

Introduction:

LEA: Linden Unified School District **Contact (Name, Title, Email, Phone Number):** Lisa Bojé, Superintendent, 209-887-3894, lboje@sicoe.net **LCAP Year:** 2015-2016

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 |
|--|----------------|
| In our initial stages of planning for the LCAP, a timeline was developed and presented to the board. | N/ |
| An LCAP committee was established consisting of 11 parents and 9 district office personnel. Our parent members include one member of each school council 2 DELAC parents and 2 parents representing Title I. The district is | N/A |

represented by the superintendent, 2 certificated union members representing their bargaining unit, 2 classified union members representing their bargaining unit, and 3 principals. Our process for including various stakeholders include the LCAP committee as described above, 2 community open forums, a meeting at the Lions Club of Linden and feedback from student leadership groups at intermediate and high school level. Each presentation included the Annual Update to review goals, actions, services and expenditures, with input for future planning.

Meeting 1 - Nov. 5, 2014

At the first LCAP Committee Meeting on 11/5/2014, the annual update was presented and the 8 state priorities were discussed and an overview of last years LCAP including an update on the progress of implementation. During this meeting the following data was discussed. Title III Accountability Report Card, CTE Pathways, Graduates Meeting A-G Requirements, Linden High School AP Data, HQTs, Early Assessment Placement, API, Quarterly Report on Williams Uniform Complaints and FIT Reports. The committee also looked at differences between the old and new LCAP.

Meeting 2 - Dec. 3, 2014

At committee meeting 2, on 12/3/2014, we presented and discussed the Professional Development Survey Data and goals for years 1, 2 and 3. After discussion of the data presented, the committee began to formulate a list of priorities.

Community Meetings

On January 13, 2015, the district facilitated a community feedback meeting at the Lions Club of Linden. On January 21, 2015 and January 29, 2015, the district facilitated Parent/Community nights. At all three of these meetings the

Meeting 1 - Nov. 5, 2014

The purpose of this meeting was to discuss the presented materials and the Annual Update to review goals, actions, services and expenditures, with input for future planning. No action was taken at this time.

Meeting 2 - Dec. 3, 2014

After analyzing the annual update, the LCAP committee prioritized the following three items, adding a counselor, increasing and improving the technology available for student and teacher use, and developing assessments aligned to Common Core. These item are noted in the LCAP. Technology is covered in Goal 1 at 1.2.1, 1.2.2, and 1.2.3 as well as 1.13.1, 1.13.2, and 1.13.3. Academic counseling is covered in Goal 1 at 2.9.2 and 2.9.3. Social/Emotional counseling can be found at Goal 4 in 4.2.2 and 4.2.3. Assessments are covered in Goal 1 at 1.1.1, 1.1.2, and 1.1.3.

Community Meetings

The LCAP Committee generated ideas based on community input, but did not solidify specific goals at this meeting.

presentation included the Annual Update to review goals, actions, services and expenditures, with input for future planning. There was good participation from attendees. Feedback was elicited from community members and parents to provide input to the LCAP.

Meeting 3 - Feb. 4, 2015

At committee meeting 3 on 02/04/2015, input that had been gathered from the 3 community meetings was presented which included the Lions Club of Linden, Linden High School and Waverly School Community meetings. Further data was presented to demonstrate district level assessments from first trimester on ELA and Math. The committee was presented our 2015-16, 2016-17 information that had been converted into the new LCAP template. Based on all information presented, the committee began developing new goals.

Student Leadership - Mar. 16, 2015

Feedback was elicited from the elementary school student councils from Glenwood, Waterloo, and Waverly. Also the high school Student Council met to provide additional LCAP feedback. Their primary concerns included clean restrooms, expanding Success Shop to zero period, adding additional AP classes, and a belief of caring and success.

Meeting 4 - April 1, 2015

At committee meeting 4 on 4/1/2015, the committee reviewed the progress, changes, and priorities made to date. The committee re-examined the annual update to determine what areas needed to be addressed.

Meeting 5 - May 6, 2015

At committee meeting 4, we met to discuss feedback provided from the School Site Councils and DELAC. Linden High School prioritized a list and put Teachers On Special Assignments (TOSA) and EL translation at the bottom of the list.

Meeting 3 - Feb. 4, 2015

The LCAP Committee looked at the feedback from the Lions Club and the community meetings. The feedback suggested we increase our CTE program, increase parent involvement through a parent university, and increase opportunities for translations. These items can be found in the LCAP in Goal 2 at 2.4.1, 2.4.2, 2.4.3 and in Goal 3 at 3.1.2 and 3.1.3. We also address the need for better translation by purchasing a translator for each site in Goal 3.2.1, 3.2.2, and 3.2.3. AP is addressed in Goal 2 at 2.9.1, 2.9.2 and 2.9.3. Technology skill alignment is noted in Goal 1 at 1.13.1, 1.13.2, and 1.13.3. Additional technology is addressed in 1.2.1, 1.2.2, and 1.2.3.

