - Youth Speaks): $60,000 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration.
Provide funding support for key programs and instructional services for students and classrooms.	LEA-Wide	__All --- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	District nurses to support schools and therefore impacting student health, well-being, and attendance rates.: $79,422 Classified Salaries, $24,000 Benefits; Funding Source: LCFF: Supplemental/Concentration. Health Services Technicians to support student health and well-being and therefore impacting attendance rates.: $306,000 Classified

			Salaries, $95,000 Benefits; Funding Source: LCFF: Supplemental/Concentration. Vision and Health Screening: $116,716 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration CPR and Epi Pen Training: $50,000 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration Instructional Assistant - Recreation Programs: $12,854 Classified Salaries, $3,000 Benefits; Funding Source: LCFF: Supplemental/Concentration Instructional Assistant - Special Needs: $25,625 Classified Salaries, $6,000 Benefits; Funding Source: LCFF: Supplemental/Concentration Extra Duty Assignments (K-12) to support GATE, MESA, Mock Trial, Pentathlon, Decathlon: $340,805 Certificated Salaries, $100,000 Benefits;

			Funding Source: LCFF: Supplemental/Concentration; Note: Teacher Hourly. Decathlon and Pentathlon - Registration: $22,000 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration. Coordinator to support high school programs and services for students: $102,519 Certificated Salaries, $30,000 Benefits; Funding Source: LCFF: Supplemental/Concentration. GATE testing and scoring: $23,000 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration. GATE workshops to support student learning: $41,224, Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration. International Baccalaureate (IB) program support and associated costs: $33,862 Services and Other

			Operating Expense; Funding Source: LCFF: Supplemental/Concentration. Update Instructional Materials (including IB updates): $200,000 Books and Supplies; Funding Source: LCFF: Supplemental/Concentration District nurses to support schools and therefore impacting student health, well-being, and attendance rates.: $79,422 Classified Salaries, $32,000 Benefits; Funding Source: LCFF: Supplemental/Concentration; Note: 1 new FTE. Registration for MESA, Science Fair, Decathlon: $37,000 Services and Operating Expense; Funding Source: LCFF: Supplemental/Concentration. Online behavior management plans (i.e. - Insights to Behavior) will be used as a method to develop and monitor positive student behavior in order to increase student engagement: $40,000 Services and

			Operating Services; Funding Source: LCFF: Supplemental/Concentration.
Interventions will be provided to ensure that students graduate from high school.	LEA-Wide	__All --- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Credit Recovery program (high school) to ensure that students obtain sufficient units for graduation: $416,869 Certificated Salaries, $150,000 Benefits; Funding Source: LCFF: Supplemental/Concentration. Summer School (secondary): $220,000 Certificated Salaries, $$66,000 Benefits; Funding Source: LCFF: Supplemental/Concentration. Summer Bridge Program (secondary): $140,000 Certificated Salaries, $32,000 Benefits; Funding Source: LCFF: Supplemental/Concentration.
Research demonstrates that students who are engaged and connected to an extra-curricular activity are more likely to graduate from high school.	LEA-Wide	__All --- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Athletics funding support: $100,000 Certificated Salaries, $165,049 Classified Salaries, $70,000 Benefits, $285,000 Supplies and Materials; Funding Source: LCFF: Supplemental/Concentration.
Students will be monitored by sub-groups	LEA-Wide	__All ---	School Accountability Report Cards (SARC) will be utilized

		OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	as a method to report school accountability goals and measures: $16,716 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration.

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:

The following charts indicate the 14-15 baseline with the related increase/decrease target for the 16-17 school year for the following measures: Graduation rate, drop-out rates, A-G Course Completion (UC/CSU Eligible), D-F Rate, CAHSEE Passage Rate, SAT Completion (n, %), and, EAP (College Readiness Indicator).

Graduation Rates

The following chart indicates the 14-15 baseline data. The expected annual measurable outcome for the 16-17 school year will be an increase of 6% for each each group.

Group	Graduation Rate (14-15 Baseline Data)
District	73.6%
Black or African American	73.1%
Hispanic or Latino	74.3%
Socioeconomically Disadvantaged	74.8%
English Learners	62.1%
Students with Disabilities	64.5%
Pacific Islander	*

Foster Youth	25%

An asterisk (*) appears on the Internet reports to protect student privacy where there are ten or fewer students.

Drop-out Rates:

The following chart indicates the 14-15 baseline data. The expected annual measurable outcome for the 16-17 school year will be a decrease of 6% for each group.

Group	Drop-out Rates (14-15 baseline data)
District	18.3%
Black or African American	22.4%
Hispanic or Latino	17.3%
Socioeconomically Disadvantaged	16.8%
English Learners	26.3%
Students with Disabilities	18.3%
Pacific Islander	*
Foster Youth	Data pending

An asterisk (*) appears on the Internet reports to protect student privacy where there are ten or fewer students.

A-G Course Completion:

The following chart indicates the 14-15 baseline data. The expected annual measurable outcome for the 16-17 school year will be an increase of 6% for each group.

Group	Course Completion (14-15 baseline data)
District	37.2%
Black or African America	25%
Hispanic or Latino	38.1%
Socioeconomically Disadvantaged	30.2%
English Learners	8.3%
Students with Disabilities	4.5%
Pacific Islander	0.0%
Foster Youth	18.2%

2014-2015 1st Semester D-F Rate

The following chart indicates the 14-15 baseline data. The expected annual measurable outcome for the 16-17 school year will be a decrease of 6% for each group.

English	D-F Rate (n,%) (14-15 baseline data)
District	1735, 35%

Black or African American	288, 37%
Hispanic or Latino	1328, 29%
Foster	12, 44%
English Learners	524, 54%
Students with Disabilities	193, 46%
Pacific Islander	*

The following chart indicates the 14-15 baseline data. The expected annual measurable outcome for the 16-17 school year will be a decrease of 6% for each group.

Math	D-F Rate (n,%)
District	2192, 42%
Black or African American	140, 48%
Hispanic or Latino	2050, 42%
Foster	11, 34%
English Learners	603, 62%
Students with Disabilities	199, 51%

Pacific Islander	*

The following chart indicates the 14-15 baseline data. The expected annual measurable outcome for the 16-17 school year will be a decrease of 6% for each group.

Science	D-F Rate (n,%)
District	1741, 37%
Black or African American	116, 47%
Hispanic or Latino	2029, 42%
Foster	17, 51%
English Learners	350, 61%
Students with Disabilities	166, 52%
Pacific Islander	*

The following chart indicates the 14-15 baseline data. The expected annual measurable outcome for the 16-17 school year will be a decrease of 6% for each group.

Social Studies	D-F Rate (n,%)
District	1376, 35%
Black or African American	73, 35%

Hispanic or Latino	1211, 33%
Foster	11, 38%
English Learners	337, 50%
Students with Disabilities	132, 42%
Pacific Islander	*

An asterisk (*) appears on the reports to protect student privacy where there are ten or fewer students.

CAHSEE ELA (10th grade Administration)

The following chart indicates the 14-15 baseline data. The expected annual measurable outcome for the 16-17 school year will be an increase of 6% for each group.

Group	CAHSEE ELA (14-15 baseline data)
District	80%
Black or African American	63%
Hispanic or Latino	75%
Socioeconomically Disadvantaged	74%
English Learners	33%
Students with Disabilities	13%

Pacific Islander	*

An asterisk (*) appears on the Internet reports to protect student privacy where there are ten or fewer students.

CAHSEE Math (10th grade administration)

The following chart indicates the 14-15 baseline data. The expected annual measurable outcome for the 16-17 school year will be an increase of 6% for each group.

Group	CAHSEE Math (10th grade administration) (14-15 baseline data)
District	75%
Black or African American	58%
Hispanic or Latino	75%
Socioeconomically Disadvantaged	75%
English Learners	41%
Students with Disabilities	21%
Pacific Islander	*

An asterisk (*) appears on the Internet reports to protect student privacy where there are ten or fewer students.

SAT Completion (n, %)

The following chart indicates the 14-15 baseline data. The expected annual measurable outcome for the 16-17 school year will be an increase of 6% for each group.

Group	SAT Completion N (baseline data)	SAT Completion % (14-15 baseline data)
District	705	38.76%
Black or African America	33	42.9%
Hispanic or Latino	614	39.0%
Socioeconomically Disadvantaged	658	39.6
English Learners	10	6.4%
Students with Disabilities	3	3.5%
Pacific Islander	3	42.9%
Foster Youth	2	25.0%

EAP (College Readiness Indicator)

The following chart indicates the 14-15 baseline data. The expected annual measurable outcome for the 16-17 school year will be an increase of 6% for each group.

Group	Early Assessment for Readiness for College English (14-15 baseline data)
District	9%

Black or African American	4 %
Hispanic or Latino	9 %
Socioeconomically Disadvantaged	9 %
English Learners	0 %
Students with Disabilities	1 %

EAP (College Readiness Indicator)

The following chart indicates the 14-15 baseline data. The expected annual measurable outcome for the 16-17 school year will be an increase of 6% for each group.

Group	Early Assessment of Readiness for College Mathematics (Algebra II) (14-15 baseline data)
District	1 %
Black or African American	0 %
Hispanic or Latino	1 %
Socioeconomically Disadvantaged	1 %
English Learners	0 %

Students with Disabilities	2 %

EAP (College Readiness Indicator)

The following chart indicates the 14-15 baseline data. The expected annual measurable outcome for the 16-17 school year will be an increase of 6% for each group.

Group	Early Assessment of Readiness for College Mathematics (Summative High School Mathematics) (14-15 baseline data)
District	3 %
Black or African American	7 %
Hispanic or Latino	3 %
Socioeconomically Disadvantaged	3 %

EAP (College Readiness Indicator)

The following chart indicates the 14-15 baseline data. The expected annual measurable outcome for the 16-17 school year will be an increase of 6% for each group.

Group	Early Assessment of Readiness for College Mathematics (Total) (14-15 baseline data)
District	2 %

Black or African American	3 %
Hispanic or Latino	2 %
Socioeconomically Disadvantaged	1 %

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Guidance and Counseling Services will be increased district-wide in order to ensure that all students (all school levels, all subgroups) are on the path towards college and careers.	LEA-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Counselors at High Schools to ensure that students graduate from high school and are en route towards college and careers: $664,612 Certificated Salaries, $175,000 Benefits; Funding Source: LCFF: Base. Middle School Counselors: $288,073 Certificated Salaries, $91,000 Benefits; Funding Source: LCFF: Base. Dropout prevention and college enrollment services will be provided to close the opportunity gap and ensure that students are on route towards college and careers: $360,000 Services and Other Operating Expenses; Funding Source: LCFF: Base.

Students will be monitored by sub-groups	LEA-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Provide support to leadership team at high schools to implement a collaborative model using the cycle of data inquiry: $30,000; Funding Source: LCFF: Base; Note: see board agenda item 6-24-14.
Guidance and Counseling Services will be increased district-wide in order to ensure that all students (all school levels, all subgroups) are on the path towards college and careers.	LEA-Wide	__All --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups: _____	School Social Workers (2 new positions) to provide support to foster youth students and other identified sub-groups: $129,030 Classified Salaries, $40,000 Benefits; Funding Source: LCFF: Supplemental/Concentration Counselors at High Schools to ensure that students graduate from high school and are en route towards college and careers: $122,864 Certificated Salaries, $40,000 Benefits; Funding Source: LCFF: Supplemental/Concentration. Middle School Counselors: $172,272 Certificated Salaries, $50,000 Benefits; Funding Source: LCFF: Supplemental/Concentration. Case Managers to support

			foster youth students and other identified sub-groups: $116,121 Classified Salaries, $30,000 Benefits; Funding Source: LCFF: Supplemental/Concentration. Support School Improvement Grant (SIG) efforts by supporting positions that ensure that students are on route towards college and careers such as Academic Advisors, Transformation Coach, Transformation Specialist, and Community Specialist: $27,000 Certificated Salaries, $52,932 Classified, $21,000 Benefits, $309,000 Services and Other Operating Expense. Funding Source: LCFF: Supplemental/Concentration. College Enrollment Services will be provided to support college attainment by all students: $60,000 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration.
Mentoring and motivational opportunities will be provided for	LEA-Wide	_All ----------	Field Trips, student leadership conferences,

students which may include guest speakers, university field trips, assemblies, peer mentors, college tutors, and other identified activities which promote college and career goals.		OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	guest speakers/assemblies: $300,000 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration. Provide community-based youth leadership programs in order to develop student leadership (i.e. - Youth Speaks): $60,000 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration.
Provide funding support for key programs and instructional services for students and classrooms.	LEA-Wide	__All --- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	District nurses to support schools and therefore impacting student health, well-being, and attendance rates.: $79,422 Classified Salaries, $24,000 Benefits; Funding Source: LCFF: Supplemental/Concentration. Health Services Technicians to support student health and well-being and therefore impacting attendance rates.: $306,000 Classified Salaries, $95,000 Benefits; Funding Source: LCFF: Supplemental/Concentration. Vision and Health Screening: $116,716 Services and

			Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration CPR and Epi Pen Training: $50,000 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration Instructional Assistant - Recreation Programs: $12,854 Classified Salaries, $3,000 Benefits; Funding Source: LCFF: Supplemental/Concentration Instructional Assistant - Special Needs: $25,625 Classified Salaries, $6,000 Benefits; Funding Source: LCFF: Supplemental/Concentration Extra Duty Assignments (K-12) to support GATE, MESA, Mock Trial, Pentathlon, Decathlon: $340,805 Certificated Salaries, $100,000 Benefits; Funding Source: LCFF: Supplemental/Concentration; Note: Teacher Hourly. Decathlon and Pentathlon - Registration: $22,000

			Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration. Coordinator to support high school programs and services for students: $102,519 Certificated Salaries, $30,000 Benefits; Funding Source: LCFF: Supplemental/Concentration. GATE testing and scoring: $23,000 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration. GATE workshops to support student learning: $41,224, Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration. International Baccalaureate (IB) program support and associated costs: $33,862 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration. Update Instructional Materials (including IB

			updates): $200,000 Books and Supplies; Funding Source: LCFF: Supplemental/Concentration District nurses to support schools and therefore impacting student health, well-being, and attendance rates.: $79,422 Classified Salaries, $32,000 Benefits; Funding Source: LCFF: Supplemental/Concentration; Note: 1 new FTE. Registration for MESA, Science Fair, Decathlon: $37,000 Services and Operating Expense; Funding Source: LCFF: Supplemental/Concentration. Online behavior management plans (i.e. - Insights to Behavior) will be used as a method to develop and monitor positive student behavior in order to increase student engagement: $40,000 Services and Operating Services; Funding Source: LCFF: Supplemental/Concentration.
Interventions will be provided to ensure that students graduate from	LEA-Wide	_All ----------	Credit Recovery program (high school) to ensure that

high school.		OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	students obtain sufficient units for graduation: $416,869 Certificated Salaries, $150,000 Benefits; Funding Source: LCFF: Supplemental/Concentration. Summer School (secondary): $220,000 Certificated Salaries, $$66,000 Benefits; Funding Source: LCFF: Supplemental/Concentration. Summer Bridge Program (secondary): $140,000 Certificated Salaries, $32,000 Benefits; Funding Source: LCFF: Supplemental/Concentration.
Research demonstrates that students who are engaged and connected to an extra-curricular activity are more likely to graduate from high school.	LEA-Wide	__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Athletics funding support: $100,000 Certificated Salaries, $165,049 Classified Salaries, $70,000 Benefits, $285,000 Supplies and Materials; Funding Source: LCFF: Supplemental/Concentration.
Students will be monitored by sub-groups	LEA-Wide	__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	School Accountability Report Cards (SARC) will be utilized as a method to report school accountability goals and measures: $16,716 Services and Other Operating Expense; Funding

			Source: LCFF: Supplemental/Concentration.

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

The following charts indicate the 14-15 baseline with the related increase/decrease target for the 17-19 school year for the following measures: Graduation rate, drop-out rates, A-G Course Completion (UC/CSU Eligible), D-F Rate, CAHSEE Passage Rate, SAT Completion (n, %), and, EAP (College Readiness Indicator).

Graduation Rates

The following chart indicates the 14-15 baseline data. The expected annual measurable outcome for the 17-18 school year will be an increase of 9% for each group.

Group	Graduation Rate (14-15 Baseline Data)
District	73.6%
Black or African American	73.1%
Hispanic or Latino	74.3%
Socioeconomically Disadvantaged	74.8%
English Learners	62.1%
Students with Disabilities	64.5%
Pacific Islander	*
Foster Youth	25%

An asterisk (*) appears on the Internet reports to protect student privacy where there are ten or fewer students.

Drop-out Rates:

The following chart indicates the 14-15 baseline data. The expected annual measurable outcome for the 17-18 school year will be a decrease of 9% for each group.

Group	Drop-out Rates (14-15 baseline data)
District	18.3%
Black or African American	22.4%
Hispanic or Latino	17.3%
Socioeconomically Disadvantaged	16.8%
English Learners	26.3%
Students with Disabilities	18.3%
Pacific Islander	*
Foster Youth	Data pending

An asterisk (*) appears on the Internet reports to protect student privacy where there are ten or fewer students.

A-G Course Completion:

The following chart indicates the 14-15 baseline data. The expected annual measurable outcome for the 17-18 school year will be an increase of 9% for each group.

Group	Course Completion (14-15 baseline

	data)
District	37.2%
Black or African America	25%
Hispanic or Latino	38.1%
Socioeconomically Disadvantaged	30.2%
English Learners	8.3%
Students with Disabilities	4.5%
Pacific Islander	0.0%
Foster Youth	18.2%

2014-2015 1st Semester D-F Rate

The following chart indicates the 14-15 baseline data. The expected annual measurable outcome for the 17-18 school year will be a decrease of 9% for each group.

English	D-F Rate (n,%) (14-15 baseline data)
District	1735, 35%
Black or African American	288, 37%

Hispanic or Latino	1328, 29%
Foster	12, 44%
English Learners	524, 54%
Students with Disabilities	193, 46%
Pacific Islander	*

The following chart indicates the 14-15 baseline data. The expected annual measurable outcome for the 17-18 school year will be a decrease of 9% for each group.

Math	D-F Rate (n,%)
District	2192, 42%
Black or African American	140, 48%
Hispanic or Latino	2050, 42%
Foster	11, 34%
English Learners	603, 62%
Students with Disabilities	199, 51%
Pacific Islander	*

The following chart indicates the 14-15 baseline data. The expected annual measurable outcome for the 17-18 school

year will be a decrease of 9% for each group.

Science	D-F Rate (n,%)
District	1741, 37%
Black or African American	116, 47%
Hispanic or Latino	2029, 42%
Foster	17, 51%
English Learners	350, 61%
Students with Disabilities	166, 52%
Pacific Islander	*

The following chart indicates the 14-15 baseline data. The expected annual measurable outcome for the 17-18 school year will be a decrease of 9% for each group.