Student Leadership - Mar. 16, 2015

As the committee worked to refine the plan, we noticed that many of the student issues had been addressed in the February 4 meeting, however, we added the new issues of before school Success Shop, additional academic counseling, and clean restrooms as three additional items. They can be found in the LCAP at Goal 2 in 2.9.1, 2.9.2, and 2.9.3 and Goal 4 at 4.1.1, 4.1.2, and 4.1.3.

Meeting 4 - April 1, 2015

As the committee reviewed the progress, changes, and priorities made to date, they re-examined the annual update to ensure all priorities and goals aligned and identified needs were addressed.

Meeting 5 - May 6, 2015

Once the committee began working with the budget, we realized that the following items would need to be cut:
1) Translation Time would only be added to the elementary schools.

Waverly discussed a need to modernize bathrooms, (one reason they appear deficient) and a safety issue of their playground. Waterloo wanted to make sure they availed themselves of a limited after school support program. Glenwood and Linden Elementary and Pride supported the plan and reiterated a priority of items. After a lot of discussion there was a change in 4.1.1 to add cleanliness and replacement of lavatory fixtures to address the very old sinks, etc. The group decided that the playground was a site-specific need and that the committee should keep the focus more global.

- 2) Reduction of Success Shop so there would be the same hours but split time before school and after school.
- 3) Eliminate the four Teachers On Special Assignment (TOSA) but add some consulting time from SJCOE for math instruction.

Annual Update:

LUSD presented the annual update at both public forums and the LCAP committee. The public forums were held on January 13, 2015 at the Lions Club and at two school sites on January 21 & 29 of 2015. Each presentation included the annual update to include goals, actions, services and expenditures with input for future planning. Feedback was elicited from community members and parents to provide input into the LCAP. The LCAP Committee continued the annual update through the first five meetings on November 5th, December 3rd, February 4th, April 1st and May 6th. This committee took an in-depth look at the goals, actions, services and expenditures.

Annual Update:

The LCAP Committee looked at the feedback from the Lions Club and the community meetings. The feedback suggested we increase our CTE program, increase parent involvement through a parent university, and increase opportunities for translations. These items can be found in the LCAP in Goal 2 at 2.4.1, 2.4.2, 2.4.3 and in Goal 3 at 3.1.2 and 3.1.3. We also address the need for better translation by purchasing a translator for each site in Goal 3.2.1, 3.2.2, and 3.2.3. AP is addressed in Goal 2 at 2.9.1, 2.9.2 and 2.9.3. Technology skill alignment is noted in Goal 1 at 1.8.1, 1.8.2, and 1.8.3. Additional technology is addressed in 1.2.1, 1.2.2, and 1.2.3. After reviewing all of the information from the annual update, the committee prioritized the following three items: adding a counselor, increasing and improving the technology available for student and teacher use, and developing assessments aligned to common core. Through discussions during the LCAP committee meetings, stakeholders determined and agreed that the priorities needed to be realigned in our goals for the 2015-2016 LCAP.

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?

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| <p>GOAL 1:</p> | <p>All students will have increased learning from instruction guided by assessment results.</p> | <p>Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify</p> |
| <p>Identified Need :</p> | <p>NEEDs: The committee met to review all the required metrics and identify the needs of our district. Stakeholders have been frustrated with the amount of time equipment sits waiting to get connected and working, or repaired as necessary. In the process we identified the need to acquire additional technology and technology support to ensure it operates correctly. The new technology will be used to support technology in the classroom as well as to support assessment and diagnostic intervention. Stakeholders believe we need additional technology to assist with the instruction. In addition, there is a need to have assessments that can help assist with current data that is aligned with the new standards. LUSD wants a defined program to support all students learning and provide consistent support throughout the district for intervention and credit recovery. The lack of current data from the state and district that is aligned to new standards has been a factor in the need to readjust our assessments.</p> | |
| <p>Goal Applies to:</p> | <p>Schools: All Applicable Pupil Subgroups:</p> | <p>All</p> |

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:

Based on data that shows LUSD has met our AMAO 1 and 2 for the last two years, we need to continue this momentum.

Graduation rate for LUSD is 86%. We need to increase our passing rate going forward.

Unduplicated students have access to a broad course of study including reading support, programs including career technical learning and AVID. Services provided include language development and academic support. District will increase these opportunities by adding services in 8th grade as measured by class list to include English Learners and low-income students.

Once LUSD receives their CAASPP data Students will work on increasing their content knowledge for the next CAASPP testing.

Establish an intervention program during the instructional day.

38% of our students met CELDT English proficient level. LUSD will increase the number of EL learners language level by 1 year as measured by the CELDT.

Establish a process to utilize available data to formulate an instructional plan that meets the needs of all learners.

English Language Arts EAP was 65% and Math is 60%. LUSD will increase the percentage of pupils who demonstrate college preparedness based on the Early Assessment Program (EAP).

32% of students met a-g requirements and 10% of students completed CTE pathway. There will be an increase in the percentage of students completing the a-g requirements or CTE pathway.

Increase the representation of Lower income students in upper division classes to broaden our course of studies and maintain the percent of ELs taking upper division classes.

Students with special needs are provided pullout reading support and individual instruction. This service will be maintained, verified by count of student participation.

14% of our students have been reclassified. LUSD will increase the English learner reclassification rate.

In the AP Spanish class (100%) AP Literature (78%) pass rates demonstrate success. With AP US History at 33% and Calculus at 46%, LUSD will increase the passage rate of 3 or higher on AP course exams.

The district writing assessments were at 2.5 the first trimester. Increase the district average of students on writing assessments.

Grades 2-8 are assessed on Lexile with eighth grade meeting benchmark. Increase the percentage of grade levels meeting lexile level for each trimester.

Our API is frozen at 773. LUSD will work towards higher student achievement through increasing implantation of standard.

Develop an assessment system to measure the implementation of a rigorous academic program with performance standards aligned to curriculum.

English learners have access to ELD programs and services such as Medallions curriculum through weekly ELD instruction with the use of GLAD strategies to provide access to the academic standards and the English Learner standards to gain language and content knowledge. These services will be maintained and measured by class schedules and student rosters.

All students have access to a broad course of study that include all core subjects, visual/performing arts, health physical education, CTE, college preparatory. These services will be maintained and verified by student participation data to illustrate participation by students including subgroups.

Our Professional Development Survey demonstrates an upward trend of teachers implementing Common Core. Staff has been learning and teaching new state standards. Implementation in reading went from 15% to 94% in 2014-15, in math from 17% to 100% and writing from 21% to 94%.

Implement 100% of academic content and performance standards.

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|----------------------|---|--|
| <p>1.1.1 Provide technical support to ensure all computers are working. *Networking & Technology Manager *Teacher Site Support</p> | <p>District Wide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Continue employment of Director of Networking and Technology. Provide stipends for seven technology leads at each site.</p> <hr/> <p>2000-2999: Classified Personnel Salaries 46,000</p> <hr/> <p>3000-3999: Employee Benefits 15,000</p> <hr/> <p>1000-1999: Certificated Personnel Salaries 3,500</p> <hr/> <p>Supp/Conc Base</p> |
| <p>1.2.1 Acquire tablets, laptops, smart boards and computers to support instruction, Smarter Balanced and assessments.</p> | <p>District Wide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Continue to expand technology hardware for student and teacher use. A process for determining technology needs will be established.</p> <hr/> <p>4000-4999: Books And Supplies 100,000</p> <hr/> <p>Supp/Conc</p> |
| <p>1.3.1 Expand the use of data analysis to inform instruction by using technology and providing information on district and state assessments through use of a district wide data management system. Research, develop and</p> | <p>District Wide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p> | <p>Purchase a data management software program. Purchase and/or create district assessments allowing committee time for development.</p> |

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| <p>implement formative and summative assessment to assess both content and performance tasks aligned to state standards.</p> | | <p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>1000-1999: Certificated Personnel Salaries 60,500 3000-3999: Employee Benefits 7,260 5800: Professional/Consulting Services And Operating Expenditures 62,000 4000-4999: Books And Supplies 300 Supp/Conc</p> |
| <p>1.4.1 Establish a district-wide technology refresh program with ongoing funding.</p> | <p>District Wide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Annual replacement of computers, printers, hardware, etc. on a rotational basis. 4000-4999: Books And Supplies 50,000 Supp/Conc</p> |
| <p>1.5.1 Maintain afterschool Response to Intervention (RTI) opportunities. Expand RTI into the school day, based upon student assessments. Continue to maintain After School Enrichment Program. Provide reading intervention and AR.</p> | <p>District Wide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Continue providing reading intervention after school with teachers being paid hourly rate. Purchase intervention workbooks and software licensing and subscriptions for online programs, i.e., Read 180, System 44 and credit recovery. Provide instructional aides to support EL and Low Socio-economic students. 2000-2999: Classified Personnel Salaries 130,403 3000-3999: Employee Benefits 42,752 2000-2999: Classified Personnel Salaries 46,656 3000-3999: Employee Benefits 10,083 4000-4999: Books And Supplies 26,507 1000-1999: Certificated Personnel Salaries 8,400 3000-3999: Employee Benefits 1,200 5800: Professional/Consulting Services And Operating Expenditures 33,000 Supp/Conc Base</p> |
| <p>1.6.1 Provide professional development for staff to implement new ELD standards within the classroom for both integrated and designated ELD, to increase language levels and reclassification rate.</p> | <p>District Wide</p> | <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent</p> | <p>Send teachers and aides to SJCOE training. Cover registration and substitute costs. 1000-1999: Certificated Personnel Salaries 7,800 3000-3999: Employee Benefits 936</p> |