Social Studies	D-F Rate (n,%)
District	1376, 35%
Black or African American	73, 35%
Hispanic or Latino	1211, 33%
Foster	11, 38%

English Learners	337, 50%
Students with Disabilities	132, 42%
Pacific Islander	*

An asterisk (*) appears on the reports to protect student privacy where there are ten or fewer students.

CAHSEE ELA (10th grade Administration)

The following chart indicates the 14-15 baseline data. The expected annual measurable outcome for the 17-18 school year will be an increase of 9% for each group.

Group	CAHSEE ELA (14-15 baseline data)
District	80%
Black or African American	63%
Hispanic or Latino	75%
Socioeconomically Disadvantaged	74%
English Learners	33%
Students with Disabilities	13%
Pacific Islander	*

An asterisk (*) appears on the Internet reports to protect student privacy where there are ten or fewer students.

CAHSEE Math (10th grade administration)

The following chart indicates the 14-15 baseline data. The expected annual measurable outcome for the 17-18 school year will be an increase of 9% for each group.

Group	CAHSEE Math (10th grade administration) (14-15 baseline data)
District	75%
Black or African American	58%
Hispanic or Latino	75%
Socioeconomically Disadvantaged	75%
English Learners	41%
Students with Disabilities	21%
Pacific Islander	*

An asterisk (*) appears on the Internet reports to protect student privacy where there are ten or fewer students.

SAT Completion (n, %)

The following chart indicates the 14-15 baseline data. The expected annual measurable outcome for the 17-18 school year will be an increase of 9% for each group.

Group	SAT Completion N (baseline data)	SAT Completion % (14-15 baseline data)
District	705	38.76%

Black or African America	33	42.9%
Hispanic or Latino	614	39.0%
Socioeconomically Disadvantaged	658	39.6
English Learners	10	6.4%
Students with Disabilities	3	3.5%
Pacific Islander	3	42.9%
Foster Youth	2	25.0%

EAP (College Readiness Indicator)

The following chart indicates the 14-15 baseline data. The expected annual measurable outcome for the 17-18 school year will be an increase of 9% for each group.

Group	Early Assessment for Readiness for College English (14-15 baseline data)
District	9 %
Black or African American	4 %
Hispanic or Latino	9 %
Socioeconomically Disadvantaged	9 %

English Learners	0 %
Students with Disabilities	1 %

EAP (College Readiness Indicator)

The following chart indicates the 14-15 baseline data. The expected annual measurable outcome for the 17-18 school year will be an increase of 9% for each group.

Group	Early Assessment of Readiness for College Mathematics (Algebra II) (14-15 baseline data)
District	1 %
Black or African American	0 %
Hispanic or Latino	1 %
Socioeconomically Disadvantaged	1 %
English Learners	0 %
Students with Disabilities	2 %

EAP (College Readiness Indicator)

The following chart indicates the 14-15 baseline data. The expected annual measurable outcome for the 17-18 school year will be an increase of 9% for each group.

Group	Early Assessment of Readiness for College Mathematics (Summative High School Mathematics) (14-15 baseline data)
District	3 %
Black or African American	7 %
Hispanic or Latino	3 %
Socioeconomically Disadvantaged	3 %

EAP (College Readiness Indicator)

The following chart indicates the 14-15 baseline data. The expected annual measurable outcome for the 17-18 school year will be an increase of 9% for each group.

Group	Early Assessment of Readiness for College Mathematics (Total) (14-15 baseline data)
District	2 %
Black or African American	3 %
Hispanic or Latino	2 %
Socioeconomically Disadvantaged	1 %

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Guidance and Counseling Services will be increased district-wide in order to ensure that all students (all school levels, all subgroups) are on the path towards college and careers.	LEA-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Counselors at High Schools to ensure that students graduate from high school and are en route towards college and careers: $664,612 Certificated Salaries, $175,000 Benefits; Funding Source: LCFF: Base. Middle School Counselors: $288,073 Certificated Salaries, $91,000 Benefits; Funding Source: LCFF: Base. Dropout prevention and college enrollment services will be provided to close the opportunity gap and ensure that students are on route towards college and careers: $360,000 Services and Other Operating Expenses; Funding Source: LCFF: Base.
Students will be monitored by sub-groups	LEA-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Provide support to leadership team at high schools to implement a collaborative model using the cycle of data inquiry: $30,000; Funding Source: LCFF: Base; Note: see board agenda item 6-24-14.
Guidance and Counseling Services will	LEA-Wide	__All	School Social Workers (2

be increased district-wide in order to ensure that all students (all school levels, all subgroups) are on the path towards college and careers.		---------- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __ Other Subgroups: _____	new positions) to provide support to foster youth students and other identified sub-groups: $129,030 Classified Salaries, $40,000 Benefits; Funding Source: LCFF: Supplemental/Concentration Counselors at High Schools to ensure that students graduate from high school and are en route towards college and careers: $122,864 Certificated Salaries, $40,000 Benefits; Funding Source: LCFF: Supplemental/Concentration. Middle School Counselors: $172,272 Certificated Salaries, $50,000 Benefits; Funding Source: LCFF: Supplemental/Concentration. Case Managers to support foster youth students and other identified sub-groups: $116,121 Classified Salaries, $30,000 Benefits; Funding Source: LCFF: Supplemental/Concentration. Support School Improvement Grant (SIG) efforts by supporting positions that

			ensure that students are on route towards college and careers such as Academic Advisors, Transformation Coach, Transformation Specialist, and Community Specialist: $27,000 Certificated Salaries, $52,932 Classified, $21,000 Benefits, $309,000 Services and Other Operating Expense. Funding Source: LCFF: Supplemental/Concentration. College Enrollment Services will be provided to support college attainment by all students: $60,000 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration.
Mentoring and motivational opportunities will be provided for students which may include guest speakers, university field trips, assemblies, peer mentors, college tutors, and other identified activities which promote college and career goals.	LEA-Wide	__All --- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Field Trips, student leadership conferences, guest speakers/assemblies: $300,000 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration. Provide community-based youth leadership programs in order to develop student leadership (i.e. - Youth

			Speaks): $60,000 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration.
Provide funding support for key programs and instructional services for students and classrooms.	LEA-Wide	__All --- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	District nurses to support schools and therefore impacting student health, well-being, and attendance rates.: $79,422 Classified Salaries, $24,000 Benefits; Funding Source: LCFF: Supplemental/Concentration. Health Services Technicians to support student health and well-being and therefore impacting attendance rates.: $306,000 Classified Salaries, $95,000 Benefits; Funding Source: LCFF: Supplemental/Concentration. Vision and Health Screening: $116,716 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration CPR and Epi Pen Training: $50,000 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration

			Instructional Assistant - Recreation Programs: $12,854 Classified Salaries, $3,000 Benefits; Funding Source: LCFF: Supplemental/Concentration Instructional Assistant - Special Needs: $25,625 Classified Salaries, $6,000 Benefits; Funding Source: LCFF: Supplemental/Concentration Extra Duty Assignments (K-12) to support GATE, MESA, Mock Trial, Pentathlon, Decathlon: $340,805 Certificated Salaries, $100,000 Benefits; Funding Source: LCFF: Supplemental/Concentration; Note: Teacher Hourly. Decathlon and Pentathlon - Registration: $22,000 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration. Coordinator to support high school programs and services for students: $102,519 Certificated Salaries, $30,000 Benefits;

			Funding Source: LCFF: Supplemental/Concentration. GATE testing and scoring: $23,000 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration. GATE workshops to support student learning: $41,224, Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration. International Baccalaureate (IB) program support and associated costs: $33,862 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration. Update Instructional Materials (including IB updates): $200,000 Books and Supplies; Funding Source: LCFF: Supplemental/Concentration District nurses to support schools and therefore impacting student health, well-being, and attendance rates.: $79,422 Classified

			Salaries, $32,000 Benefits; Funding Source: LCFF: Supplemental/Concentration; Note: 1 new FTE. Registration for MESA, Science Fair, Decathlon: $37,000 Services and Operating Expense; Funding Source: LCFF: Supplemental/Concentration. Online behavior management plans (i.e. - Insights to Behavior) will be used as a method to develop and monitor positive student behavior in order to increase student engagement: $40,000 Services and Operating Services; Funding Source: LCFF: Supplemental/Concentration.
Interventions will be provided to ensure that students graduate from high school.	LEA-Wide	_All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient _Other Subgroups: _____	Credit Recovery program (high school) to ensure that students obtain sufficient units for graduation: $416,869 Certificated Salaries, $150,000 Benefits; Funding Source: LCFF: Supplemental/Concentration. Summer School (secondary): $220,000 Certificated Salaries, $$66,000 Benefits;

			Funding Source: LCFF: Supplemental/Concentration. Summer Bridge Program (secondary): $140,000 Certificated Salaries, $32,000 Benefits; Funding Source: LCFF: Supplemental/Concentration.
Research demonstrates that students who are engaged and connected to an extra-curricular activity are more likely to graduate from high school.	LEA-Wide	_All --- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient _Other Subgroups: _____	Athletics funding support: $100,000 Certificated Salaries, $165,049 Classified Salaries, $70,000 Benefits, $285,000 Supplies and Materials; Funding Source: LCFF: Supplemental/Concentration.
Students will be monitored by sub-groups	LEA-Wide	_All --- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient _Other Subgroups: _____	School Accountability Report Cards (SARC) will be utilized as a method to report school accountability goals and measures: $16,716 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration.

GOAL:	**Goal 6:** All students will have access to meaningful learning activities as evident through an A-G Curriculum, setting personal college and career goals, and by establishing career pathways.	Related State and/or Local Priorities: 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 X COE Only: 9__ 10__ Local: LEA Plan - Goal 5; Strategic Plan - Strategy 4, 5, and 6;
Identified Need:	District data revealed that in 2014-2015, 367 students scored a 3 or higher on the Advance Placement examination. In 2013-2014, 171 students scored 3 or higher. District data indicates that 37.2% students were UC/CSU eligible using 13-14 reports. Therefore, there is a need to increase the A-G completion (UC/CSU courses), increase the number of students ready for college as evident by the EAP (college readiness indictor), increase the number of students participating on the SAT/ACT, and increasing the number of students who score a 3 or higher on the Advance Placement (AP) examination to ensure that students are on the path towards college and careers.	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:

A-G Course Completion:

The following chart indicates the 14-15 baseline data. The expected annual measurable outcome for the 15-16 school year will be an increase of 3% for each each group.

Group	Course Completion (14-15 baseline data)
District	*37.2%*
Black or African America	*25%*
Hispanic or Latino	*38.1%*
Socioeconomically Disadvantaged	*30.2%*
English Learners	*8.3%*

Students with Disabilities	*4.5%*
Pacific Islander	*0.0%*
Foster Youth	*18.2%*

SAT Completion (n, %)

The following chart indicates the 14-15 baseline data. The expected annual measurable outcome for the 15-16 school year will be an increase of 3% for each group.

Group	*SAT Completion* *N (baseline data)*	*SAT Completion* *% (14-15 baseline data)*
District	*705*	*38.76%*
Black or African America	*33*	*42.9%*
Hispanic or Latino	*614*	*39.0%*
Socioeconomically Disadvantaged	*658*	*39.6*
English Learners	*10*	*6.4%*
Students with Disabilities	*3*	*3.5%*
Pacific Islander	*3*	*42.9%*

Foster Youth	*2*	*25.0%*

EAP (College Readiness Indicator)

The following chart indicates the 14-15 baseline data. The expected annual measurable outcome for the 15-16 school year will be an increase of 3% for each group.

Group	Early Assessment for Readiness for College English (14-15 baseline data)
District	9 %
Black or African American	4 %
Hispanic or Latino	9 %
Socioeconomically Disadvantaged	9 %
English Learners	0 %
Students with Disabilities	1 %

EAP (College Readiness Indicator)

The following chart indicates the 14-15 baseline data. The expected annual measurable outcome for the 15-16 school year will be an increase of 3% for each group.

Group	Early Assessment of Readiness for College Mathematics (Algebra II) (14-15 baseline data)

District	1 %
Black or African American	0 %
Hispanic or Latino	1 %
Socioeconomically Disadvantaged	1 %
English Learners	0 %
Students with Disabilities	2 %

EAP (College Readiness Indicator)

The following chart indicates the 14-15 baseline data. The expected annual measurable outcome for the 15-16 school year will be an increase of 3% for each group.

Group	Early Assessment of Readiness for College Mathematics (Summative High School Mathematics) (14-15 baseline data)
District	3 %
Black or African American	7 %
Hispanic or Latino	3 %
Socioeconomically Disadvantaged	3 %

EAP (College Readiness Indicator)

The following chart indicates the 14-15 baseline data. The expected annual measurable outcome for the 15-16 school year will be an increase of 3% for each group.

Group	Early Assessment of Readiness for College Mathematics (Total) (14-15 baseline data)
District	2 %
Black or African American	3 %
Hispanic or Latino	2 %
Socioeconomically Disadvantaged	1 %

The following charts indicate the 14-15 baseline data. The expected annual measurable outcome for the 15-16 school year will be an increase of 3% for each group.

Lynwood High School: Summary 2013-14 AP Data

	Overall	A P	AP Exams Taken	AP Exams passed	Passing Rate %
Hispanic/Latino	2146	571	986	195	19.7%
African American	156	17	33	1	3 %
Pacific Islander	8	N A	N A	N A	N A

English Learner	511	37	29	14	48%
Students with Disabilities	197	5	4	0	0%
Socioeconomically Disadvantaged	2,120	293	533	99	18.8%

Firebaugh High School: Summary 2013-14 AP Data

	Overall	AP	AP Exams Taken	AP Exams passed	Passing Rate %
Hispanic/Latino	1813	42	82	47	57%
African American	80	1	3	1	33%
Pacific Islander	3	NA	NA	NA	NA
English Learner	399	2	2	2	100%
Students with Disabilities	156	0	NA	NA	
Socioeconomically Disadvantaged	1801	26	17	8	47%

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures

A variety of college and career courses (A-G) will be offered in order to ensure that students are prepared for the rigors of post-secondary education.	LEA-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Middle School - Project Lead the Way: $38,200 Services and Other Operating Expense; Funding Source: Grants. Secondary Schools: AVID program: $43,700 Services and Other Operating Expense; Funding Source: Grants
Guidance and Counseling Services will be increased in order to ensure that all students (all school levels, all subgroups) are on the path towards college and careers	LEA-Wide	__All --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups: _____	College Career Center Tech: $64,260 Classified Salaries, $18,000 Benefits; Funding Source: LCFF: Supplemental/Concentration. Schmoop Program to ensure that students are prepared for college: $80,000 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration. Naviance Program to support college and career guidance: $62,000 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration. Test preparation to support college and career pathway (i.e. - Princeton Review):

			$20,000 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration. Provide support to the Black Teen Summit in order to increase graduation and college attainment rates: $15,000 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration.
A variety of college and career courses (A-G) will be offered in order to ensure that students are prepared for the rigors of post-secondary education.	LEA-Wide	__All --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups: _____	Arts Coordinator: $222,832 Certificated Salaries, $66,000 Benefits; Funding Source: LCFF: Supplemental/Concentration. Band - Materials and Supplies: $40,000 Books and Supplies; Funding Source: LCFF: Supplemental/Concentration. Elementary Film Academy: $75,000 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration Rock and Roll Academy: $210,000 Services and Other Operating Expense; Funding Source: LCFF:

			Supplemental/Concentration Art - Materials and Supplies: $100,000 Books and Supplies; Funding Source: LCFF: Supplemental/Concentration. Drama program: $8,000 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration. Band Teachers: $272,257 Certificated Salaries, $82,000 Benefits (includes expansion to middle schools); Funding Source: LCFF: Supplemental/Concentration. Journalism integrated into career pathways: $6,000 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration. Vista A-G Compliance (1 FTE): $70,000 Certificated Salaries, $21,000 Benefits; Funding Source: LCFF: Supplemental/Concentration Elementary AVID (12

			sites/PD/License /Conference): $20,000 Certificated Salaries, $10,000 Benefits, $195,000 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration Credit Recovery: $237,869 Certificated Salaries, $74,000 Benefits; Funding Source: LCFF: Supplemental/Concentration A variety of College and Preparedness Activities: $360,000 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration Project Lead the Way Expansion to provide additional CTE opportunities for secondary students: $160,000 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration Career and Technical Education (CTE): $759,039 Certificated Salaries (including $120,00 for a coordinator), $$72,918

			Classified Salaries, $200,000 Benefits, $13,350 Books and Supplies, $158,150 Services and Other Operating Expense (including Generation Yes); Funding Source: LCFF: Supplemental/Concentration School Improvement Grant Support: $160,000 Certificated Salaries, $40,000 Benefits; Funding Source: LCFF: Supplemental/Concentration All In Stem (Enrichment program to support English and math proficiency): $97,200 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration
Students in the Advance Placement (AP) and International Baccalaureate (IB) program also need intervention and support to ensure they complete A-G coursework for college.	LEA-Wide	__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	AP/IB Bootcamp: $68,000 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration.

LCAP Year 2: 2016-17

Expected Annual Measurable	**A-G Course Completion:**

Outcomes:

The following chart indicates the 14-15 baseline data. The expected annual measurable outcome for the 16-17 school year will be an increase of 6% for each each group.

Group	Course Completion (14-15 baseline data)
District	*37.2%*
Black or African America	*25%*
Hispanic or Latino	*38.1%*
Socioeconomically Disadvantaged	*30.2%*
English Learners	*8.3%*
Students with Disabilities	*4.5%*
Pacific Islander	*0.0%*
Foster Youth	*18.2%*

SAT Completion (n, %)

The following chart indicates the 14-15 baseline data. The expected annual measurable outcome for the 16-17 school year will be an increase of 6% for each group.

Group	*SAT Completion* *N (baseline data)*	*SAT Completion* *% (14-15 baseline data)*

District	*705*	*38.76%*
Black or African America	*33*	*42.9%*
Hispanic or Latino	*614*	*39.0%*
Socioeconomically Disadvantaged	*658*	*39.6*
English Learners	*10*	*6.4%*
Students with Disabilities	*3*	*3.5%*
Pacific Islander	*3*	*42.9%*
Foster Youth	*2*	*25.0%*

EAP (College Readiness Indicator)

The following chart indicates the 14-15 baseline data. The expected annual measurable outcome for the 16-17 school year will be an increase of 6% for each group.

Group	Early Assessment for Readiness for College English (14-15 baseline data)
District	9 %
Black or African American	4 %
Hispanic or Latino	9 %

Socioeconomically Disadvantaged	9 %
English Learners	0 %
Students with Disabilities	1 %

EAP (College Readiness Indicator)

The following chart indicates the 14-15 baseline data. The expected annual measurable outcome for the 16-17 school year will be an increase of 6% for each group.

Group	Early Assessment of Readiness for College Mathematics (Algebra II) (14-15 baseline data)
District	1 %
Black or African American	0 %
Hispanic or Latino	1 %
Socioeconomically Disadvantaged	1 %
English Learners	0 %
Students with Disabilities	2 %

EAP (College Readiness Indicator)

The following chart indicates the 14-15 baseline data. The expected annual measurable outcome for the 16-17 school year will be an increase of 6% for each group.