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| | | English proficient _ Other Subgroups: (Specify) | 5800: Professional/Consulting Services And Operating Expenditures 10,800 Supp/Conc |
| 1.7.1 Establish a professional learning community in which various types of assessments will help drive instruction to increase student learning. | All | <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | Use Wednesday release time to evaluate student data and have PLC meetings. Base No Cost |
| 1.8.1 Provide a wide variety of opportunities to support staff in their ability to implement technology and utilize the assessment system in language arts and math, providing higher levels of student learning through the support of a technology teacher on special assignment (TOSA). | District Wide | <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | Identify Teacher on Special Assignment. TOSA to provide professional development and continue services from prior year. 1000-1999: Certificated Personnel Salaries 59,000 3000-3999: Employee Benefits 15,780 Supp/Conc |
| 1.9.1 Continue to monitor implementation of ELD through schedules, walkthroughs and informal observations. | All | _ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify) | Principals and EL coordinator will meet with Director of Education Services to review data, perform walk-throughs and discuss evaluations. Base No Cost |
| 1.10.1 Support and monitor integrated ELD through grade level meeting planning time. District grade level meetings will produce lesson plans for implementation in classrooms. | All | _ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | Purchase books, binders and miscellaneous supplies. 4000-4999: Books And Supplies 600 Base |

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| <p>1.11.1 Implement standards aligned matrix on computer skills to be taught at each grade level and materials, programs and hardware to implement matrix. Communicate matrix to all sites.</p> | <p>District Wide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Identify software programs and other materials to support standards implementation.</p> <hr/> <p>4000-4999: Books And Supplies 10,000 Supp/Conc</p> |
| <p>1.12.1 Each site will insure students qualifying for Special Education Services, are providing the necessary services.</p> | <p>All</p> | <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u></p> | <p>Classroom teachers and instructional aides will deliver instruction to students with IEP's.</p> <hr/> <p>1000-1999: Certificated Personnel Salaries 610,400 2000-2999: Classified Personnel Salaries 194,000 3000-3999: Employee Benefits 201,500 Base</p> |
| <p>1.13.1 Provide AP training to applicable staff to increase passing rate of 3 or higher.</p> | <p>LHS/School Wide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Send a teacher to AP training.</p> <hr/> <p>5800: Professional/Consulting Services And Operating Expenditures 2,000 Supp/Conc</p> |
| <p>1.14.1 Provide integrated math, EAP awareness and a math teacher to support before and after school Success Shop to increase students meeting provisional on EAP.</p> | <p>All</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Hourly rate for teacher to provide success shop for before and after school.</p> <hr/> <p>1000-1999: Certificated Personnel Salaries 3,000 3000-3999: Employee Benefits 360 Base</p> |
| <p>1.15.1</p> | <p>All</p> | <p><input type="checkbox"/> All</p> | <p>Provide vocabulary workbooks and miscellaneous material.</p> |

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| <p>Maintain course access ratio for EL students and increase access for low income students through emphasizing vocabulary and writing in all content areas.</p> | | <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>4000-4999: Books And Supplies 2,000 Supp/Conc</p> |
| <p>1.16.1 Provide a rich and rigorous program that is aligned to content and performance standards.</p> | <p>All</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Committee work to develop curriculum units and vertical alignment. 1000-1999: Certificated Personnel Salaries 22.160 3000-3999: Employee Benefits 2,700 Base</p> |
| <p>1.17.1 Increase the percentage of EL students meeting grade level standards by gaining language proficiency through ELD instruction and content language instruction.</p> | <p>All</p> | <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>30 minutes of ELD instruction is provided daily by classroom teacher. Students academically below 2 years instruction received System 44 or Read 180 dependent on grade level. At LHS EL students are placed in an English class with ELD. Committee work will focus on enriching core content standards to address EL needs. 1000-1999: Certificated Personnel Salaries 9,990 3000-3999: Employee Benefits 1,200 4000-4999: Books And Supplies 5,000 Base</p> |

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:

- Monitor and evaluate the of assessments and the data to formulate an instructional plan that meets the needs of the students.
- Students will increase CAASPP in math and ELA.
- Maintain an intervention program during the instructional day.
- Increase the number of EL learners language level by 1 year.
- Utilize available data to formulate an instructional plan that meets the needs of all learners.
- Increase the conditionally ready and/or college ready.
- Increase the opportunity for more students to complete the a-g requirements.
- Increase the percentage of students meeting AMAO 1 and 2.
- Increase the passage rate on AP course exams.
- Increase the number of students scoring proficient on the district writing assessment.
- Increase the percentage of students meeting benchmark target for lexile in each trimester.
- Unduplicated students have access to a broad course of study including reading support, programs including career technical learning and AVID. Services provided include language development and academic support. District will increase these opportunities by adding services in 8th grade as measured by class list to include English Learners and low-income students. Increase the representation of Lower income students in upper division classes to broaden our course of studies and maintain the percent of ELs taking upper division classes.
- LUSD will increase the English learner reclassification rate.
- LUSD will work towards higher student achievement through increasing implementation of standard.
- Develop and assessment system to measure the implementation of a rigorous academic program with performance standards aligned to curriculum.
- Currently we have established ELD programs however we will need to develop awareness and implementation of integrated ELD standards. English learners have access to ELD programs and services such as Medallions curriculum through weekly ELD instruction with the use of GLAD strategies to provide access to the academic standards and the English Learner standards to gain language and content knowledge. These services will be maintained and measured by class schedules and student rosters.
- All students have access to a broad course of study that include all core subjects, visual/performing arts, health physical education, CTE,

college preparatory. These services will be maintained and verified by student participation data to illustrate participation by students including subgroups.

Continue with programs and services for students with exceptional needs. Identify growth goal based on baseline data. Students with special needs are provided pullout reading support and individual instruction. This service will be maintained, verified by count of student participation.

Our Professional Development Survey demonstrates an upward trend of teachers implementing Common Core. Staff has been learning and teaching new state standards. Implementation in reading went from 15% to 94% in 2014-15, in math from 17% to 100% and writing from 21% to 94%.

Implement 100% of academic content and performance standards.

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| <p>1.1.2 Provide technical support to ensure all computers are working.</p> | <p>District Wide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Continue providing same level of services Teacher Instructional Leaders, Technician, Site leads.</p> <hr/> <p>2000-2999: Classified Personnel Salaries 46,000</p> <hr/> <p>3000-3999: Employee Benefits 15,000</p> <hr/> <p>1000-1999: Certificated Personnel Salaries 3,500</p> <hr/> <p>Supp/Conc Base</p> |
| <p>1.2.2 Continue to acquire tablets, laptops and computers to support instruction, Smarter Balanced and assessments.</p> | <p>District Wide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Continue to expand technology hardware for student and teacher use. Based on 2015-16 needs analysis, purchase technology to support need.</p> <hr/> <p>4000-4999: Books And Supplies 50,000</p> <hr/> <p>Supp/Conc</p> |
| <p>1.3.2 Continue to expand the use of data analysis to inform instruction by using technology and providing information on district and state assessments both content and performance standards through use of a district wide data management system aligned to state standards.</p> | <p>Districtwide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent</p> | <p>Renew subscription of data management software program. Purchase and/or create district assessments allowing committee time for development.</p> <hr/> <p>1000-1999: Certificated Personnel Salaries 5,000</p> <hr/> <p>5800: Professional/Consulting Services And Operating</p> |

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| | | <p>English proficient _ Other Subgroups: (Specify)</p> | <p>Expenditures 50,000 1000-1999: Certificated Personnel Salaries 50,000 5800: Professional/Consulting Services And Operating Expenditures 12,000 4000-4999: Books And Supplies 300 3000-3999: Employee Benefits 6,600 Supp/conc</p> |
| <p>1.4.2 Implement a district-wide technology refresh program with ongoing funding.</p> | <p>District Wide</p> | <p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> | <p>Continue annual replacement of computers, printers, hardware, etc. on a rotational basis. 4000-4999: Books And Supplies 50,000 Supp/Conc</p> |
| <p>1.5.2 Evaluate effectiveness of RTI and adjust accordingly for extended day/year and during the school year. Each school will provide a base level of enrichment and intervention opportunities during the day. Hire staff to support RTI during the day. Provide reading intervention and AR.</p> | <p>District Wide</p> | <p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> | <p>Continue providing reading intervention after school with teachers being paid hourly rate. Purchase intervention workbooks and software licensing and subscriptions for online programs, i.e., Read 180, System 44 and credit recovery. Provide instructional aides to support EL and Low Socio-economic students. Hire five additional RTI certificated staff. 1000-1999: Certificated Personnel Salaries 316,200 2000-2999: Classified Personnel Salaries 176,656 3000-3999: Employee Benefits 74,608 4000-4999: Books And Supplies 30,000 5000-5999: Services And Other Operating Expenditures 3,000 5800: Professional/Consulting Services And Operating Expenditures 40,800 Supp/Conc Base</p> |
| <p>1.6.2 Continue to provide professional development for staff to implement new ELD standards within the classroom for both integrated and designated ELD to increase language levels and reclassification rate.</p> | <p>District Wide</p> | <p><input type="checkbox"/> All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent</p> | <p>Continue to provide teachers and aides SJCOE training. Cover registration and substitute costs. 1000-1999: Certificated Personnel Salaries 7,800 5800: Professional/Consulting Services And Operating Expenditures 10,800</p> |