Group	Early Assessment of Readiness for College Mathematics (Summative High School Mathematics) (14-15 baseline data)
District	3 %
Black or African American	7 %
Hispanic or Latino	3 %
Socioeconomically Disadvantaged	3 %

EAP (College Readiness Indicator)

The following chart indicates the 14-15 baseline data. The expected annual measurable outcome for the 16-17 school year will be an increase of 6% for each group.

Group	Early Assessment of Readiness for College Mathematics (Total) (14-15 baseline data)
District	2 %
Black or African American	3 %
Hispanic or Latino	2 %
Socioeconomically Disadvantaged	1 %

The following charts indicate the 14-15 baseline data. The expected annual measurable outcome for the 16-17 school year will be an increase of 6% for each group.

Lynwood High School: Summary 2013-14 AP Data

	Overall	A P	AP Exams Taken	AP Exams passed	Passing Rate %
Hispanic/Latino	2146	571	986	195	19.7%
African American	156	17	33	1	3%
Pacific Islander	8	N A	N A	N A	N A
English Learner	511	37	29	14	48%
Students with Disabilities	197	5	4	0	0%
Socioeconomically Disadvantaged	2,120	293	533	99	18.8%

Firebaugh High School: Summary 2013-14 AP Data

	Overall	A P	AP Exams Taken	AP Exams passed	Passing Rate %
Hispanic/Latino	1813	42	82	47	57%
African American	80	1	3	1	33%

Pacific Islander	3	N A	N A	N A	N A
English Learner	399	2	2	2	100%
Students with Disabilities	156	0	N A	N A	
Socioeconomically Disadvantaged	1801	26	17	8	47%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A variety of college and career courses (A-G) will be offered in order to ensure that students are prepared for the rigors of post-secondary education.	LEA-Wide	_X_ All --- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	Middle School - Project Lead the Way: $38,200 Services and Other Operating Expense; Funding Source: Grants. Secondary Schools: AVID program: $43,700 Services and Other Operating Expense; Funding Source: Other funding.
Guidance and Counseling Services will be increased in order to ensure that all students (all school levels, all subgroups) are on the path towards college and careers	LEA-Wide	__ All --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __ Other Subgroups: _____	College Career Center Tech: $64,260 Classified Salaries, $18,000 Benefits; Funding Source: LCFF: Supplemental/Concentration. Schmoop Program to ensure that students are prepared for college: $80,000 Services and Other Operating Expense; Funding

			Source: LCFF: Supplemental/Concentration. Naviance Program to support college and career guidance: $62,000 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration. Test preparation to support college and career pathway (i.e. - Princeton Review): $20,000 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration. Provide support to the Black Teen Summit in order to increase graduation and college attainment rates: $15,000 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration.
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			Source: LCFF: Supplemental/Concentration. Elementary Film Academy: $75,000 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration Rock and Roll Academy: $210,000 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration Art - Materials and Supplies: $100,000 Books and Supplies; Funding Source: LCFF: Supplemental/Concentration. Drama program: $8,000 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration. Band Teachers: $272,257 Certificated Salaries, $82,000 Benefits (includes expansion to middle schools); Funding Source: LCFF: Supplemental/Concentration. Journalism integrated into

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			Expansion to provide additional CTE opportunities for secondary students: $160,000 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration Career and Technical Education (CTE): $759,039 Certificated Salaries (including $120,00 for a coordinator), $$72,918 Classified Salaries, $200,000 Benefits, $13,350 Books and Supplies, $158,150 Services and Other Operating Expense (including Generation Yes); Funding Source: LCFF: Supplemental/Concentration School Improvement Grant Support: $160,000 Certificated Salaries, $40,000 Benefits; Funding Source: LCFF: Supplemental/Concentration All In Stem (Enrichment program to support English and math proficiency): $97,200 Services and Other Operating Expense; Funding Source: LCFF:

			Supplemental/Concentration
Students in the Advance Placement (AP) and International Baccalaureate (IB) program also need intervention and support to ensure they complete A-G coursework for college.	LEA-Wide	__All --- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	AP/IB Bootcamp: $68,000 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration.

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

A-G Course Completion:

The following chart indicates the 14-15 baseline data. The expected annual measurable outcome for the 17-18 school year will be an increase of 9% for each group.

Group	Course Completion (14-15 baseline data)
District	37.2%
Black or African America	25%
Hispanic or Latino	38.1%
Socioeconomically Disadvantaged	30.2%
English Learners	8.3%
Students with Disabilities	4.5%
Pacific Islander	0.0%

Foster Youth	18.2%

SAT Completion (n, %)

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Group	SAT Completion N (baseline data)	SAT Completion % (14-15 baseline data)
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Black or African America	33	42.9%
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Socioeconomically Disadvantaged	658	39.6
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Pacific Islander	3	42.9%
Foster Youth	2	25.0%

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EAP (College Readiness Indicator)

The following chart indicates the 14-15 baseline data. The expected annual measurable outcome for the 17-18 school year will be an increase of 9% for each group.

Group	Early Assessment of Readiness for College Mathematics (Algebra II) (14-15 baseline data)
District	1 %
Black or African American	0 %

Hispanic or Latino	1 %
Socioeconomically Disadvantaged	1 %
English Learners	0 %
Students with Disabilities	2 %

EAP (College Readiness Indicator)

The following chart indicates the 14-15 baseline data. The expected annual measurable outcome for the 17-18 school year will be an increase of 9% for each group.

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English Learner	511	37	29	14	48%
Students with Disabilities	197	5	4	0	0 %

Socioeconomically Disadvantaged	2,120	293	533	99	18.8%

Firebaugh High School: Summary 2013-14 AP Data

	Overall	AP	AP Exams Taken	AP Exams passed	Passing Rate %
Hispanic/Latino	1813	42	82	47	57%
African American	80	1	3	1	33%
Pacific Islander	3	NA	NA	NA	NA
English Learner	399	2	2	2	100%
Students with Disabilities	156	0	NA	NA	
Socioeconomically Disadvantaged	1801	26	17	8	47%

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
A variety of college and career courses (A-G) will be offered in order to ensure that students are prepared for the rigors of post-secondary education.	LEA-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Middle School - Project Lead the Way: $38,200 Services and Other Operating Expense; Funding Source: Grants. Secondary Schools: AVID program: $43,700 Services

			and Other Operating Expense; Funding Source: Other funding.
Guidance and Counseling Services will be increased in order to ensure that all students (all school levels, all subgroups) are on the path towards college and careers	LEA-Wide	__All --- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	College Career Center Tech: $64,260 Classified Salaries, $18,000 Benefits; Funding Source: LCFF: Supplemental/Concentration. Schmoop Program to ensure that students are prepared for college: $80,000 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration. Naviance Program to support college and career guidance: $62,000 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration. Test preparation to support college and career pathway (i.e. - Princeton Review): $20,000 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration. Provide support to the Black Teen Summit in order to increase graduation and

			college attainment rates: $15,000 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration.
A variety of college and career courses (A-G) will be offered in order to ensure that students are prepared for the rigors of post-secondary education.	LEA-Wide	_All --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient _Other Subgroups: _____	Arts Coordinator: $222,832 Certificated Salaries, $66,000 Benefits; Funding Source: LCFF: Supplemental/Concentration. Band - Materials and Supplies: $40,000 Books and Supplies; Funding Source: LCFF: Supplemental/Concentration. Elementary Film Academy: $75,000 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration Rock and Roll Academy: $210,000 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration Art - Materials and Supplies: $100,000 Books and Supplies; Funding Source: LCFF: Supplemental/Concentration.

			Drama program: $8,000 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration. Band Teachers: $272,257 Certificated Salaries, $82,000 Benefits (includes expansion to middle schools); Funding Source: LCFF: Supplemental/Concentration. Journalism integrated into career pathways: $6,000 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration. Vista A-G Compliance (1 FTE): $70,000 Certificated Salaries, $21,000 Benefits; Funding Source: LCFF: Supplemental/Concentration Elementary AVID (12 sites/PD/License /Conference): $20,000 Certificated Salaries, $10,000 Benefits, $195,000 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration

			Credit Recovery: $237,869 Certificated Salaries, $74,000 Benefits; Funding Source: LCFF: Supplemental/Concentration A variety of College Mentoring and Preparedness Activities: $360,000 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration Project Lead the Way Expansion to provide additional CTE opportunities for secondary students: $160,000 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration Career and Technical Education (CTE): $759,039 Certificated Salaries (including $120,00 for a coordinator), $$72,918 Classified Salaries, $200,000 Benefits, $13,350 Books and Supplies, $158,150 Services and Other Operating Expense (including Generation Yes);

			Funding Source: LCFF: Supplemental/Concentration School Improvement Grant Support: $160,000 Certificated Salaries, $40,000 Benefits; Funding Source: LCFF: Supplemental/Concentration All In Stem (Enrichment program to support English and math proficiency): $97,200 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration
Students in the Advance Placement (AP) and International Baccalaureate (IB) program also need intervention and support to ensure they complete A-G coursework for college.	LEA-Wide	__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	AP/IB Bootcamp: $68,000 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration.

GOAL:	**Goal 7:** Parent participation at school and district events will increase annually.	Related State and/or Local Priorities: 1__ 2__ 3X 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: LEA Plan - Goal 1, Strategic Plan - Strategy 2, 3, 5, and 6

Identified Need:	District LCAP Survey results for the 14-15 continue to support the need for increased parent involvement training centered on academic support, navigating the school system, and student advocacy.
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	The data that will be collected to measure this goal will change from number of meetings to the number of parents attending meetings. The expected measurable outcomes for the 15-16 school year will be an increase of 6% from the number of parents that attended site parent council meetings (SSC, ELAC) and district-level parent council meetings (DAC, DELAC) using the 14-15 attendance as a baseline. In addition, there will be a 6% increase in parent attendance to Open House, Parent-Teacher Conferences, and, Back-to-School Nights.

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Parent trainings will be offered centered on academic support, navigating the school system, student advocacy, and other trainings that fulfill the goals of the LCAP.	LEA-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	School Community Liaison: $429,426 Classified Salaries, $120,000 Benefits; Funding Source: Site Categorical Funds. Interpreter for parents of special education students: $48,185 Services and Other Operating Expense; Funding Source: LCFF: Base.
Parent trainings will be offered centered on academic support, navigating the school system, student	LEA-Wide	__All --- OR:	Conferences, parent workshops, district trainings, parent involvement

advocacy, and other trainings that fulfill the goals of the LCAP.		_X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __ Other Subgroups: _____	specialist: $89,179 Certificated Salaries, $27,000 Benefits, $180,000 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration. Translation for board of education meetings: $3,500 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration. Parent Center Computer Labs: $120,000 Books and Supplies; Funding Source: LCFF: Supplemental/Concentration

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Expected Measurable Outcomes for the 16-17 school year will be an increase of 3% from the number of parents that attended site parent council meetings (SSC, ELAC) and district-level parent council meetings (DAC, DELAC) during the 15-16 school year. In addition, there will be a 3% increase in parent attendance to Open House, Parent-Teacher Conferences, and, Back-to-School Nights at the site level.

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Parent trainings will be offered centered on academic support, navigating the school system, student advocacy, and other trainings that fulfill the goals of the LCAP.	LEA-Wide	_X_ All ---------- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient	School Community Liaison: $429,426 Classified Salaries, $120,000 Benefits; Funding Source: Site Categorical Funds.

		__Other Subgroups: _____	Interpreter for parents of special education students: $48,185 Services and Other Operating Expense; Funding Source: LCFF: Base. Interpreter for parents of special education students: $48,185; Funding Source: LCFF: Base.
Parent trainings will be offered centered on academic support, navigating the school system, student advocacy, and other trainings that fulfill the goals of the LCAP.	LEA-Wide	__All --- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Conferences, parent workshops, district trainings, parent involvement specialist: $89,179 Certificated Salaries, $27,000 Benefits, $180,000 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration. Translation for board of education meetings: $3,500 Services and Other Operating Expense; Funding Source: LCFF: Supplemental/Concentration. Parent Center Computer Labs: $120,000 Books and Supplies; Funding Source: L

LCAP Year 3: 2017-18

Expected Annual Measurable	Expected Measurable Outcomes for the 17-18 school year will be an increase of 6% from the number of parents that

Outcomes:	attended site parent council meetings (SSC, ELAC) and district-level parent council meetings (DAC, DELAC) based on the 16-17 participation. In addition, there will be a 6% increase in parent attendance to Open House, Parent-Teacher Conferences, and, Back-to-School Nights at the site level.

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Parent trainings will be offered centered on academic support, navigating the school system, student advocacy, and other trainings that fulfill the goals of the LCAP.	LEA-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	School Community Liaison: $429,426 Classified Salaries, $120,000 Benefits; Funding Source: Site Categorical Funds. Interpreter for parents of special education students: $48,185 Services and Other Operating Expense; Funding Source: LCFF: Base.
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			Parent Center Computer Labs: $120,000 Books and Supplies; Funding Source: L

Annual Update

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

Guiding Questions:

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Original GOAL from prior year LCAP:	**Goal 1a:** Every student will improve one performance band on the California Common Core State Standards (CCCSS) / Smarter Balanced Assessment Consortium (SBAC) annual assessment in English Language Arts as established in 2014-2015.	Related State and/or Local Priorities: 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 X COE Only: 9__ 10__ Local: LEA Plan Goal 1, Strategic Plan Strategy 1: Student Achievement, Strategic Plan Strategy V: Fiscal Resources
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All; English learners	

Expected Annual Measurable Outcomes:

Williams Report as Compliance Monitoring

- *Ensure sufficiency of instructional materials each year as evident through positive annual Williams reviews in order to ensure that all students have textbooks.*

District Benchmarks - English Language Arts

District	baseline	+3%
All Sub-groups (Black or African-American, Hispanic/Latino, Socioeconomically Disadvantage, English Learners, Students with Disabilities, Pacific Islander, Foster Youth	baseline	+3%

SBAC English Language Arts

District	baseline	+3%
All Sub-groups (Black or African-American, Hispanic/Latino, Socioeconomically Disadvantage, English Learners, Students with Disabilities, Pacific Islander, Foster Youth	baseline	+3%

Academic Performance Index (API) (baseline for 2 years)

Actual Annual Measurable Outcomes:

The following chart illustrates the baseline data for the 2014-2015 academic year. As noted in Goal 1a of the LUSD LCAP, the ELA Benchmark results for the 14-15 school year will serve as baseline data.

LUSD has developed district-wide common assessments for English Language Arts for grades K-12. Students in grades K-12 take an English Language Arts common assessment. The results are used to inform teachers of students' academic performance and attainment of grade-level standards. As part of this process, grade level teams throughout the District engage in Data Reflection Sessions (DRS) to determine instructional strategies to address the needs of all groups. The following chart indicates the results by sub-groups as required by the LCAP. The percentage is a district-wide percentage for students

Group	API	Expected Increase
District	723	Baseline data for 2 years
Black or African-American	682	Baseline data for 2 years
Hispanic or Latin	725	Baseline data for 2 years
Socioeconomically Disadvantage	724	Baseline data for 2 years
English Learners	689	Baseline data for 2 years
Students with Disabilities	531	Baseline data for 2 years
Pacific Islander	--	No data available: new subgroup
Foster Youth	--	No data available: new subgroup

CAHSEE - ELA (10th grade)

District	baseline	+3%
All Sub-groups (Black or African-American, Hispanic/Latino, Socioeconomically Disadvantage, English Learners, Students with Disabilities, Pacific Islander, Foster Youth	baseline	+3%

in grades K-12.

Group	District Benchmark ELA for 2014-2015
District	31%
Black or African American	28%
Hispanic or Latino	26%
Socioeconomically Disadvantaged	25%
English Learners	28%
Students with Disabilities	15%

The following chart illustrates the results of the 10th grade CAHSEE administration for the 2014-2015 school year. The results will serve as baseline data for Goal 1a of the LCAP. Results are indicated by subgroup as required by the LCAP.

Group	CAHSEE ELA

	10th grade Administration (2014-2015)
District	80%
Black or African American	63%
Hispanic or Latino	75%
Socioeconomically Disadvantaged	74%
English Learners	33%
Students with Disabilities	13%

The SBAC results will be available in August 2015 and at that point baseline data will be generated for the 15-16 school year. API has been frozen for the 15-16 school year.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

Provide 21st Century Learning Professional Development as required through the California Common Core State Standards which would include Project-Based Learning	Instructional Coaches (K-6) to support student learning and implementation of the Common Core State Standards: $93,359; Funding Source: Title III proposed $93,359; Note: Instructional Coaches to support Common Core State Standards implementation (3 FTE). (Please see Goal 1, Section B for additional Supplemental/Concentration amounts.).	Provided 21st Century Learning Professional Development as required through the California Common Core State Standards which would include Project-Based Learning.	Instructional Coaches (K-6) to support student learning and implementation of the Common Core State Standards: $64,500 Salaries and 34,000 Benefits; Funding Source: Title III; Note: Instructional Coaches to support Common Core State Standards implementation (3 FTE). (Please see Goal 1, Section B for additional Supplemental/Concentration amounts.).
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Provide students with up-to-date technology tools to ensure implementation of 21st Century Learning and Common Core implementation.	DORA - Reading Diagnostic Program: $60,000; Funding Source: Title I Funds.	Provided students with up-to-date technology tools to ensure implementation of 21st Century Learning and Common Core implementation.	DORA - Reading Diagnostic Program: $60,000; Funding Source: Title I Funds.
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth		_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth	