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| | | English proficient _ Other Subgroups: (Specify) | 3000-3999: Employee Benefits 936 Supp/Conc |
| 1.7.2 Further the implementation and refinement of an assessment system to address formative and summative assessments. Nurture a professional learning community in which various types of assessments will help drive instruction to increase student learning.. | All | <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | Use Wednesday collaboration time for PLC discussions. Base No Cost |
| 1.8.2 Support staff in their ability to implement technology and utilize the assessment system in Language Arts and Math, providing higher levels of student learning. This will be supported through a technology teacher on special assignment. (TOSA) | District Wide | <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | Continue Teacher on Special Assignment. TOSA to provide professional development and continue services from prior year. 1000-1999: Certificated Personnel Salaries 59,000 3000-3999: Employee Benefits 7,080 Supp/Conc |
| 1.9.2 Monitor implementation of ELD through schedules, walkthroughs and informal observations. | All | _ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify) | Director of Education Services completes walk-throughs with principals and EL coordinator. Monitor ELD implementation. Director of Education Services will also meet with principals to go over evaluations and observances. Base No Cost |
| 1.10.2 Support and monitor integrated ELD through grade level meeting planning time. District grade level meetings will produce lesson plans for implementation in classrooms. | All | _ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | Purchase books, binders and miscellaneous supplies. 4000-4999: Books And Supplies 600 Base |

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| <p>1.11.2 Purchase additional needed curriculum to support implementation of technology matrix developed in 2015-16. Continue implementation of computer matrix.</p> | <p>District Wide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Renew and maintain software programs and other materials to support standards implementation.</p> <hr/> <p>4000-4999: Books And Supplies 10,000 Supp/Conc</p> |
| <p>1.12.2 Each site will insure students qualifying for Special Education services, are provided the necessary services.</p> | <p>All</p> | <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u></p> | <p>Classroom teachers and instructional aides will deliver instruction to students with IEP's.</p> <hr/> <p>1000-1999: Certificated Personnel Salaries 610,400 2000-2999: Classified Personnel Salaries 194,000 3000-3999: Employee Benefits 201,500 4000-4999: Books And Supplies 2,000 Base</p> |
| <p>1.13.2 Provide AP training to applicable staff to increase passing rate of 3 or higher.</p> | <p>LHS/ School Wide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Send a teacher to AP training.</p> <hr/> <p>5800: Professional/Consulting Services And Operating Expenditures 2,000 Supp/Conc</p> |
| <p>1.14.2 Provide an expository reading and writing course for seniors to increase college readiness and students scoring provisional on EAP and continue with success shop before and after school.</p> | <p>All</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Hourly rate for teacher to provide success shop for before and after school.</p> <hr/> <p>1000-1999: Certificated Personnel Salaries 3,000 3000-3999: Employee Benefits 360 Base</p> |
| <p>1.15.2</p> | <p>All</p> | <p><input type="checkbox"/> All</p> | <p>Provide vocabulary workbooks and miscellaneous material.</p> |

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| <p>Maintain course access percentages for EL students and increase access for low income students through emphasizing vocabulary and writing in all content areas.</p> | | <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>4000-4999: Books And Supplies 2,000 Supp/Conc</p> |
| <p>1.16.2 Provide a rich and rigorous program that is aligned to content and performance standards.</p> | <p>All</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Committee work to develop curriculum units and vertical alignment. 1000-1999: Certificated Personnel Salaries 22,160 3000-3999: Employee Benefits 2,700 Base</p> |
| <p>1.17.2 Increase the percentage of EL students meeting grade level standards by gaining language proficiency through ELD instruction and content language instruction.</p> | <p>All</p> | <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>30 minutes of ELD instruction is provided by classroom teacher. Students academically below 2 years instruction received System 44 or Read 180 dependent on grade level. At LHS EL students are placed in an English class with ELD. Committee work will focus on enriching core content standards to address EL needs. 1000-1999: Certificated Personnel Salaries 9,990 3000-3999: Employee Benefits 1,200 4000-4999: Books And Supplies 5,000 Base</p> |

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:

Monitor and evaluate the of assessments and the data to formulate an instructional plan that meets the needs of the students.

Students will increase CAASPP in math and ELA.

Maintain an intervention program during the instructional day.

Increase the number of EL learners language level by 1 year.

Utilize available data to formulate an instructional plan that meets the needs of all learners.

Increase the conditionally ready and/or college ready.

Increase the opportunity for more students to complete the a-g requirements.

Increase the percentage of students meeting AMAO 1 and 2.

Increase the passage rate on AP course exams.

Increase the number of students scoring proficient on the district writing assessment.

Increase the percentage of students meeting benchmark target for lexile in each trimester.

Unduplicated students have access to a broad course of study including reading support, programs including career technical learning and AVID. Services provided include language development and academic support. District will increase these opportunities by adding services in 8th grade as measured by class list to include English Learners and low-income students. Increase the representation of Lower income students in upper division classes to broaden our course of studies and maintain the percent of ELs taking upper division classes.

LUSD will increase the English learner reclassification rate.

LUSD will work towards higher student achievement through increasing implementation of standard.

Develop and assessment system to measure the implementation of a rigorous academic program with performance standards aligned to curriculum.