__Redesignated fluent English proficient __Other Subgroups: _____		__Redesignated fluent English proficient __Other Subgroups: _____	
Low-income pupils (socioeconomically disadvantage) will have access to all services and actions within the LCAP. Low-income pupils will be monitored on an on-going basis through district internal structures such as data reflections, metareflections, District School Leadership Team (DSLT)/Central Data Team (CDT) and school leadership teams data review process. Low income students will also have access to other programs as offered through Title I funding.	Data Reflections, Metareflections, and DSLT/CDT associated costs: $500,000; Funding Source: Title I, Title II, and Title III.	Low-income pupils (socioeconomically disadvantage) accessed all services and actions within the LCAP. Low-income pupils were monitored on an on-going basis through district internal structures such as data reflections, metareflections, District School Leadership Team (DSLT)/Central Data Team (CDT) and school leadership teams data review processes. Low income students accessed other programs as offered through Title I funding.	Data Reflections, Metareflections, and DSLT/CDT associated costs: $500,000; Funding Source: Title I, Title II, and Title III.
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
_X All --- OR: _X Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		__All --- OR: _X Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Foster Youth students will be monitored on an on-going basis utilizing LCAP metrics, eWise system, and other intervention metrics. Students identified as foster youth will have access to all programs offered for all students. The students will also have access to specialized intervention programs that target foster youth specifically.		Foster Youth students were monitored on an on-going basis utilizing LCAP metrics, eWise system, and other intervention metrics. Students identified as foster youth accessed all programs offered for all students. The students did not have access to specialized intervention programs that targeted foster youth specifically. Instead, they had accessed to Intervention provided based on their	

		academic progress.	
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
_X_ All --- OR: __Low Income pupils __English Learners _X_ Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		__All --- OR: __Low Income pupils __English Learners _X_ Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
English Learner students will have access to all actions and services provided for all students. Students will be monitored as part of the data reflections, metareflections, and DSLT/CDT processes. English learners will also be monitored as part of Title III accountability. Students will also have access to extended learning interventions throughout the school year.	English Learner Extended Intervention - Teacher Hourly: $100,000; Funding Source: Title III funding.	English Learner students accessed all actions and services provided for all students. They were monitored as part of the data reflections, metareflections, and DSLT/CDT processes. English learners were also monitored as part of Title III accountability. Students had access to extended learning interventions throughout the school year.	English Learner Extended Intervention - Teacher Hourly: $100,000 Salaries and Benefits; Funding Source: Title III funding.
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
_X_ All --- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All --- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Redesignated Fluent English Proficient (RFEP)students will be monitored on a yearly basis and on-going for a two-year period. Students will also be monitored as part of the DSLT/CDT processes. Students will also have		Redesignated Fluent English Proficient (RFEP) students were monitored. Students were also monitored as part of the DSLT/CDT processes. RFEP students had access to actions and services as listed in LCAP for	

access to all actions and services as listed in LCAP for unduplicated students.		unduplicated students.	
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups: _____		__All --- OR: __Low Income pupils __English Learners __Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups: _____	
Provide 21st Century Learning Professional Development as required through the California Common Core State Standards which would include Project-Based Learning	Library Media Assistants to support 21st Century Learning Media Centers (3 hour position at each school): $420,966; Funding Source: LCFF: Supplemental/Concentration. Instructional Coaches (K-6) to support student learning and implementation of the Common Core State Standards: $186,718; Funding Source: LCFF: Supplemental/Concentration.	21st Century Learning Professional Development as required through the California Common Core State Standards was provided and it included Project-Based Learning.	Library Media Assistants to support 21st Century Learning Media Centers (6-8 hour positions at each school): $243,671 Salaries, $97,635 Benefits; Funding Source: LCFF: Supplemental/Concentration. Instructional Coaches (K-6) to support student learning and implementation of the Common Core State Standards: $387,129 Salaries, $98,200 Benefits; Funding Source: LCFF: Supplemental/Concentration.
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
_X_ All --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth		__All --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth	

_X_ Redesignated fluent English proficient __Other Subgroups: _____		_X_ Redesignated fluent English proficient __Other Subgroups: _____	
Interventions will be provided for all students.	Extended Day Intervention - (Cost for Teacher Hourly): $100,000; Funding Source: LCFF: Supplemental/Concentration. Cost for Instructional Lead to oversee the intervention program: $144,000; Funding Source: LCFF: Supplemental/Concentration; Note: ($8,000 per instructional lead x 18 schools)= $144,000. Elementary Summer Bridge Academy - Teacher Hourly, Instructional Lead Hourly, Administrator Per Diem: $440,000; Funding Source: LCFF: Supplemental/Concentration; Note: The cost for the Summer Bridge Academy for one session is actually $264,000. The cost for year 1 is $440,000 due to having to budget for 2 weeks in June 2015. Online SST program to monitor students receiving multi-tier support systems:	Interventions were provided for all students as a result of the data reflection process.	Extended Day Intervention - (Cost for Teacher Hourly): $240,608 Salaries and Benefits; Funding Source: LCFF: Supplemental/Concentration. Cost for Instructional Lead to oversee the intervention program: $162,702 Salaries; Funding Source: LCFF: Supplemental/Concentration. Elementary Summer Bridge Academy - Teacher Hourly, Instructional Lead Hourly, Administrator Per Diem: $192,573; Funding Source: LCFF: Supplemental/Concentration; Note: The cost for the Summer Bridge Academy for one session is actually $294,207 Salaries. Online SST program to monitor students receiving multi-tier support systems: $15,000 Professional/Consulting Services; Funding Source: LCFF:

	$30,000; Funding Source: LCFF: Supplemental/Concentration. Providing resource specialist intervention support for students to ensure that they achieve proficiency and above: $250,000; Funding Source: LCFF: Supplemental/Concentration.		Supplemental/Concentration. Providing resource specialist intervention support for students to ensure that they achieve proficiency and above: $356,230 Salaries, $104,358 Benefits; Funding Source: LCFF: Supplemental/Concentration.
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
_X_ All --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __ Other Subgroups: _____		__ All --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __ Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The actions and services under Goal 1a addressed the needs of all pupils; including all subgroups. The following services and actions served to meet Goal 1a: • Data Reflection Sessions (DRS) were carried out after each District Unit Assessment administration to monitor the academic progress of all students (including all subgroups) in English Language Arts. • All K-8 schools provided after-school Intervention for students not meeting grade-level goals as measured by the District ELA Benchmarks and reviewed during DRS. • Library Media Assistants were provided for all school sites to ensure students have access to text-based resources and to support a cohesive literacy program at each site. • Six Instructional Coaches were hired to support the implementation of the District's Plan of Instruction at all Elementary school sites. • An on-line Student Success Team (SST) Program was piloted to ensure academic monitoring of students at-risk. • Elementary Summer Bridge was provided in order to ensure that students met all grade-level		

	standards as measured by District common assessments. • A Resource Specialist to support Students with Disabilities was hired. Outcomes for Goal 1a as measured by the District ELA benchmarks and CAHSEE ELA results will serve as baseline data for the 15-16 school year. The actions and services under Goal 1a will remain the same for the 15-16 school year. Expanded Services and Actions and/or New Expenditures to support Services and Actions for this Goal include: K-6 Summer Programs, Special Education supports, Library Media Assistants at 100%, Psychiatric Social Workers, Wi-Fi, Tools4Ever, Targeted Interventions, and, Instructional Assistants.

Original GOAL from prior year LCAP:	**Goal 1b:** Every student will improve one performance band on the California Common Core State Standards (CCCSS) / Smarter Balanced Assessment Consortium (SBAC) annual assessment in Mathematics as established in 2014-2015.	Related State and/or Local Priorities: 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 X COE Only: 9__ 10__ Local: LEA Plan Goal 1, Strategic Plan Strategy 1: Student Achievement, Strategic Plan Strategy V: Fiscal Resources
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All; English learners	

Expected Annual Measurable Outcomes:

Williams Report as Compliance Monitoring

- *Ensure sufficiency of instructional materials each year as evident through positive annual Williams reviews in order to ensure that all students have textbooks.*

District Benchmarks - Mathematics

District	baseline	+3%
All Sub-groups (Black or African-American, Hispanic/Latino, Socioeconomically Disadvantage, English Learners, Students with Disabilities, Pacific Islander, Foster Youth	baseline	+3%

SBAC in Mathematics

District	baseline	+3%
All Sub-groups (Black or African-American, Hispanic/Latino, Socioeconomically Disadvantage, English Learners, Students with Disabilities, Pacific Islander, Foster Youth	baseline	+3%

Academic Performance Index (API) (baseline for 2 years)

Actual Annual Measurable Outcomes:

The following chart illustrates the baseline data for the 2014-2015 academic year. As noted in Goal 1b of the LUSD LCAP, the Math Benchmark results for the 14-15 school year will serve as baseline data.

LUSD has developed district-wide common assessments for Mathematics for grades K-12. Students in grades K-12 take a Mathematics common assessment and attainment of grade-level standards. The results are used to inform teachers of students' academic performance. As part of this process, grade level teams throughout the District engage in Data Reflection Sessions (DRS) to determine instructional strategies to address the needs of all groups. The following chart indicates the results by sub-groups as required by the LCAP. The percentage is a

Group	API	Expected Increase
District	723	Baseline data for 2 years
Black or African-American	682	Baseline data for 2 years
Hispanic or Latin	725	Baseline data for 2 years
Socioeconomically Disadvantage	724	Baseline data for 2 years
English Learners	689	Baseline data for 2 years
Students with Disabilities	531	Baseline data for 2 years
Pacific Islander	--	No data available: new subgroup
Foster Youth	--	No data available: new subgroup

CAHSEE - Mathematics (10th grade)

District	baseline	+3%
All Sub-groups (Black or African-American, Hispanic/Latino, Socioeconomically Disadvantage, English Learners, Students with Disabilities, Pacific Islander, Foster Youth	baseline	+3%

district-wide percentage for students in grades K-12.

Group	District Benchmark Math (2014-2015)
District	30%
Black or African American	24%
Hispanic or Latino	25%
Socioeconomically Disadvantaged	24%
English Learners	28%
Students with Disabilities	20%

The following chart illustrates the results of the 10th grade CAHSEE administration for the 2014-2015 school year. The results will serve as baseline data for Goal 1b of the LCAP. Results are indicated by subgroup as required by the LCAP.

Group	CAHSEE Math 10th grade Administration (2014-2015)
District	75%
Black or African American	58%
Hispanic or Latino	75%
Socioeconomically Disadvantaged	75%
English Learners	41%
Students with Disabilities	21%

The SBAC results will be available in August 2015 and at that point baseline data will be generated for the 15-16 school year. API has been frozen for the 15-16 school year.

LCAP Year: 2014-15

Planned Actions/Services	Actual Actions/Services

	Budgeted Expenditures		Estimated Actual Annual Expenditures
Students will be provided with 21st Century Learning through instruction with the California Common Core State Standards.	Instructional Coaches (K-6) to support student learning and implementation of the Common Core State Standards: $93,359; Funding Source: Title III proposed $93,359; Note: 3 FTE (Please see Goal 1B, Section B for additional funding amounts).	Students were provided with 21st Century Learning through instruction with the California Common Core State Standards.	Instructional Coaches (K-6) to support student learning and implementation of the Common Core State Standards: $93,359 Salaries and Benefits;
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Diagnostic system to ensure on-going progress monitoring in mathematics.	ADAM K-7 (Math Diagnostic): $60,000; Funding Source: Title I Funds; Note: ADAM will serve as a diagnostic system to ensure on-going progress monitoring in mathematics.	A diagnostic system (ADAM) was piloted at three Elementary schools to ensure on-going progress monitoring in mathematics.	ADAM K-7 (Math Diagnostic): $60,000; Funding Source: Title I Funds.
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth		_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth	

__Redesignated fluent English proficient __Other Subgroups: _____		__Redesignated fluent English proficient __Other Subgroups: _____	
Students will be provided with 21st Century Learning through instruction with the California Common Core State Standards.	Consultant - MESA Program (Mathematics, Engineering, and Science Achievement): $15,000; Funding Source: LCFF: Supplemental/Concentration. Instructional Materials to support Common Core State Standards implementation: $160,000; Funding Source: LCFF: Supplemental/Concentration. Instructional Coaches (K-6) to support student learning and implementation of the Common Core State Standards: $186,718; Funding Source: LCFF: Supplemental/Concentration.	Students were provided with 21st Century Learning through instruction with the California Common Core State Standards.	Consultant - MESA Program (Mathematics, Engineering, and Science Achievement): $15,000 Professional and Consulting Services; Funding Source: LCFF: Supplemental/Concentration. Instructional Materials to support Common Core State Standards implementation: $115,238 Instructional Materials; Funding Source: LCFF: Supplemental/Concentration. Instructional Coaches (K-6) to support student learning and implementation of the Common Core State Standards: $387,129 Salaries; Funding Source: LCFF: Supplemental/Concentration.
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
_X_ All --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups: _____		__All --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups: _____	

Students will be provided with interventions to ensure that they obtain proficiency and above.	Provide resource specialist intervention support to ensure that students are achieving proficiency and above: $250,000; Funding Source: LCFF: Supplemental/Concentration.	Students were provided with interventions that ensured that they obtained proficiency and above based on district common assessments.	Provide resource specialist intervention support to ensure that students are achieving proficiency and above: $0; Funding Source: LCFF: Supplemental/Concentration.
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
_X_ All --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __ Other Subgroups: _____		_X_ All --- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The actions and services under Goal 1b addressed the needs of all pupils; including all subgroups. The following services and actions served to meet Goal 1b: • ADAM Math Diagnostic was piloted at three Elementary schools in order to provide teachers with a diagnostic tool to better monitor student achievement and further inform instructional practices. • MESA Program Consultant was contracted to support MESA Program. • Instructional materials related to implementation of Common Core State Standards were purchased; including updated AP textbooks for high school students. • A Resource Specialist was hired to support students with disabilities. The actions and services for Goal 1b will remain the same for the 15-16 school year as a result of reviewing the progress of Goal 1b. Expanded Services and Actions and/or New Expenditures to support Services and Actions for this Goal include: Math Textbook adoption, and, Technology Instructional Coaches.		

Original GOAL from prior year LCAP:	**Goal 2:** All English Learners will become proficient in English and reach high standards, at a minimum, attaining proficiency or better in reading, language arts, and mathematics.	Related State and/or Local Priorities: 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 X COE Only: 9__ 10__ Local: LEA Plan Goal 2, Strategic Plan Strategy I: Student Achievement, Strategic Plan Strategy V: Fiscal Resources
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All; English learners	

Expected Annual Measurable Outcomes:

Metric	Score	Expected Increase
Title III Report: AMAO 1 (Annual Growth) (12-13 final data)	44.1%	+1%
Title III Report: AMAO 2 (Attaining English Proficiency – less than 5 years) (12-13 final data)	18.7%	+1%
Title III Report: AMAO 2 (Attaining English Proficiency – 5 years or more) (12-13 final data)	26.2%	+1%
Reclassification Rate (12-13 final data)	15.7%	+1%

Actual Annual Measurable Outcomes:

Goal 2: English Language Learners

The following chart illustrates the results for the 2014-2015 school year. The estimated increase for AMAO 1 was 1% for the 14-15 school year. LUSD increased from 44.1% to 49% for AMAO 1. This indicates that LUSD exceeded their target of 1% for this measure. This year (14-15), LUSD's AMAO 2 was 18.9% with a target growth of 1%. LUSD did not meet this target. The reclassification rate increased from 15.7% to 17% exceeding the target growth.

Metric	Score
Title III Report: AMAO 1 (Annual Growth) (14-15 final data)	49%
Title III Report: AMAO 2 (Attaining English Proficiency – less than 5 years) (14-15 final data)	18.9%

			Title III Report: AMAO 2 (Attaining English Proficiency – 5 years or more) (14-15 final data) | 30.1%
			Reclassification Rate | 17%

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Supplemental Services: students will receive supplemental services in order to meet this goal area as evident through increases in reclassification rate and Title III accountability.	English Learner Intervention: $100,000; Funding Source: Title III Funding proposed.	Supplemental Services: students received supplemental services in order to meet this goal area as evident through increases in reclassification rate and Title III accountability.	English Learner Intervention: $100,000 Salaries and Benefits; Funding Source: Title III Funding.
Scope of Service:	Targeted	Scope of Service:	Targeted
_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
A dual immersion program will be initiated in order to prepare students for the 21st Century. Research has shown that dual immersion programs have a higher reclassification rate	Instructional Materials: $11,000; Funding Source: LCFF: Supplemental/Concentration; Note: Cost includes	A dual immersion program was initiated in order to prepare students for the 21st Century. Research has shown that dual immersion programs have a higher reclassification rate	Instructional Materials: $30,000 Instructional Materials; Funding Source: LCFF: Supplemental/Concentration;

than English Learner students in the traditional program. English only students will also enroll in the program.	instructional materials for two classes each year. Conferences: $4,000; Funding Source: LCFF: Supplemental/Concentration; Note: Teachers will be provided with training. Teacher Planning: $1,000; Funding Source: LCFF: Supplemental/Concentration; Note: Sub-release for teacher planning and collaboration.	than traditional English Learner programs. English only students will also enroll in the program.	Conferences: $8,760 Travel and Conference; Funding Source: LCFF: Supplemental/Concentration; Note: Teachers will be provided with training. Teacher Planning: $0; Funding Source: LCFF: Supplemental/Concentration; Note: sub-release time not separately identified.
Scope of Service:	Targeted	Scope of Service:	
_X_ All --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __ Other Subgroups: _____		_X_ All --- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The actions and services under Goal 2 addressed the needs of all pupils; including all subgroups. The following services and actions served to meet Goal 2: • Dual Language Instructional Materials were purchased for for the Kindergarten Dual Language Class at Will Rogers. • Dual Language Teachers, Administration and Parents attended Dual Language conferences and network support meetings to ensure program fidelity. • Dual Language Teacher and Instructional Lead were provided planning time to develop plans to meet District Dual Language Program Goals.		

	The actions and services will remain the same for the 15-16 school year as a result of reviewing the progress of Goal 2.