Currently we have established ELD programs however we will need to develop awareness and implementation of integrated ELD standards. English learners have access to ELD programs and services such as Medallions curriculum through weekly ELD instruction with the use of GLAD strategies to provide access to the academic standards and the English Learner standards to gain language and content knowledge. These services will be maintained and measured by class schedules and student rosters.

All students have access to a broad course of study that include all core subjects, visual/performing arts, health physical education, CTE, college preparatory. These services will be maintained and verified by student participation data to illustrate participation by students including subgroups.

Continue with programs and services for students with exceptional needs. Evaluate progress and adjust as needed. Students with special needs are provided pullout reading support and individual instruction. This service will be maintained, verified by count of student participation.

Our Professional Development Survey demonstrates an upward trend of teachers implementing Common Core. Staff has been learning and teaching new state standards. Implementation in reading went from 15% to 94% in 2014-15, in math from 17% to 100% and writing from 21% to 94%.

Implement 100% of academic content and performance standards.

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| <p>1.1.3 Provide technical support to ensure all computers are working.</p> | <p>District Wide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Continue providing same level of services Teacher Instructional Leaders, Technician, Site leads.</p> <hr/> <p>2000-2999: Classified Personnel Salaries 46,000</p> <hr/> <p>3000-3999: Employee Benefits 15,000</p> <hr/> <p>1000-1999: Certificated Personnel Salaries 3,500</p> <hr/> <p>3000-3999: Employee Benefits 420</p> <hr/> <p>Supp/Conc Base</p> |
| <p>1.2.3 Monitor need and acquire tablets, laptops and computers to support instruction and assessments.</p> | <p>District Wide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Continue to expand technology hardware for student and teacher use. A process for determining technology needs will be established.</p> <hr/> <p>4000-4999: Books And Supplies 50,000</p> <hr/> <p>Supp/Conc</p> |
| <p>1.3.3 Monitor and provide support for the use of data analysis to inform instruction by using technology and providing information on district and state assessments both content and performance standards aligned to state standards. A data management system will be purchased.</p> | <p>District Wide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Renew subscription of data management software program. Purchase and/or create district assessments allowing committee time for development.</p> <hr/> <p>1000-1999: Certificated Personnel Salaries 2,000</p> <hr/> <p>5000-5999: Services And Other Operating Expenditures 50,000</p> <hr/> <p>4000-4999: Books And Supplies 300</p> <hr/> <p>3000-3999: Employee Benefits 225</p> |

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| <p>1.4.3 Continue to implement district-wide technology refresh program.</p> | <p>District Wide</p> | <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> | <p>Supp/Conc</p> <p>Continue annual replacement of computers, printers, hardware, etc. on a rotational basis.</p> <p>4000-4999: Books And Supplies 50,000</p> <p>Supp/Conc</p> |
| <p>1.5.3 Using data, review afterschool and Response to Intervention (RTI) opportunities for effectiveness. Continue to maintain After School Enrichment Program. Provide reading intervention and AR.</p> | <p>District Wide</p> | <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> | <p>Continue providing reading intervention after school with teachers being paid hourly rate. Purchase intervention workbooks and software licensing and subscriptions for online programs, i.e., Read 180, System 44 and credit recovery. Provide instructional aides to support EL and Low Socio-economic students.</p> <p>1000-1999: Certificated Personnel Salaries 354,200</p> <p>3000-3999: Employee Benefits 111,886</p> <p>2000-2999: Classified Personnel Salaries 184,756</p> <p>4000-4999: Books And Supplies 30,000</p> <p>5000-5999: Services And Other Operating Expenditures 3,000</p> <p>5800: Professional/Consulting Services And Operating Expenditures 30,000</p> <p>Supp/Conc</p> |
| <p>1.6.3 Review needs and provide professional development for staff to implement new ELD standards within the classroom for both integrated and designated ELD to increase language levels and reclassification rate.</p> | <p>District Wide</p> | <p><input type="checkbox"/> All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> | <p>Continue to provide teachers and aides SJCOE training. Cover registration and substitute costs.</p> <p>1000-1999: Certificated Personnel Salaries 7,800</p> <p>5800: Professional/Consulting Services And Operating Expenditures 10,800</p> <p>3000-3999: Employee Benefits 936</p> <p>Supp/Conc</p> |
| <p>1.7.3 Continue assessments to address both formative and summative assessments in the core subjects.</p> | <p>All</p> | <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils</p> | <p>Use Wednesday collaboration time for PLC discussions. Base No Cost</p> |