Original GOAL from prior year LCAP:	**Goal 3:** All students will be taught by highly qualified teachers and personnel.	Related State and/or Local Priorities: 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 X COE Only: 9__ 10__ Local: LEA Plan - Goal 3, Strategic Plan Strategy II: Staff Capacity, Strategic Plan Strategy V:Fiscal Resources

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All; English learners

Expected Annual Measurable Outcomes:	100% HQT, 0 Misassignments, *Williams* Monitoring report	Actual Annual Measurable Outcomes:	99.4% HQT, 0.6% Misassignments.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Additional teachers and administrators will be hired in order to support the reduction of class sizes in K-3.	Teacher Salary: $40,178,267; Funding Source: LCFF: Base.	Additional teachers and administrators were hired to support the reduction of class sizes in K-3.	Teacher Salary: $43,540,230 Salaries and Benefits; Funding Source: LCFF: Base.
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Additional teachers and administrators will be hired in order to	Teacher Salary: $1,713,182; Funding	Additional teachers and administrators were hired to support	Teacher Salary: $1,412,609 Salaries, $391,444 Benefits;

support the reduction of class sizes in K-3.	Source: LCFF: Supplemental/Concentration.	the reduction of class sizes in K-3.	Funding Source: LCFF: Supplemental/Concentration.
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
_X_ All --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __ Other Subgroups: _____		_X_ All --- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	
Provide key programs and services to benefit students and classrooms	Classified Administrators: $84,678; Funding Source: LCFF: Supplemental/Concentration. Testing Technicians and Assistants in order to monitor student achievement: $746,801; Funding Source: LCFF: Supplemental/Concentration (funding for 3 hours for all schools and district). Educational services and support to schools to impact student achievement through Supplemental and Concentration Programs: $463,084; Funding Source: LCFF: Supplemental/Concentration. Instructional Improvement Leads to support student	Key programs and services were provided to benefit students and classrooms.	Classified Administrators: $86,050; Funding Source: LCFF: Supplemental/Concentration. Testing Technicians and Assistants in order to monitor student achievement: $333,654 Salaries, $161,386 Benefits; Funding Source: LCFF: Supplemental/Concentration. Educational services and support to schools to impact student achievement through Supplemental and Concentration Programs: $176,178 Professional and Consulting Services; Funding Source: LCFF: Supplemental/Concentration. Instructional Improvement Leads to support student

	achievement at school sites and intervention support: $2,204,141; Funding Source: LCFF: Supplemental/Concentration. Instructional Assistants and tutors to support student learning: $1,117,021; Funding Source: LCFF: Supplemental/Concentration; Note: Includes instructional assistants and tutors allocated to the school site and instructional assistants technology. Teach for America professional development to close the opportunity gap: $15,000; Funding Source: LCFF: Supplemental/Concentration. Teacher substitutes to ensure effective coverage: $17,004; Funding Source: LCFF: Supplemental/Concentration. Due to the budget increase with LCFF, additional accounting support will be provided to schools to effectively manage school budgets: $32,307; Funding		achievement at school sites and intervention support: $1,591,708 Salaries, $534,187 Benefits; Funding Source: LCFF: Supplemental/Concentration. Instructional Assistants and tutors to support student learning: $222,601 Salaries and Benefits; Funding Source: LCFF: Supplemental/Concentration; Teach for America professional development to close the opportunity gap: $15,000 Professional and Consulting Services; Funding Source: LCFF: Supplemental/Concentration. Teacher substitutes to ensure effective coverage: $413,707 Salaries and Benefits; Funding Source: LCFF: Supplemental/Concentration. Due to the budget increase with LCFF, additional accounting support will be provided to schools to effectively manage school budgets: $66,053 Salaries, $21,668 Benefits; Funding

	Source: LCFF: Supplemental/Concentration. Office Manager to support school services and programs: $66,580; Funding Source: LCFF: Supplemental/Concentration.		Source: LCFF: Supplemental/Concentration. Office Manager to support school services and programs: $15,214 Salaries; Funding Source: LCFF: Supplemental/Concentration.
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
_X_ All --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __ Other Subgroups: _____		__ All --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __ Other Subgroups: _____	
Technology Tools: Provide funding and support to ensure students and staff have up-to-date technology to support student learning.	Professional Development for Technology Implementation (includes teacher hourly, materials/supplies, contracts, conferences, and workshops): $200,000; Funding Source: LCFF: Supplemental/Concentration.	Technology Tools: funding and support was provided to ensure students and staff had up-to-date technology to support student learning.	Professional Development for Technology Implementation (includes teacher hourly, materials/supplies, contracts, conferences, and workshops): $27,500 Professional and Consulting Services, $145,250 Salaries and Benefits; Funding Source: LCFF: Supplemental/Concentration.
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
_X_ All --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient		_X_ All --- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient	

__Other Subgroups: _____		__Other Subgroups: _____	
Provide 21st Century Learning support services to ensure highly qualified teachers and personnel to increase student learning and achievement	21st Century Learning support services: $260,000; Funding Source: LCFF: Supplemental/Concentration.	21st Century Learning support services was provided to ensure highly qualified teachers and personnel to increase student learning and achievement.	21st Century Learning support services: $0; Funding Source: LCFF: Supplemental/Concentration.
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
_X_ All --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups: _____		_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The actions and services under Goal 3 addressed the needs of all pupils; including all subgroups. The following services and actions served to meet Goal 3: • Class-size reduction in K-3 classrooms was accomplished. • Classified Administrators were funded to ensure Key Program implementation district-wide. • Testing Technicians/Assistants were provided at each school site to assist with assessments. • Instructional Improvement Leads were provided at each school site for implementation of District's Plan of Instruction. • Attendance Clerks were funded at all school sites. • Professional Development in Technology was offered. • Educational Services and Support was provided for district-wide programs. • Teach for America was funded. • Additional Accounting Support for LCAP implementation and monitoring was provided. • An Office Manager for a Secondary site was funded. • 21st Century Learning Support Services was provided for Common Core Implementation. • Instructional Assistants and Tutors were funded to ensure all students meet grade-level standards. • Teacher Substitutes were funded to support Professional Development efforts.		

	The actions and services for Goal 3 will remain the same for the 15-16 school year as a result of reviewing the progress of Goal 3. Expanded Services and Actions and/or New Expenditures to support Services and Actions for this Goal include: LCAP Accountant, Database Administrator, and, 12-month secretaries for the 15-16 school year.

Original GOAL from prior year LCAP:	**Goal 4:** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.	Related State and/or Local Priorities: 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 X COE Only: 9__ 10__ Local: LEA Plan - Goal 4, Strategic Plan Strategy VI: Character, Strategic Plan Strategy V: Fiscal Resources, Strategic Plan Strategy VI: Environments, Strategic Plan Strategy VIII: Technology
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All; English learners	

Expected Annual Measurable Outcomes:

Metric	Measure	Expected Increase or Decrease
Attendance Rate (12-13)	94.95%	+1%
Drop-out Rate - High School (12-13)	18.7%	-2%
Drop-out Raw Number- Middle School (11-12)	21	-2%
Graduation Rate (12-13)	73.1%	+1%
CA Healthy Kids Survey Report (School Climate Report Card Index) - LHS	259	+1%
Suspension Rate (12-13)	5.5%	-1%
Expulsion Rate (12-13)	0%	-
Chronic Absenteeism Rate (13-14)	*TBD*	- 3%

Williams Report as Compliance Monitoring for School Facilities

- *Positive annual Williams reviews in order to ensure that all students have*

Actual Annual Measurable Outcomes:

Goal 4: Learning Environments

As indicated by the following chart, LUSD maintained the attendance rate at an overall 95%; therefore, not meeting this target. The drop-out rate for High School was maintained at an overall 18%; therefore, not meeting this target. The drop-out raw number for Middle School decreased from 21 to 18; exceeding the target of decreasing by 2%. The graduation rate was maintained at an overall 73%; not meeting the target. The suspension rate decreased from 5.5% to 1.2%; exceeding the target. The expulsion rate was maintained at 0%. The chronic absenteeism rate is 9.5%.

Metric	Measure

safe and clean learning environments.

Attendance Rate	95.21%
Drop-out Rate – High School	18.3%
Drop-out Raw Number Middle School	18
Graduation Rate	73.6%
CA Healthy Kids Survey Report (School Climate Card Index) – LHS	Not available
Suspension Rate	1.2%
Expulsion Rate	0%
Chronic Absenteeism	9.5%

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

Funding to provide support for a district-wide student discipline program and process. A positive character education program will also be identified in order to increase student engagement and achievement.	Attendance Clerks (18 FTE, includes 5 new FTE with Supplemental/Concentration): $460,120; Funding Source: LCFF: Base; Note: Attendance Clerk to support attendance rate metrics and positive school climate. Campus Monitors to support a positive school climate.: $512,156; Funding Source: LCFF: Base. Security officers to support a positive school climate.: $2,090,139; Funding Source: LCFF: Base.	Funding was provided to support a district-wide student discipline program and process. A positive character education program was not identified in order to increase student engagement and achievement.	Attendance Clerks (18 FTE, includes 5 new FTE with Supplemental/Concentration): $480,240 Salaries and Benefits; Funding Source: LCFF: Base; Campus Monitors to support a positive school climate.: $535,460 Salaries and Benefits; Funding Source: LCFF: Base. Security officers to support a positive school climate.: $2,358,280 Salaries and Benefits; Funding Source: LCFF: Base.
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Mentoring and motivational opportunities will be offered to staff. Opportunities to attend workshops, training, and conferences or provide funding support for guest speakers.	Strategic Planning: $60,000; Funding Source: LCFF: Base; Note: Support will be provided to revisit the strategic plan during the 2014-2015 school year.	Mentoring and motivational opportunities were offered to staff through funding opportunities for staff to attend workshops, training, and conferences or funding was provided to support guest speakers.	Strategic Planning: $33,921 Professional and Consulting Services; Funding Source: LCFF: Supplemental and Concentration Grants
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide

_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		__All --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups: _____	
Technology Tools: Provide funding and support to ensure students and staff have up-to-date technology to support student learning.	Hardware Maintenance and Support: $17,850; Funding Source: LCFF: Base; Note: (includes $7000 for Scanners). Software Maintenance and Support: $150,200; Funding Source: LCFF: Base; Note: These expenses include, but not limited to these vendors: Aeries, OARS, Blackboard Connect, DecisionInsite School Locator, Key Data Systems, Domain SSL certificates, Microsoft licensing, Adobe software licensing, Solarwinds Web Help Desk, ManageEngine ADManager Plus, Backup Exec, web content filter, and other future identified technologies. Equipment and Supplies: $79,000; Funding Source: LCFF: Base. Conferences and Trainings:	Technology Tools: Funding and support was provided to ensure students and staff have up-to-date technology to support student learning.	Hardware Maintenance and Support: $8,500 Non-capitilized Equipment, $10,575 Professional and Consulting Services; Funding Source: LCFF: Base Software Maintenance and Support: $160,500 Professional and Consulting Services; Funding Source: LCFF: Base; Note: These expenses include, but not limited to these vendors: Aeries, OARS, Blackboard Connect, DecisionInsite School Locator, Key Data Systems, Domain SSL certificates, Microsoft licensing, Adobe software licensing, Solarwinds Web Help Desk, ManageEngine ADManager Plus, Backup Exec, web content filter, and other future identified technologies. Equipment and Supplies: $75,000 Equipment and

	$58,200; Funding Source: LCFF: Base. Microsoft Exchange: Email and System Configuration: $125,000; Funding Source: LCFF: Base. Web Filtering: $35,000; Funding Source: LCFF: Base; Note: Lightspeed / iBoss. Automated Account Creation: $25,000; Funding Source: LCFF: Base. E-Rate set-asides and associated costs: $572,000; Funding Source: LCFF: Base.		Materials; Funding Source: LCFF: Base. Conferences and Trainings: $24,700 Conferences and Travel, $33,410 Professional and Consulting Services; Funding Source: LCFF: Base. Microsoft Exchange: Email and System Configuration: $125,000 Professional and Consulting Services; Funding Source: LCFF: Base. Web Filtering: $35,000; Funding Source: LCFF: Base; Note: Lightspeed / iBoss. Automated Account Creation: $25,000 Professional and Consulting Services; Funding Source: LCFF: Base. E-Rate set-asides and associated costs: $572,000 Communications; Funding Source: LCFF: Base.
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	

Good and Clean Facilities - support provided to ensure that facilities are in good repair.	Custodial support to maintain clean school facilities: $5,148,600; Funding Source: LCFF: Base.	Good and Clean Facilities - support was provided to ensure that facilities are in good repair.	Custodial support to maintain clean school facilities: $5,402,310 Salaries and Benefits; Funding Source: LCFF: Base.
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Funding to provide support for a district-wide student discipline program and process. A positive character education program will also be identified in order to increase student engagement and achievement.	Positive Behavior Interventions and Supports (PBIS): $60,000; Funding Source: LCFF: Supplemental/Concentration; Note: $3,000 per school per year (training registration costs) (includes 9 training days) x 18 schools. Character Education Curriculum: $100,000; Funding Source: LCFF: Supplemental/Concentration; Note: ($500 per classroom x 600 teachers). Attendance Clerks: $202,000; Funding Source: LCFF: Supplemental/Concentration; Note: Attendance Clerk to	Funding was provided to support a district-wide student discipline program and process. A positive character education program was not identified in order to increase student engagement and achievement.	Positive Behavior Interventions and Supports (PBIS): $32,607 Professional and Consulting Services; Funding Source: LCFF: Supplemental/Concentration. Character Education Curriculum: $115,000 Professional and Consulting Services; Funding Source: LCFF: Supplemental/Concentration. Attendance Clerks: $108,591 Salaries, $43,518 Benefits; Funding Source: LCFF: Supplemental/Concentration; Sheriff deputies to support student engagement and

	support attendance rate metrics and positive school climate. Sheriff deputies to support student engagement and positive school climate: $159,254; Funding Source: LCFF: Supplemental/Concentration; Note: 2 FTE. Coordinator to support student programs and services: $121,488; Funding Source: LCFF: Supplemental/Concentration.		positive school climate: $161,062 Professional and Consulting Services; Funding Source: LCFF: Supplemental/Concentration; Coordinator to support student programs and services: $95,309; Funding Source: LCFF: Supplemental/Concentration.
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
_X_ All --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __ Other Subgroups: _____		_X_ All --- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	
Research demonstrates that student connectedness plays a pivotal role in student achievement. Funding will be provided in order to ensure that students are connected to extra-curricular activities.	GATE Program - STAR Incorporated (Zome) and other associated costs: $90,000; Funding Source: LCFF: Supplemental/Concentration; Note: (After School GATE program) - helps support enrichment and GATE family nights.	Research demonstrates that student connectedness plays a pivotal role in student achievement. Funding was provided in order to ensure that students are connected to extra-curricular activities.	GATE Program - STAR Incorporated (Zome) and other associated costs: $77,546 Professional and Consulting Services; Funding Source: LCFF: Supplemental/Concentration;

Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
_X_ All --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __ Other Subgroups: _____		_X_ All --- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	
Technology Tools: Provide funding and support to ensure students and staff have up-to-date technology to support student learning.	Wi-Fi Project to provide access to 21st Century Learning resources: $150,000; Funding Source: LCFF: Supplemental/Concentration. Hardware Maintenance and Support: $5,000; Funding Source: LCFF: Supplemental/Concentration. Software Maintenance and Support: $130,000; Funding Source: LCFF: Supplemental/Concentration; Note: Please see "Software Maintenance and Support" in Goal 4, Section A for specific detail. Microsoft IT Middle School Academy: $25,000; Funding Source: LCFF: Supplemental/Concentration. Bar coding to support 21st Century libraries: $20,000;	Technology Tools: Provided funding and support to ensure students and staff have up-to-date technology to support student learning.	Wi-Fi Project to provide access to 21st Century Learning resources: $150,000 Capital Outlay; Funding Source: LCFF: Supplemental/Concentration. Hardware Maintenance and Support: $7,800 Professional and Consulting Services, $2,500 non-capitalized Equipment - costs were not separately identified. Software Maintenance and Support: $115,300 Materials and Supplies, $34,000 Professional and Consulting Services; Funding Source: LCFF: Supplemental/Concentration; Microsoft IT Middle School Academy: $25,000 Professional and Consulting Services. Bar coding to support 21st

	Funding Source: LCFF: Supplemental/Concentration. Elementary On-Site Technology (OST) Support: $20,000; Funding Source: LCFF: Supplemental/Concentration; Note: Classified and Teacher Hourly. Computer Network Technician to support technology efforts at high school: $58,500; Funding Source: LCFF: Supplemental/Concentration.		Century libraries: $13,562 Professional and Consulting Services; Funding Source: LCFF: Supplemental/Concentration. Elementary On-Site Technology (OST) Support: $20,000 Professional and Consulting Services. Computer Network Technician to support technology efforts at high school: $32,453 Salaries, $10,097 Benefits; Funding Source: LCFF: Supplemental/Concentration.
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
_X_ All --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __ Other Subgroups: _____		_X_ All --- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	
Provide supplemental support services to the pre-school / Child Care Program to ensure that students are ready for school.	Personnel and associated program costs: $210,000; Funding Source: LCFF - Supplemental/Concentration.	Provided supplemental support services to the pre-school / Child Care Program to ensure that students are ready for school.	$210,867 Salaries and Benefits; Funding Source: LCFF - Supplemental/Concentration.
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
_X_ All --- OR:		_X_ All --- OR:	

_X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __ Other Subgroups: _____		__ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	
Good and Clean Facilities - support provided to ensure that facilities are in good repair.	Additional Custodial Support to ensure school cleanliness (4 new positions): $220,000; Funding Source: LCFF: Supplemental/Concentration.	Good and Clean Facilities - support was provided to ensure that facilities are in good repair.	Additional Custodial Support to ensure school cleanliness (4 new positions): $227,135 Salaries, $90,341 Benefits; Funding Source: LCFF: Supplemental/Concentration.
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
_X_ All --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __ Other Subgroups: _____		_X_ All --- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The actions and services under Goal 4 addressed the needs of all pupils; including all subgroups. The following services and actions served to meet Goal 4: • District-wide Discipline Plan: this year all sites attended PBIS training. • Mentoring and Motivational: A new Strategic Plan was developed for the District. • Technology Tools: Upgraded Wi-Fi wireless at the high schools as well as Email and System Configuration • Attendance Clerks were provided at all sites. • Two Full-time Sheriff Deputies were funded. • Hired Student Services Coordinator. • Custodians were hired to ensure clean facilities. • Hired additional Campus monitors at all sites to ensure adequate supervision. • Hired security officers to ensure safe learning environments. • Hired a consultant to provide enrichment opportunities for all GATE students K-8. • Elementary On-Site technical support was provided to Elementary schools		

	The actions and services will remain the same for the 15-16 school year as a result of reviewing the progress of Goal 4. Expanded Services and Actions and/or New Expenditures to support Services and Actions for this Goal include: Microsoft IT Academy, Student Leadership, Tools4Ever and Vision and Hearing Screenings, Mobile Computer Labs, Audio/Visual Upgrades, and CPR/Epi Pen trainings.

Original GOAL from prior year LCAP:	**Goal 5:** All students will graduate from high school.	Related State and/or Local Priorities: 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 X COE Only: 9__ 10__ Local: LEA Plan - Goal 5, Strategic Plan Strategy I: Student Achievement, Strategic Plan Strategy V: Fiscal Resources
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All; English learners	

Expected Annual Measurable Outcomes:

Metric	Measure	Expected Progress
Graduation Rate	Baseline	+3%
Drop-out rates	Baseline	- 3%
A-G Course Completion (UC/CSU Eligible)	Baseline	+3%
D-F Rate	Baseline	-3%
CAHSEE	Baseline	+3%
SAT Completion (n, %)	Baseline	+3%
EAP (College readiness indicator)	Baseline	+3%

*Data will also be analyzed by sub-group.

Actual Annual Measurable Outcomes:

The data illustrated in the following charts will serve as baseline data for the 15-16 for Goal 5 of the LUSD LCAP.

Graduation Rates (13-14)

Group	Graduation Rate
District	73.6%
Black or African American	73.1%
Hispanic or Latino	74.3%
Socioeconomically Disadvantaged	74.8%
English Learners	62.1%
Students with Disabilities	64.5%
Pacific Islander	*
Foster Youth	25%

An asterisk (*) appears on the Internet reports to protect student privacy where there are ten or fewer students.

Drop-out Rates (13-14):

Group	Drop-out Rates
District	18.3%
Black or African American	22.4%
Hispanic or Latino	17.3%
Socioeconomically Disadvantaged	16.8%
English Learners	26.3%
Students with Disabilities	18.3%
Pacific Islander	*

An asterisk (*) appears on the Internet reports to protect student privacy where there are ten or fewer students.

A-G Course Completion (13-14)

Group	*Course Completion*
District	*37.2%*

Black or African America	*25%*
Hispanic or Latino	*38.1%*
Socioeconomically Disadvantaged	*30.2%*
English Learners	*8.3%*
Students with Disabilities	*4.5%*
Pacific Islander	*0.0%*
Foster Youth	*18.2%*

2014-2015 1st Semester D-F Rate

English	D-F Rate (n,%)
District	1735, 35%
Black or African American	288, 37%
Hispanic or Latino	1328, 29%
Foster	12, 44%
English Learners	524, 54%
Students with Disabilities	193, 46%

Pacific Islander	*
Math	D-F Rate (n,%)
District	2192, 42%
Black or African American	140, 48%
Hispanic or Latino	2050, 42%
Foster	11, 34%
English Learners	603, 62%
Students with Disabilities	199, 51%
Pacific Islander	*
Science	D-F Rate (n,%)
District	1741, 37%
Black or African American	116, 47%
Hispanic or Latino	2029, 42%
Foster	17, 51%

English Learners	350, 61%
Students with Disabilities	166, 52%
Pacific Islander	*

Social Studies	D-F Rate (n,%)
District	1376, 35%
Black or African American	73, 35%
Hispanic or Latino	1211, 33%
Foster	11, 38%
English Learners	337, 50%
Students with Disabilities	132, 42%
Pacific Islander	*

An asterisk (*) appears on the reports to protect student privacy where there are ten or fewer students.

CAHSEE ELA (14-15)

Group	CAHSEE ELA
District	80%

Black or African American	63%
Hispanic or Latino	75%
Socioeconomically Disadvantaged	74%
English Learners	33%
Students with Disabilities	13%
Pacific Islander	*

An asterisk (*) appears on the Internet reports to protect student privacy where there are ten or fewer students.

CAHSEE Math (14-15)

Group	CAHSEE Math (10th grade administration)
District	75%
Black or African American	58%
Hispanic or Latino	75%
Socioeconomically Disadvantaged	75%

English Learners	41%
Students with Disabilities	21%
Pacific Islander	*

An asterisk (*) appears on the Internet reports to protect student privacy where there are ten or fewer students.

SAT Completion (n, %) (14-15)

Group	*SAT Completion N*	*SAT Completion %*
District	*705*	*38.76%*
Black or African America	*33*	*42.9%*
Hispanic or Latino	*614*	*39.0%*
Socioeconomically Disadvantaged	*658*	*39.6*
English Learners	*10*	*6.4%*
Students with Disabilities	*3*	*3.5%*

Pacific Islander	*3*	*42.9%*
Foster Youth	*2*	*25.0%*

EAP (College Readiness Indicator) (2014)

Group	Early Assessment for Readiness for College English
District	9 %
Black or African American	4 %
Hispanic or Latino	9 %
Socioeconomically Disadvantaged	9 %
English Learners	0 %
Students with Disabilities	1 %

EAP (College Readiness Indicator) (2014)

Group	Early Assessment of Readiness for College Mathematics (Algebra II)

District	1 %
Black or African American	0 %
Hispanic or Latino	1 %
Socioeconomically Disadvantaged	1 %
English Learners	0 %
Students with Disabilities	2 %

EAP (College Readiness Indicator) (2014)

Group	Early Assessment of Readiness for College Mathematics (Summative High School Mathematics)
District	3 %
Black or African American	7 %
Hispanic or Latino	3 %
Socioeconomically	3 %

Disadvantaged	

EAP (College Readiness Indicator) ((2014)

Group	Early Assessment of Readiness for College Mathematics (Total)
District	2 %
Black or African American	3 %
Hispanic or Latino	2 %
Socioeconomically Disadvantaged	1 %

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Guidance and Counseling Services will be increased district-wide in order to ensure that all students (all school levels, all subgroups) are on the path towards college and careers.	Counselors at High Schools to ensure that students graduate from high school and are en route towards college and careers: $664,612; Funding Source: LCFF: Base.	Guidance and Counseling Services was increased district-wide in order to ensure that all students (all school levels, all subgroups) are on the path towards college and careers.	Counselors at High Schools to ensure that students graduate from high school and are en route towards college and careers: $625,987 Salaries and Benefits; Funding Source: LCFF: Base.

	Middle School Counselors: $288,073; Funding Source: LCFF: Base. Dropout prevention and college enrollment services will be provided to close the opportunity gap and ensure that students are on route towards college and careers: $360,000; Funding Source: LCFF: Base.		Middle School Counselors: $187,989 Salaries and Benefits; Funding Source: LCFF: Base. Dropout prevention and college enrollment services will be provided to close the opportunity gap and ensure that students are on route towards college and careers: $367,400 Salaries and Benefits, $24,600 Professional and Consulting Services; Funding Source: LCFF: Base.
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Provide funding support for key programs and instructional services for students and classrooms.	District nurses to support schools and therefore impacting student health, well-being, and attendance rates.: $77,000; Funding Source: LCFF: Medi-Cal funding; Note: 1 new FTE (LEA Medi-Cal funding). Health Services Technicians	Funding was provided to support key programs and instructional services for students and classrooms.	District nurses to support schools and therefore impacting student health, well-being, and attendance rates.: $0 (unable to recruit during school year). Health Services Technicians to support student health and well-being and therefore

	to support student health and well-being and therefore impacting attendance rates.: $578,505; Funding Source: LCFF: Base.		impacting attendance rates.: $342,890 Salaries and Benefits; Funding Source: LCFF: Base.
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Interventions will be provided to ensure that students graduate from high school.	Credit Recovery program (high school) to ensure that students obtain sufficient units for graduation: $209,000; Funding Source: LCFF: Base.	Interventions were provided to ensure that students graduate from high school.	Credit Recovery program (high school) to ensure that students obtain sufficient units for graduation: $223,870 Salaries and Benefits, $14,500 Professional and Consulting Services; Funding Source: LCFF: Base.
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Students will be monitored by sub-groups	Provide support to leadership team at high schools to implement a collaborative model using the cycle of data	Students were monitored by sub-group.	Provide support to leadership team at high schools to implement a collaborative model using the cycle of data

	inquiry: $30,000; Funding Source: LCFF: Base; Note: see board agenda item 6-24-14.		inquiry: $30,000 Professional and Consulting Services; Funding Source: LCFF: Base; Note: see board agenda item 6-24-14.
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Guidance and Counseling Services will be increased district-wide in order to ensure that all students (all school levels, all subgroups) are on the path towards college and careers.	School Social Workers (2 new positions) to provide support to foster youth students and other identified sub-groups: $142,064; Funding Source: LCFF: Supplemental/Concentration; Note: 2 FTE in 14-15. Counselors at High Schools to ensure that students graduate from high school and are en route towards college and careers: $192,530; Funding Source: LCFF: Supplemental/Concentration. Middle School Counselors: $192,530; Funding Source: LCFF: Supplemental/Concentration;	Guidance and Counseling Services were increased district-wide in order to ensure that all students (all school levels, all subgroups) are on the path towards college and careers.	School Social Workers (2 new positions) to provide support to foster youth students and other identified sub-groups: $50,272 Salaries, $16,406 Benefits; Funding Source: LCFF: Supplemental/Concentration; Counselors at High Schools to ensure that students graduate from high school and are en route towards college and careers: $156,061; Funding Source: LCFF: Supplemental/Concentration. Middle School Counselors: $168,601 Salaries and Benefits; Funding Source: LCFF:

	Note: Includes additional FTE's (add 1 FTE to Hosler Middle and 1 FTE Cesar Chavez Middle Schools). Case Manager to support foster youth students and other identified sub-groups: $57,228; Funding Source: LCFF: Supplemental/Concentration. Support School Improvement Grant (SIG) efforts by supporting positions that ensure that students are on route towards college and careers such as Academic Advisors, Transformation Coach, Transformation Specialist, and Community Specialist: $116,089; Funding Source: LCFF: Supplemental/Concentration. College Enrollment Services will be provided to support college attainment by all students: $60,000; Funding Source: LCFF: Supplemental/Concentration.		Supplemental/Concentration; Case Manager to support foster youth students and other identified sub-groups: $35,558 Salaries and Benefits; Funding Source: LCFF: Supplemental/Concentration. Support School Improvement Grant (SIG) efforts by supporting positions that ensure that students are on route towards college and careers such as Academic Advisors, Transformation Coach, Transformation Specialist, and Community Specialist: $127,748 Salaries and Benefits; Funding Source: LCFF: Supplemental/Concentration. College Enrollment Services will be provided to support college attainment by all students: $73,841 Salaries and Benefits, $12,400 Professional and consulting Services; Funding Source: LCFF: Supplemental/Concentration.
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide

_X_ All --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __ Other Subgroups: _____		__ All --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __ Other Subgroups: _____	
Mentoring and motivational opportunities will be provided for students which may include guest speakers, university field trips, assemblies, peer mentors, college tutors, and other identified activities which promote college and career goals.	Field Trips, student leadership conferences, guest speakers/assemblies: $300,000; Funding Source: LCFF: Supplemental/Concentration. Provide community-based youth leadership programs in order to develop student leadership (i.e. - Youth Speaks): $60,000; Funding Source: LCFF: Supplemental/Concentration.	Mentoring and motivational opportunities were provided for students which included: guest speakers, university field trips, assemblies, peer mentors, college tutors, and other identified activities which promoted the development and support of college and career goals.	Field Trips, student leadership conferences, guest speakers/assemblies: $237,794 Transportation, $196,411 Professional and consulting Services; Funding Source: LCFF: Supplemental/Concentration. Provide community-based youth leadership programs in order to develop student leadership (i.e. - Youth Speaks): $60,000 Professional and Consulting Services; Funding Source: LCFF: Supplemental/Concentration.
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
_X_ All --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __ Other Subgroups: _____		__ All --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __ Other Subgroups: _____	
Provide funding support for key programs and instructional services	Extra Duty Assignments (K-12) to support GATE,	Provided funding to support key programs and instructional services	Extra Duty Assignments (K-12) to support GATE,

for students and classrooms.	MESA, Mock Trial, Pentathlon, Decathlon: $358,186; Funding Source: LCFF: Supplemental/Concentration; Note: Teacher Hourly. Decathlon and Pentathlon - Registration: $22,000; Funding Source: LCFF: Supplemental/Concentration. Coordinator to support high school programs and services for students: $100,832; Funding Source: LCFF: Supplemental/Concentration. GATE testing and scoring: $23,000; Funding Source: LCFF: Supplemental/Concentration. GATE workshops to support student learning: $41,224; Funding Source: LCFF: Supplemental/Concentration. International Baccalaureate (IB) program support and associated costs: $33,862; Funding Source: LCFF: Supplemental/Concentration. District nurses to support	for students and classrooms.	MESA, Mock Trial, Pentathlon, Decathlon: $163,800; Funding Source: LCFF: Supplemental/Concentration; Note: Teacher Hourly. Decathlon and Pentathlon - $22,000 Services and Other Operating Expenditures; Funding Source: LCFF: Supplemental/Concentration. Coordinator to support high school programs and services for students: $124,194 Salaries and Benefits; Funding Source: LCFF: Supplemental/Concentration. GATE testing and scoring: $23,000 Services and Other Operating Expenditures; Funding Source: LCFF: Supplemental/Concentration. GATE workshops to support student learning: $41,224 Professional and Consulting Services; Funding Source: LCFF: Supplemental/Concentration. International Baccalaureate (IB) program support and

	schools and therefore impacting student health, well-being, and attendance rates.: $77,000; Funding Source: LCFF: Supplemental/Concentration; Note: 1 new FTE. Registration for MESA, Science Fair, Decathlon: $37,000; Funding Source: LCFF: Supplemental/Concentration. Online behavior management plans (i.e. - Insights to Behavior) will be used as a method to develop and monitor positive student behavior in order to increase student engagement: $40,000; Funding Source: LCFF: Supplemental/Concentration.		associated costs: $84,166 Professional and Consulting Services; Funding Source: LCFF: Supplemental/Concentration. District nurses to support schools and therefore impacting student health, well-being, and attendance rates.: $38,450 Salaries and Benefits, $3,450 Supplies and Materials; Funding Source: LCFF: Supplemental/Concentration Registration for MESA, Science Fair, Decathlon: $35,000; Funding Source: LCFF: Supplemental/Concentration. Online behavior mangagement plans (i.e. - Insights to Behavior) will be used as a method to develop and monitor positive student behavior in order to increase student engagement: $40,000 Professional and Consulting Services; Funding Source: LCFF: Supplemental/Concentration.
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide

_X_ All --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __ Other Subgroups: _____		__ All --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __ Other Subgroups: _____	
Interventions will be provided to ensure that students graduate from high school.	Summer School (secondary): $220,000; Funding Source: LCFF: Supplemental/Concentration; Note: Teacher Hourly Costs at $43.34. Summer Bridge Program (secondary): $140,000; Funding Source: LCFF: Supplemental/Concentration.	Interventions were provided to ensure that students graduate from high school.	Summer School (secondary): $241,964 Salaries and Benefits; Funding Source: LCFF: Supplemental/Concentration; Summer Bridge Program (secondary): $119,374 Salaries; Funding Source: LCFF: Supplemental/Concentration.
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
_X_ All --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __ Other Subgroups: _____		__ All --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __ Other Subgroups: _____	
Research demonstrates that students who are engaged and connected to an extra-curricular activity are more likely to graduate from high school.	Athletics funding support: $578,869; Funding Source: LCFF: Supplemental/Concentration.	Research demonstrates that students who are engaged and connected to an extra-curricular activity are more likely to graduate from high school. Extra-curricular activities were provided to ensure students are engaged and connected.	Athletics funding support: $140,000 Salaries and Benefits, $87,000 Materials and Supplies, $3,115 Professional and Consulting Services; Funding Source: LCFF: Supplemental/Concentration.

Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
_X_ All --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __ Other Subgroups: _____		__ All --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __ Other Subgroups: _____	
Students will be monitored by sub-groups	School Accountability Report Cards (SARC) will be utilized as a method to report school accountability goals and measures: $16,716; Funding Source: LCFF: Supplemental/Concentration.	Students were monitored by sub-groups.	School Accountability Report Cards (SARC) will be utilized as a method to report school accountability goals and measures: $16,716 Professional and Consulting Services; Funding Source: LCFF: Supplemental/Concentration.
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
_X_ All --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __ Other Subgroups: _____		__ All --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __ Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The actions and services under Goal 5 addressed the needs of all pupils; including all subgroups. The following services and actions served to meet Goal 5: • Additional counselors were hired for middle schools. • Additional counselors were hired for high schools. • Additional Health Technicians were hired to support all schools. • Credit Recovery was provided for all High School students requiring this level of support/intervention. • High School Leadership training was provided for schools undergoing WASC review.		

- Two social workers were hired.
- A Foster/homeless Youth Case Manager was hired.
- College Enrollment Services were provided.
- All schools were provided funds for fieldtrips and student leadership activities.
- Support was provided for all district-wide Key Programs (i.e. MESA, GATE, Mock Trial).
- A High School Coordinator was hired.
- Training and attendance to IB Conferences was provided.
- Athletic Programs at the Secondary to cover uniforms, transportation and other related activities were provided.
- An online Behavior Plan management system was purchased and Staff received related training.
- The Summer Bridge Program (Program) was implemented.

The actions and services will remain the same for the 15-16 school year as a result of reviewing the progress of Goal 5. Expanded Services and Actions and/or New Expenditures to support Services and Actions for this Goal include: Update IB Textbooks, Registered Nurses, Health Services Tech for Secondary Sites, Middle School Band Program, Physical Education Equipment.

Original GOAL from prior year LCAP:	**Goal 6:** All students will have access to meaningful learning activities as evident through an A-G Curriculum, setting personal college and career goals, and by establishing career pathways.	Related State and/or Local Priorities: 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 X COE Only: 9__ 10__ Local: LEA Plan - Goal 5, Strategic Plan Strategy V: Fiscal Resources, Strategic Plan Strategy VII: Collaboration
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All; English learners	

Expected Annual Measurable Outcomes:

Metric	Measure	Expected Progress
A-G Course Completion (UC/CSU Eligible)	Baseline	+3%
SAT/ACT Completion (n, %)	Baseline	+3%
EAP (College readiness indicator)	Baseline	+3%
Advance Placement (AP) Examination (scores of 3 or higher)	Baseline	+3%

*Data will also be analyzed by sub-group.

Actual Annual Measurable Outcomes:

The data illustrated in the following charts will serve as baseline data for the 15-16 for Goal 6 of the LUSD LCAP.

A-G Course Completion (13-14)

Group	*Course Completion*
District	*37.2%*
Black or African America	*25%*
Hispanic or Latino	*38.1%*
Socioeconomically Disadvantaged	*30.2%*
English Learners	*8.3%*
Students with Disabilities	*4.5%*
Pacific Islander	*0.0%*
Foster Youth	*18.2%*

SAT Completion (n, %) (14-15)

Group	*SAT Completion N*	*SAT Completion %*
District	*705*	*38.76%*
Black or African America	*33*	*42.9%*
Hispanic or Latino	*614*	*39.0%*
Socioeconomically Disadvantaged	*658*	*39.6*
English Learners	*10*	*6.4%*
Students with Disabilities	*3*	*3.5%*
Pacific Islander	*3*	*42.9%*
Foster Youth	*2*	*25.0%*

Lynwood High School

Summary 2013-14 AP Data

	Overall	A P	A P	A P	Passing

			Exams Taken	Exams passed	Rate %
Hispanic/Latino	**2146**	**571**	**986**	**195**	**19.7%**
African American	**156**	**17**	**33**	**1**	**3%**
Pacific Islander	**8**	**NA**	**NA**	**NA**	**NA**
English Learner	**511**	**37**	**29**	**14**	**48%**
Students with Disabilities	**197**	**5**	**4**	**0**	**0%**
Socioeconomically Disadvantaged	**2,120**	**293**	**533**	**99**	**18.8%**

Firebaugh High School

Summary 2013-14 AP Data

	Overall	A P	A P Exams Taken	A P Exams passed	Passing Rate %
Hispanic/Latino	**1813**	**42**	**82**	**47**	**57%**
African American	**80**	**1**	**3**	**1**	**33%**

Pacific Islander	**3**	**NA**	**NA**	**NA**	**NA**
English Learner	**399**	**2**	**2**	**2**	**100%**
Students with Disabilities	**156**	**0**	**NA**	**NA**	
Socioeconomically Disadvantaged	**1801**	**26**	**17**	**8**	**47%**

EAP (College Readiness Indicator)

Group	Early Assessment for Readiness for College English
District	9 %
Black or African American	4 %
Hispanic or Latino	9 %
Socioeconomically Disadvantaged	9 %
English Learners	0 %
Students with Disabilities	1 %

EAP (College Readiness Indicator)

Group	Early Assessment of Readiness for College Mathematics (Algebra II)
District	1 %
Black or African American	0 %
Hispanic or Latino	1 %
Socioeconomically Disadvantaged	1 %
English Learners	0 %
Students with Disabilities	2 %

EAP (College Readiness Indicator)

Group	Early Assessment of Readiness for College Mathematics (Summative High School Mathematics)
District	3 %
Black or African	7 %

American	
Hispanic or Latino	3 %
Socioeconomically Disadvantaged	3 %

EAP (College Readiness Indicator)

Group	Early Assessment of Readiness for College Mathematics (Total)
District	2 %
Black or African American	3 %
Hispanic or Latino	2 %
Socioeconomically Disadvantaged	1 %

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
A variety of college and career courses (A-G) will be offered in order	AVID (elementary): $19,500; Funding Source:	A variety of college and career courses (A-G) were offered in order to	AVID (elementary): $19,500 Professional and

to ensure that students are prepared for the rigors of post-secondary education.	Other Funding; Note: Elementary Students will have access to AVID strategies in order to help them set personal and college goals. Middle School - Project Lead the Way: $38,200; Funding Source: Grants. Secondary Schools: AVID program: $43,700; Funding Source: Other funding.	ensure that students are prepared for the rigors of post-secondary education.	Consulting Services; Funding Source: LCFF: Supplemental and Concentration Grants Middle School - Project Lead the Way: $160,000 Professional and Consulting Services; Funding Source: Grants. Secondary Schools: AVID program: $43,700 Professional and consulting Services; Funding Source: Other funding.
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		__All --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups: _____	
Guidance and Counseling Services will be increased in order to ensure that all students (all school levels, all subgroups) are on the path towards college and careers	College Career Center Tech: $50,977; Funding Source: LCFF: Supplemental/Concentration. Schmoop Program to ensure that students are prepared for college: $80,000; Funding Source: LCFF: Supplemental/Concentration. Naviance Program to support	Guidance and Counseling Services were increased in order to ensure that all students (all school levels, all subgroups) are on the path towards college and careers.	College Career Center Tech: $40,387 Salaries, $19,851 Benefits; Funding Source: LCFF: Supplemental/Concentration. Schmoop Program to ensure that students are prepared for college: $91,000 Professional and Consulting Services; Funding Source: LCFF:

	college and career guidance: $83,000; Funding Source: LCFF: Supplemental/Concentration. Test preparation to support college and career pathway (i.e. - Princeton Review): $20,000; Funding Source: LCFF: Supplemental/Concentration. Provide support to the Black Teen Summit in order to increase graduation and college attainment rates: $15,000; Funding Source: LCFF: Supplemental/Concentration.		Supplemental/Concentration. Naviance Program to support college and career guidance: $83,000 Professional and Consulting Services; Funding Source: LCFF: Supplemental/Concentration. Test preparation to support college and career pathway (i.e. - Princeton Review): $29,765 Professional and Consulting Services; Funding Source: LCFF: Supplemental/Concentration. Provide support to the Black Teen Summit in order to increase graduation and college attainment rates: $6,417 Professional and Consulting Services; Funding Source: LCFF: Supplemental/Concentration.
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
_X_ All --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __ Other Subgroups: _____		__ All --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __ Other Subgroups: _____	
A variety of college and career courses (A-G) will be offered in order	Arts Coordinator: $115,000; Funding Source: LCFF:	A variety of college and career courses (A-G) were offered in order to	Arts Coordinator: $93,039 Salaries and Benefits;

to ensure that students are prepared for the rigors of post-secondary education.	Supplemental/Concentration. Band - Materials and Supplies: $40,000; Funding Source: LCFF: Supplemental/Concentration. Art - Materials and Supplies: $100,000; Funding Source: LCFF: Supplemental/Concentration. Drama program: $8,000; Funding Source: LCFF: Supplemental/Concentration. Band Teachers: $122,257; Funding Source: LCFF: Supplemental/Concentration. Journalism integrated into career pathways: $6,000; Funding Source: LCFF: Supplemental/Concentration.	ensure that students are prepared for the rigors of post-secondary education.	Funding Source: LCFF: Supplemental/Concentration. Band - Materials and Supplies: $34,124; Funding Source: LCFF: Supplemental/Concentration. Art - Materials and Supplies: $79,641; Funding Source: LCFF: Supplemental/Concentration. Drama program: $179,250 Professional and Consulting Serivces; Funding Source: LCFF: Supplemental/Concentration. Band Teachers: $127,689 Salaries and Benefits; Funding Source: LCFF: Supplemental/Concentration. Journalism integrated into career pathways: $2,100 Professional and Consulting Services; Funding Source: LCFF: Supplemental/Concentration.
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
_X_ All --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth		_ All --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth	

_X_ Redesignated fluent English proficient __ Other Subgroups: _____		_X_ Redesignated fluent English proficient __ Other Subgroups: _____	
Students in the Advance Placement (AP) and International Baccalaureate (IB) program also need intervention and support to ensure they complete A-G coursework for college.	AP/IB Bootcamp: $34,700; Funding Source: LCFF: Supplemental/Concentration.	Students in the Advance Placement (AP) and International Baccalaureate (IB) program were provided with needed interventions and support to ensure they complete A-G coursework for college.	AP/IB Bootcamp: $66,642 Professional and Consulting Services; Funding Source: LCFF: Supplemental/Concentration.
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
_X_ All --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __ Other Subgroups: _____		__ All --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __ Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The actions and services under Goal 6 addressed the needs of all pupils; including all subgroups. The following services and actions served to meet Goal 6: • Services and Counseling Services: College and Career Center Tech, Shmoop and Naviance Program was implemented to ensure that students are supported to meet Goal 6. • Black Teen Summit was held in February 2015. • VAPA Materials and Supplies were purchased. • Band Teachers were hired. • AP/IB Bootcamps were offered to students. The actions and services will remain the same for the 15-16 school year as a result of reviewing the progress of Goal 6. Expanded Services and Actions and/or New Expenditures to support Services and Actions for this Goal include: Elementary AVID at 12 Elementary school sites, Middle School Band Program, Rock and Roll Academy, Bridge Theatre, All in STEM, Elementary Film Academy, Band Instruments, Project Lead the Way, SIG Support, Career Technology Education Coordinator, Career Technology Programs, A-G teacher for Vista ,and, College and Career Support.		

Original GOAL from prior year LCAP:	**Goal 7:** Parent participation at school and district events will increase annually.	Related State and/or Local Priorities: 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 X COE Only: 9__ 10__ Local: LEA Plan - Goal 1, Strategic Plan Strategy III: Family Involvement, Strategic Plan Strategy V: Fiscal Resources
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All; English learners	

Expected Annual Measurable Outcomes:	Baseline parent participation	Actual Annual Measurable Outcomes:	The following charts illustrate both the district-level and site level parent council meetings held in the 14-15 school year. However, for the 15-16 school year the number of parents attending both site-level and district-level parent councils will be monitored instead of the number of meetings held with the expectation that the attendance will increase by 3% from 2014-2015 to 2015-2016. In addition, parent participation will be measured by monitoring the number of parents attending the following specific events: Open House, Parent-Teacher conferences, and, Back to School Night. At the district-level, the number of parents participating in parent workshops and Parent University will determine parent participation. The following chart illustrates the number of district-level parent council meetings held in the 14-15 school year. This information will be used as baseline data to generate parent participation goals for the 15-16 school year.

Community Advisory Committee (CAC-Special Education)	District African American Advisory Parent Council (DAAAPC)	District Advisory Council (DAC)	District English Learner Advisory Council (DELAC)	Parent Advisory Committee (PAC-Migrant Ed)
5	8	8	7	6

The following data chart illustrates the District-wide (district-level) Parent Engagement Events throughout the LUSD. This information will be used as a baseline for generating parent participation goals for the 15-16 school year.

Items on District Needs Assessment	Workshop Topic	Date
1	Common Core & SBAC	February 20, 2015 9-11:00 am Multi-Lingual Room
	Parenting	
5	Nutrition: Learn Important Nutrition Information for Entire Family	5 Sessions: Dates: 2/24, 3/3, 3/10, 3/17, & 3/24 9-10:30 am Board Room C
5	Positive Parenting Program	4 Sessions: Dates: 5/4, 5/11, 5/18, & 6/1 6:30-8:00 pm Board Room B

	Legislative	
5	Module 1: Helping all Stakeholders work Collaboratively as a Family-School-Community Team	12 Sessions: Dates: 9/5, 9/16, 9/23, 9/30, 10/7, 10/14, 10/21, 10/28, 11/4, 11/18, 11/25, & 12/2 9-11:00 am Board Room C
5	Module 2: Helping all Stakeholders work Collaboratively as a Family-School-Community Team	9 Sessions: Dates: 4/7, 4/14, 4/21, 4/28, 5/5, 5/12, 5/19,5/26, & 6/2 9-11:00 am Board Room C
	Additional Parent Support	
3	Maximizing CABE Conference Experience	February 25, 2015 9-11:00 am Board Room C
5	Parent Portal Training; AERIES	3 Available Sessions:

		Dates: 3/25, 4/29, *or* 5/27 9-11:00 am LUSD: Computer Lab
5	CPR Class; knowledge only- no certificate upon completion	May 22, 2015 9-12:00 pm LUSD: Room TBD
1-5	Parent University	May 30, 2015 8-1:30 pm; Marshall Elementary School

The following chart illustrates the Parent Engagement Events at each of the school sites throughout the LUSD. This information will be used as baseline data to generate parent participation goals for the 15-16 school year.

School Site	Parent Engagement Events
Elementary Schools-	
Abbot	October 2014 • PTA Board Meeting – October 13, 2014 December 2014

	• Awards Assembly –December 4, 2014 • PTA Sponsored: Family Snow Day- December 9, 2014 • Winter Program- December 19, 2014 February 2015 • Awards Assembly – February 19, 2015 April 2015 • Open House 15, 2015
Helen Keller	September 2014 • 6th Grade Parent Meeting – September 3, 2015 • Title I Parent Meeting – September 5, 2015 • Girl Empowerment Assembly for 5th & 6th grade girls and their parents – September 26, 2015 October 2014 • Coffee with the Principal - October 24, November 2014 • Coffee with the Principal- November 19, 2014 • Parent Focus Walk – November 25, 2015

January 2015

- Coffee with the Principal- January 15, 2015
- Kaiser Parent Reading Workshop - January 22, 2015
- Parent Portal Training – January 28 & 29, 2015

February 2015

- Vida Sana Wellness Program - Nutrition, Healthy Cooking Demonstrations, Diabetes Education, Stroke, Smoking Cessation, Patient Activation Measurement- February 20, 2015
- Coffee with the Principal TBD

March 2015

- Coffee with the Principal TBD
- Vida Sana Wellness Program - Nutrition, Healthy Cooking Demonstrations, Diabetes Education, Stroke, Smoking Cessation, Patient Activation Measurement- March 5′ 2015
- Vida Sana Wellness Program - Nutrition, Healthy Cooking Demonstrations, Diabetes Education, Stroke, Smoking Cessation, Patient Activation Measurement- March 6,

2015

- Vida Sana Wellness Program - Nutrition, Healthy Cooking Demonstrations, Diabetes Education, Stroke, Smoking Cessation, Patient Activation Measurement- March 12, 2015
- Vida Sana Wellness Program - Nutrition, Healthy Cooking Demonstrations, Diabetes Education, Stroke, Smoking Cessation, Patient Activation Measurement- March 13, 2015
- Vida Sana Wellness Program - Nutrition, Healthy Cooking Demonstrations, Diabetes Education, Stroke, Smoking Cessation, Patient Activation Measurement- March 19, 2015
- Boys Standing Tall Empowerment Assembly for 5th & 6th grade boys and their parents – March 20, 2015

April 2015

- Coffee with the Principal TBD
- Rocket Learning Parent Workshops on Bullying, Homework Help and Literacy – Tentative date, April 24, 2015

May 2015

	• Coffee with the Principal TBD • Rocket Learning Parent Workshops on Bullying, Homework Help and Literacy – Tentative date, May 8, 2015 • Rocket Learning Parent Workshops on Bullying, Homework Help and Literacy – Tentative date, May 22, 2015
Lincoln	September 2014 • Aeries Parent Portal Training January 2015 • St. Francis Presentation on Nutrition - January 20, 2015 • 1st grade Parent Involvement Meeting - January 27, 2015 February 2015 • Parent Presentation and Give-Away February 23, 2015 • Kinder Parent Involvement Meeting - February 26, 2015
Lindbergh	Sept-June • Planned Parenthood Sexual Health Classes – Weekly February 2015 • CPR Training – February 11, 2015

	• Driving Instruction Classes – February, 2015: No Exact Date
Lugo	March 2015 • Family Literacy Night -March 4th, 2015 • STAR Family GATE Night- March 17, 2015 • Planned Parerenthood "Promotoras Comunitarias Training Program" March, 2015 – April, 2015 (Tuesdays; start date not confirmed yet) April 2015 • Family Math Night - April, 2015 (exact date not scheduled yet) • "Educational Resources for Parents"-how to assist your child at home –April, 2015 (exact date not scheduled yet) May 2015 • College and Career Day- May, 2015 (exact date not scheduled yet) • Aeries Online Portal Training – May, 2015
Marshall	October 2014 • Parents Helping Parents - October 23, 2014

	November 2014 • Parents Helping Parents – November 6, 2014 • Parents Helping Parents – November 20, 2014 December 2014 • Parents Helping Parents – December 4, 2014 • Parents Helping Parents – December 18, 2014 January 2015 • Parents Helping Parents – January 7, 2014 • Parents Helping Parents – January 21, 2014 February 2015 • Parents Helping Parents –February 4, 2015 • Parents Helping Parents – February 18, 2015 March 2015 • Parents Helping Parents –March 5, 2015
Rosa Parks	September 2014 • Back to School Night- September 17, 2014

October 2014

- Family Literacy Day- October 10, 1014
- Harvest Parade- October 31, 2014

December 2014

- Winter Program - Dec. 18 & 19, 2014

February 2015

- Black History Program -Feb. 26 & 27, 2015

March 2015

- Read Across America Week- March 6, 2015

April 2015

- Parent Workshops: Topics TBD in April 2015
- Open House- April 15, 2015

May 2015

- Family Math Night- May 2015 (Tentative)
- Rocket Learning Parent Workshop on Helping ELLs with Homework Help – Tentative date, May 4, 2015
- Rocket Learning Parent Workshops on Bullying – Tentative date, May 5, 2015

	• Rocket Learning Parent Workshop on Lifelong Literacy – Tentative date, May 6, 2015 • Cinco de Mayo Program - May 22, 2015 Ongoing • GATE Parent Meetings Bi-monthly • Coffee with the Principal Meetings Monthly • Student Recognition Assemblies Quarterly • Student Performance Assemblies
Will Rogers	October 2014 • Parent GATE Meeting -October 14, 2014 • Aeries Online Portal Training- October 14, 2014 January 2015 • Aeries Online Portal Training- January 15, 2014 • STAR Family GATE Night -January 23, 2105 February 2015

		• Dual Immersion Meeting- February, 2015 (exact date not scheduled yet) • Aeries Online Portal Training- February 15, 2014 • Coffee with the Principal- February 17, 2015 March 2015 • Aeries Online Portal Training –March, 2015 (exact date not scheduled yet) May 2015 • College and Career Day- May, 2015 (exact date not scheduled yet) • STAR Family GATE Night - May 15, 2015 Ongoing • Zumba for Parents - Tue.,Wed.,Thur.
	Roosevelt	September 2014 • Back - To - School Night- September 24, 2014 October 2014 • G.A.T.E. Parent Meeting- October 27, 2014 November 2014 • Can Food Drive for the Needy during Thanksgiving – November 17 - 25

2014

December 2014

- G.A.T.E. Parent Meeting-December 11, 2014

January 2015

- Solutions 4 Families Parent Workshop – January 16, 2015
- Aries.net Parent Training January 22, 2015
- Solutions 4 Families Parent Workshop – January 23, 2015
- Family Science Night - January 29, 2015
- Family Movie Night-January 30, 2015
- Solutions 4 Families Parent Workshop – January 30, 2015

February 2015

- Solutions 4 Families Parent Workshop – February 6, 2015
- Solutions 4 Families Parent Workshop – February 20, 2015
- Solutions 4 Families Parent Workshop – February 27, 2015

March 2015

- Solutions 4 Families Parent Workshop- March 6, 2015
- Open House -March 25, 2015

Mark Twain	December 2014 • Family Literacy Night--Kindergarten/1st Grade-December 2, 2014 January 2015 • Parent Computer Training January 30, 2015 February 2015 • Family Literacy/Math Night- 2nd/3rd Grade-February 18, 2015 March 2015 • Family Literacy/Math Night-4th/5th Grade-March 18, 2015 April 2015 • Family Literacy/Math Night-6th Grade-April 22, 2015
Washington	February 2015 • 6th Parent Workshop: Math Expectations, Homework Assistance - Feb 11, 2015
Wilson	November 2014 • Workshop Series hosted by Rocket Learning: Workshop #1 Overcoming

the Language Barrier – Comprehension Strategies When Vocabulary is Difficult: Thursday, November 6, 2014

December 2014

- Workshop Series hosted by Rocket Learning: Workshop #2 Improving Life-Long Literacy Skills: Thursday, December 11, 2014

January, 2015

- Workshop Series hosted by Rocket Learning: Workshop #3 Homework Strategies for ELL Parents: Thursday, January 8, 2015 from 9:00-11:00am
- GATE STEM Family Night *held on* Tuesday, January 27th from 4:30-7:30.

February 2015

- Workshop Series hosted by Rocket Learning: Workshop #4 Effective Discipline- Thursday, February 8, 2015
- Family Literacy Night: February 25, 2015 from 2:00-4:00p.m.

March 2015

- Workshop Series hosted by Rocket Learning: Workshop #5 Peer Pressure and Peer Relationships: Thursday, March 12, 2015

	April, 2015 • Workshop Series hosted by Rocket Learning: Workshop #6 Positive Parenting Approaches for Picky Eaters: Thursday, April 9, 2015
Middle Schools-	
Hosler	December 2014 • St Francis Medical Center - December 11, 2014 January 2015 • San Bosco Company - January 15, 2015 February 2015 • San Bosco Company – Every Thursday March 2015 • San Bosco Company - Every Thursday April 2015 • San Bosco Company - Every Thursday May 2015 • San Bosco Company - Every Thursday June 2015

	• San Bosco Company – June 4, 2015
Cesar Chavez	October 2015 • Padres Ayudando a Padres- October 24, 2014 November 2014 • Padres Ayudando a Padres- November 7, 2014 • Padres Ayudando a Padres- November 14, 2014 • Padres Ayudando a Padres- November 21, 2014 December 2014 • Padres Ayudando a Padres- December 5, 2014 • Padres Ayudando a Padres- December 19, 2014 January 2014 • Padres Ayudando a Padres- January 9, 2015 • Padres Ayudando a Padres- January 16, 2015 • Padres Ayudando a Padres- January 23, 2015

Lynwood Middle	September 2014 • Coffee With the Principal- September 4, 2014 • Planned Parenthood Presentation on Health Coverage Under Obamacare- September 23, 2014 • City of Lynwood Community Clean Up Day- September 27, 2014 October 2014 • District-wide Future Freshman Spirit Night-October 3, 2014 • JPL Open House-October 11, 2014 • Educational Fair at CSUDH-October 11, 2014 • Coffee With the Principal- October 14, 2014 • L.A. County Sheriff Community: Presentation on Drug Awareness –October 22, 2014 • Science, Technology, Engineering, Agriculture, Mathematics and Art Expo at L.A. Trade Tech- October 25, 2014 November 2014 • Mini Health Workshop for Parents in Parent Center-November 11, 2014 • Coffee With the Principal (AM)- November 20, 2014 • Nutritional/Dental Care

Presentations by LACOE and Dental Offices of Dr. Steve Kim (PM)- November 20, 2014

- First Parent Homework Workshop (PM) -November 20, 2014
- Get-A-Lift District- wide Thanksgiving Food Donation to 100 Needy Family- November 25, 2014

December 2014

- Latino College Expo at L.A. Convention Center- December 13, 2014
- Coffee With the Principal- December 18, 2014
- Get-A-Lift- Christmas Party for Needy Families- December 20, 2014

January 2015

- Coffee With the Principal- January 22, 2015
- Holocaust Presentation by Two Survivors to Classes and Parents- January 23, 2015

February 2015

- Parent Homework Workshop (AM-Spanish)- February 10, 2015
- Parent Homework Workshop (PM-English)- February 12, 2015
- 6th Grade Abbott Students Tour LMS

	(AM and PM) –February 14, 2015 • LMS Parents and Students Invite to LHS Orientation (PM) - February 18, 2015 March 2015 • Kaiser Educational Theater Bullying Presentations- March 18, 2015 • Women's Center of Long Beach Presentation on Domestic Violence- March 20, 2015 • Parent Positive Discipline Workshop -TBD • Global- eRecyclers E-Waste Recycling Fundraiser for the LMS Green Club-TBD April and May • Parent Visits to Local Colleges- TBD
High Schools-	
Lynwood High	September 2014 • Parent Volunteer Informative Meeting 9/04 • Title I Meeting 9/15 • Parent Workshop How To Navigate The School Web/ Aries Parent Portal 9/16

- Back to School Night 9/17
- Parent Portal / E-mail Account Training 9/19
- Parent Project Classes 9/24
- Parent Portal / E-mail Account Training 9/24
- Parent Portal / E-mail Account Training 5pm 9/25 given by counselors
- Parent Portal / E-mail Account Training 9/26

October 2014

- Parent Project Classes 10/01
- Parent Portal / E-mail Account Training 10/03
- Yoga Class for Parents 10/06 St. Francis Medical
- Parent Project Classes 10/08
- Parent Portal / E-mail Account Training 10/10
- 9th Grade Parent Night 10/16
- Parent Portal / E-mail Account Training
- Parent Portal / E-mail Account Training 10/17
- Parent Workshop time management/ homework/ how to use students planners 10/21
- Parent Project Classes 10/22
- Parent Portal / E-mail Account

Training 10/24

- Healthy Food Demo Parents' Class 10/27 Choose Healthy Kids Program, St. Francis Medical (Mrs. Pamela Carmona)

November

- Yoga Class 11/10
- 12th grade Parent Meeting 5pm 11/12
- 11th grade Parent Meeting 5pm 11/13

December

- Parent Workshop 12/02
- Parent Project Celebration 12/03
- 9th Grade Parent Meeting 5pm 12/11
- 4th annual Lynwood performing arts winter performance 7pm 12/12

January 2015

- Health Coverage Informative Parent Meeting
- Cash for college parent informative meeting 01/29
- Cash For College all day event 01/31

February 2015

- Open House 02/11
- Vida Sana Pre- Evaluation for

parents 02/18

- Parent Project Class 02/18
- College Roadmap Workshop for students/ Parents 8:45am- 12:00 2/21 by, The Princeton Review
- Parent Workshop A-G Requirements 5pm 02/24
- Vida Sana 1st Class 9:15am 02/25

March 2015

- A-G Parent Workshop 10:00am 03/02 given by Mr. Shah and Mr. Acosta (Counselors)
- Parent Project every Wednesdays @ 6pm
- Vida Sana Nutrition Classes every Wednesday @ 9am
- Asesoramiento Gratuito de Inmigración 5pm 03/05 Talleria Levy, Mexican Consulate Off.
- Parent Portal / E-mail Account Training 11am-1:00pm 3/06
- Vida Sana
- Drug Awareness Parent Workshop 10am 3/11
- 10th grade Parent Night 5pm 3/12 Counselors
- Parent Portal / E-mail Account Training 11:30am-1:30pm 3/13
- 11th grade Parent Night 5pm 3/24

	Counselors • Principal's Honor Roll Assembly 6:00pm 3/25 April 2015 • Vida Sana Nutrition Class, Post Assessment 9:00am 4/08 • Parent Project Class every Wednesday at 6:00pm 4/08,15,22 and 29 • 12th grade Parent Meeting 5pm 4/16 Counselors • 9th Grade Parent Meeting 5pm 4/23 Counselors
Firebaugh	April 2015 • Parent Portal Training – April 16, 2015 • Coffee with the Principal – April 17, 2015 May 2015 • Firebaugh International Day Celebration – May 1, 2015 • Marco Antonio Firebaugh Day Celebration – May 1, 2015 • Coffee with the Principal – May 8, 2015
Vista	September 2014 • Back to School Night – September

	24, 2014 October 2014 • Celebrate My Drive Campaign- October 9- 24, 2014 • Cancer Awareness October 27, 2014 November 2014 • 1st Quarter Recognition Assembly - November 4, 2014 • Thanksgiving Luncheon - November 20, 2014 December 2014 • Winter Performance- December 12, 2014 January 2015 • Blood Drive- January 30, 2015

The following chart indicates the number of school site parent council meetings held for the 14-15 school year. This information will serve as baseline data to generate participation goals for the 15-16 school year.

School	School Site Council (SSC)	School Advisory Council (SAC)	English Learner Advisory Council (ELAC)
Abbott	7	7	7

Keller	7	7	7
Lincoln	6	6	7
Lindbergh	8	NO SAC	8
Lugo	6	8	8
Mark Twain	9	9	9
Marshall	6	6	6
Roosevelt	6	6	6
Rosa Parks	9	8	8
Washington	9	NO SAC	9
Will Rogers	7	7	7
Wilson	7	NO SAC	5
Cesar Chavez MS	7	7	7
Hosler MS	9	NO SAC	9
Lynwood MS	7	7	7
Firebaugh	10	10	10

Lynwood HS	8	8	8
Vista	12	NO SAC	12

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Parent trainings will be offerred centered on academic support, navigating the school system, student advocacy, and other trainings that fulfill the goals of the LCAP.	Conferences, parent workshops, district trainings, parent involvement specialist: $65,000; Funding Source: Title I. School Community Liaison: $429,426; Funding Source: Site Categorical Funds. Interpreter for parents of special education students: $48,185; Funding Source: LCFF: Base.	Parent trainings were offered centered on academic support, navigating the school system, student advocacy, and other trainings to fulfill the goals of the LCAP.	Conferences, parent workshops, district trainings, parent involvement specialist: $65,000 Professional and Consulting Services; Funding Source: Title I. School Community Liaison: $384,600 Salaries and Benefits; Funding Source: Site Categorical Funds. Interpreter for parents of special education students: $52,500 Professional and Consulting Services; Funding Source: LCFF: Base.
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
_X_ All --- OR:		_X_ All --- OR:	

__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Parent trainings will be offerred centered on academic support, navigating the school system, student advocacy, and other trainings that fulfill the goals of the LCAP.	Conferences, parent workshops, district trainings, parent involvement specialist: $280,000; Funding Source: LCFF: Supplemental/Concentration. Translation for board of education meetings: $3,500; Funding Source: LCFF: Supplemental/Concentration.	Parent trainings were offered centered on academic support, navigating the school system, student advocacy, and other trainings to fulfill the goals of the LCAP.	Conferences, parent workshops, district trainings, parent involvement specialist: $203,011 Salaries, $13,640 Benefits, $46,948 Professional and Consulting Services; Funding Source: LCFF: Supplemental/Concentration. Translation for board of education meetings: $3,596, Professional and Consulting Services; Funding Source: LCFF: Supplemental/Concentration.
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
_X_All --- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____		__All --- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The actions and services under Goal 7 addressed the needs of all pupils; including all subgroups. The following services and actions served to meet Goal 7: • School Community Liaisons were funded. • A Special Education Interpreter was funded. • Parent Conferences and Parent Workshops were provided. • A Parent Involvement Specialist was hired.		

	• Board Meeting Translation Services were provided. The actions and services will remain the same for the 15-16 school year as a result of reviewing the progress of Goal 7. Expanded Services and Actions and/or New Expenditures to support Services and Actions for this Goal include: Parent Center Computer Labs and expanding parent trainings and workshops.

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

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

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

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

Total amount of Supplemental and Concentration grant funds calculated:	$30,668,728

Lynwood Unified School District identified Supplemental and Concentration Grant Funds in 2015-16 is $30,668,728 *(LCFF: Supplemental/Concentration funds)*. After identifying $14,964,276 fiscal year 2014-15 expenditures which support and serve our student populations of unduplicated students (low income, foster youth, English learners), the district's additional supplemental and concentration spending requirement is $15,704,452. *The District's projected unduplicated student enrollment count equates to approximately 95.5 percent of the District's projected total student enrollment count, qualifying the District as a LEA-Wide for purposes of expending LCFF Supplemental and Concentration funds. LUSD also has a proportionality percentage for unduplicated pupils at 32.21%.* With Lynwood Unified School District having 95.5% students on free and reduced lunch (socioeconomically disadvantage), services and actions will be delivered to all students. The LCAP represents various expenditures that support district-wide services and programs that support all of our unduplicated students in a district-wide program within each of the state priorities.

Lynwood Unified School district will utilize its Supplemental/Concentration funds for services across all 18 school sites for students in the unduplicated student groups (i.e. - low income, English learner, and foster youth students). LCFF Supplemental/Concentration funds will be used to support and expand existing services or to fund new effective programs or services. The following is a summary of key actions and services by goal area:

Goal 1a: Achieving Proficiency in ELA

- *Action/Service: Provide 21st Century Learning Professional Development to support implementation of the Common Core State Standards which include: DORA - Reading Diagnostic Program: $60,000 Library Media Assistants to support 21st Century Learning Media Centers) - $1,000,000;*

Instructional Coaches (K-6) to support student learning and implementation of the Common Core State Standards - $388,749

- *Action/Service: Provide Intervention for all students which include: Extended Day Intervention - $100,000; Cost for Instructional Lead to oversee the intervention program - $179,416; Elementary Summer Bridge Academy - $1,190,037 Online SST program to monitor students receiving multi-tier support systems - $30,000; providing resource intervention support for students to ensure that they achieve proficiency and above - $642,681 specialist; Case Managers - $456,121;, Psychiatric Social Workers – $212,468; and the Bridge Theater program to provide additional intervention to support English proficiency for English learners - $194,400.*

Goal 1b: Achieving Proficiency in Mathematics

- *Action/Service: 21st Century Learning - Common Core State Standards implementation which include: ADAM K-7 to serve as a diagnostic system to ensure on-going progress monitoring in mathematics - $60,000; Consultant - MESA Program (Mathematics, Engineering, and Science Achievement) - $15,000; Instructional Materials to support Common Core Standards implementation - $1,500,000; Instructional Coaches (K-6) to support student learning and implementation of the Common Core State Standards - $397,249; Substitutes to support SBAC participation - $27,000; a Data Analyst and Network Computer Specialist for system support - $188,503; Technology Instructional Coaches - $160,000.*
- *Action/Service: Intervention for Students which include: Providing resource specialist intervention support to ensure that students are achieving proficiency and above - $569,000*.

Goal 2: English Learner Proficiency

- *Action/Service: Provide a Dual Immersion program in order to increase English proficiency rates which include: Instructional Materials - $11,000; Conferences - $30,000; and Teacher Planning - $1,035.*

Goal 3: Highly Qualified Teachers and Personnel

- *Action/Service: Reduce Class Sizes in K-3 in order to support student learning which includes: Teacher Salary ($2,313,182)*
- *Action/Service: Provide key programs and services to benefit students and classrooms which include: Classified Administrators - $476,904; Testing Technicians and Assistants in order to monitor student achievement - $750,450; Educational services and support to schools to impact student achievement through Supplemental and Concentration Programs - $463,084; Administrator Planning and Training - $18,000; Instructional Improvement Leads to support student achievement at school sites and intervention support - $3,004,141; Instructional Assistants and tutors to support student learning - $1,117,021; Teach for America professional development to close the opportunity gap - $27,000; Teacher substitutes to ensure effective coverage - $23,004; additional accounting support will be provided to schools to effectively manage school budgets - $156,500; Office Manager to support school services and programs - $86,580; and extension of all site secretaries to a 12-month work year to reflect the additional support needs of key programs and services - $91,000.*
- *Action/Service: Technology Tools: Provide funding and support to ensure students and staff has up-to-date technology to support student*

learning which includes: Professional Development for Technology Implementation - $200,000; and a Database Administrator to support school data and system management - $100,000.

- *Action/Service: Provide 21st Century Learning support services to ensure highly qualified teachers and personnel to increase student learning and achievement which include: 21st Century Learning support services - $260,000*

Goal 4: Learning Environment

- *Action/Service: Discipline and Character Education Programs which includes: Positive Behavior Interventions and Supports (PBIS) - $60,000; Character Education Curriculum - $100,000; Campus Monitors - $768,000; Attendance Clerks - $759,265; Sheriff deputies to support student engagement and positive school climate - $160,000; and Coordinators to support student programs and services - $280,000.*
- *Action/Service: Extra-Curricular Activities: GATE Program - STAR Incorporated (Zome) and other associated costs - $450,805; and Student Leadership Programs - $75,000.*
- *Action/Service: Technology Tools: Provide funding and support to ensure students and staff has up-to-date technology to support student learning which includes: Wi-Fi Project to provide access to 21st Century Learning resources - $2,500,000; Associated software, professional development, maintenance - $1,188,752; Mobile Computer Labs - $130,000; and Audio/Visual Classroom Upgrades - $140,000.*
- *Action/Service: Pre-School / Child Care Program - Personnel and associated program costs - $375,000*
- *Action/Service: Good and Clean Facilities - support provided to ensure that facilities are in good repair which include the addition of custodial support to ensure school cleanliness - $344,804*

Goal 5: High School Graduation

- *Action/Service: Guidance and Counseling Services - College and Careers which includes: School Social Workers to provide support to foster youth students and other identified sub-groups - $169,030; Counselors at High Schools to ensure that students graduate from high school and are en route towards college and careers - $162,864; Middle School Counselors - $222,272; Case Managers to support foster youth students and other identified sub-groups - $146,121; Support School Improvement Grant (SIG) efforts by supporting positions that ensure that students are on route towards college and careers such as Academic Advisors, Transformation Coach, Transformation Specialist, and Community Specialist - $409,932; and College Enrollment Services will be provided to support college attainment by all students - $60,000*
- *Action/Service: Mentoring and Motivational Opportunities for Students which include: Field Trips, student leadership conferences, guest speakers/assemblies - $300,000 and provide community-based youth leadership programs in order to develop student leadership (i.e. - Youth Speaks) - $60,000*
- *Action/Service: Key Programs and Instructional Services for Students and Classrooms which include: $671,138 for Nurses, Health Techs, and*

health initiatives; Instructional Assistant to support students with special needs - $31,625; Extra Duty Assignments (K-12) to support GATE, MESA, Mock Trial, Pentathlon, Decathlon - $440,805; Decathlon and Pentathlon – Registration - $22,000; Coordinator to support high school programs and services for students - $132,519; GATE testing and scoring - $23,000; GATE workshops to support student learning - $41,224; International Baccalaureate (IB) program support and associated costs - $33,862; Update Instructional Materials - $200,000; District nurses to support schools and therefore impacting student health, well-being, and attendance rates - $111,422; Registration for MESA, Science Fair, Decathalon - $37,000; and Online behavior management plans will be used as a method to develop and monitor positive student behavior in order to increase student engagement - $40,000

- *Action/Service: Intervention for all students which include a Credit Recovery program to ensure that students obtain sufficient units for graduation - $466,869; Summer School (secondary) - $286,000 and Summer Bridge Program (secondary) - $172,000*
- *Action/Service: Extra-Curricular Activities which include: Athletics funding support - $620,049*
- *Action/Service: Students will be monitored by sub-groups which include the School Accountability Report Cards (SARC) will be utilized as a method to report school accountability goals and measures - $16,716*

Goal 6: College and Careers (A-G)

- *Action/Service: Guidance and Counseling Services - College and Careers which include: College Career Center Tech - $82,260; Schmoop Program to ensure that students are prepared for college - $80,000; Naviance Program to support college and career guidance - $62,000; Test preparation to support college and career pathway (i.e. - Princeton Review) - $20,000; and provide support to the Black Teen Summit in order to increase graduation and college attainment rates - $15,000*
- *Action/Service: Variety of College and Career Courses (A-G) which include: Arts Coordinators - $288,832; Band - Materials and Supplies - $40,000; Elementary Film Academy - $75,000; Rock and Roll Academy - $210,000; Art - Materials and Supplies - $100,000; Drama program - $8,000; Band Teachers - $354,257; Journalism integrated into career pathways - $6,000; Vista High School A-G Compliance - $91,000; Elementary AVID (12 sites) - $225,000; Credit Recovery - $311,869; National College Resources Foundation - $360,000; Project Lead the Way Expansion to provide additional CTE opportunities for secondary students - $160,000; Career and Technical Education - $1,203,457; SIG General Support - $160,000; and the All In STEM program, to support English and math proficiency - $97,200.*
- *Action/Service: Intervention for all students which include: AP/IB Bootcamp - $68,000*

Goal: Parent Involvement

- *Action/Service: Parent Trainings and Parent Involvement which include: conferences, parent workshops, district trainings, parent involvement specialist - $296,179; Translation for board of education meetings - $3500; and Parent Center Computer Labs - $120,000*

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.

32.21	%

Lynwood Unified School District qualifies as an LEA-wide district for distribution of the LCFF Supplemental/Concentration funds received. The proportionality percentage for LUSD for the 2014-2015 fiscal year is 32.21%. Based upon our LCAP, we have met the proportionality percentage threshold based upon the services listed in the plan and proportionality calculations. In addition, with an identified population that is 95.5 percent identifed, virtually all services the District provides benefits directly those identified students.

The following actions and services represent 32.21% proportionality requirement. Funds will be used to increase:

- Professional development and personnel to support students in the unduplicated student sub-groups (foster youth, low income, English learners, reclassified students)
- Personnel to deliver student Interventions (during school year and summer) and data monitoring by unduplicated student sub-groups to ensure academic success
- Professional development, materials, and personnel to support the implementation of the California Common Core State Standards
- Specialized programs and data monitoring to support English learners
- Personnel (Social Workers and Case Managers) to support mental and health services for foster youth students
- Reduction of class sizes in K-3 to provide effective small group and differentiated instruction
- Personnel to effectively monitor school-wide and district-data based upon the unduplicated student sub-groups
- Professional development, personnel, materials to support effective technology implementation for all students
- Professional development, specialized programs, and personnel to support a positive school climate, positive student engagement by all sub-groups, and clean facilities
- Pre-School/Child Care Program support to provide low-income students with early success in school
- Personnel, courses, and programs to support guidance and counseling services to support all students access to college and careers
- Extra-Curricular funding support to increase student engagement by all sub-groups (unduplicated students)

- Personnel and parent trainings to increase parent engagement and include data review by sub-groups (unduplicated student groups)
- Development of technology infrastructure platform to support continued common core implementation and to support 21st Century Learning.

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.