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| | | _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | |
| 1.8.3 Review and support staff in their ability to implement technology and utilize the assessment system in language arts and math, providing higher levels of student learning. This will be supported through a technology teacher on special assignment. (TOSA) | District Wide | <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | Continue Teacher on Special Assignment. TOSA to provide professional development and continue services from prior year. 1000-1999: Certificated Personnel Salaries 59,000 3000-3999: Employee Benefits 7,080 Supp/Conc |
| 1.9.3 Continue to monitor implementation of ELD through schedules, walkthroughs and informal observations. | All | _ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify) | Director of Education Services completes walk-throughs with principals and EL coordinator. Monitor ELD implementation. Director of Education Services will also meet with principals to go over evaluations and observances. Base No Cost |
| 1.10.3 Review to support integrated ELD through grade level meeting planning time. District grade level meetings will produce lesson plans for implementation in classrooms. | All | _ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | Purchase books, binders and miscellaneous supplies. 4000-4999: Books And Supplies 600 Base |
| 1.11.3 Monitor implementation of standards aligned matrix. | District Wide | <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent | Renew and maintain software programs and other materials to support standards implementation. 4000-4999: Books And Supplies 10,000 Supp/Conc |

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| | | English proficient _ Other Subgroups: (Specify) | |
| 1.12.3 Each site will insure students qualifying for Special Education Services, are provided the necessary services. | All | <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education | Classroom teachers and instructional aides will deliver instruction to students with IEP's. 1000-1999: Certificated Personnel Salaries 610,400 2000-2999: Classified Personnel Salaries 194,000 3000-3999: Employee Benefits 201,500 Base |
| 1.13.3 Reevaluate need for continued AP training based on passing rate. | LHS/ School Wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Send a teacher to AP training. 5800: Professional/Consulting Services And Operating Expenditures 1,000 Supp/Conc |
| 1.14.3 Provide an expository reading and writing course for seniors. Continue with success shop before and after school. | All | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Hourly rate for teacher to provide success shop for before and after school. 1000-1999: Certificated Personnel Salaries 3,000 3000-3999: Employee Benefits 360 Base |
| 1.15.3 Maintain course access ratio for EL students and increase access for low income students through emphasizing vocabulary and writing in all content areas. Evaluate effectiveness and respond appropriately. | All | <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Provide vocabulary workbooks and miscellaneous material. 4000-4999: Books And Supplies 2,000 Supp/Conc |

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| <p>1.16.3 Provide a rich and rigorous program that is aligned to content and performance standards.</p> | <p>ALL</p> | <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Committee work to develop curriculum units and vertical alignment.</p> <hr/> <p>1000-1999: Certificated Personnel Salaries 22,160</p> <hr/> <p>3000-3999: Employee Benefits 2,700 Base</p> |
| <p>1.17.3 Increase the percentage of EL students meeting grade level standards by gaining language proficiency through ELD instruction and content language instruction.</p> | <p>All</p> | <p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>30 minutes of ELD instruction is provided by classroom teacher. Students academically below 2 years instruction received System 44 or Read 180 dependent on grade level. At LHS EL students are placed in an English class with ELD. Committee work will focus on enriching core content standards to address EL needs.</p> <hr/> <p>1000-1999: Certificated Personnel Salaries 9,990</p> <hr/> <p>3000-3999: Employee Benefits 1,200</p> <hr/> <p>4000-4999: Books And Supplies 5,000 Base</p> |

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

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| GOAL 2: | All students will receive instruction from highly qualified staff, aligned instruction with current state standards and curriculum to be college and career ready. | Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify |
| Identified Need : | NEED: Stakeholders reviewed the local data; the staff survey on new standards implementation, AP exams and CTE pathways, and determined our need to continue with training on new standards, looking at support systems and expanding AP courses and expansion of the CTE pathways. | |
| Goal Applies to: | Schools: All Applicable Pupil Subgroups: | All |

LCAP Year 1: 2015-2016

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| <p>Expected Annual Measurable Outcomes:</p> | <p>District will support and monitor teaching expectations districtwide, including use of technology, teaching practices, and communication protocols.</p> <p>Increase percentage of EL learners from 62.6 percent moving one language level in 2013-14.</p> <p>Increase percentage of EL learners attaining English proficiency on CELDT from 23.4% less than 5 years and 55.6% more than 5 years in 2013-14.</p> <p>In 2013-2014 the Professional Development survey reflects that LUSD went from 21% implementation to 77% implementation in writing, from 15% implementation to 75% in reading and from 17% implementation to 65% in math. Our Professional Development Survey demonstrates an upward trend of teachers implementing Common Core. We will continue this trend moving forward.</p> <p>District to increase the level ROP/CTE offerings.</p> <p>District will acquire math curriculum materials that are aligned to the most current adopted standards.</p> <p>100% of K-12 teachers will be trained in the implementation of math curriculum aligned to the new standards.</p> <p>LUSD has 100% of teachers appropriately assigned in the subject areas they are teaching except Waterloo at 92% and Linden High School at 95%. LUSD will make efforts to increase the percent of teachers appropriately assigned at Waterloo and LHS.</p> <p>100% of our students have access to standards aligned materials. LUSD will continue to provide materials at the existing level.</p> <p>Through curriculum sufficiency we have 100% compliance on textbooks. We need to adopt new textbooks with state timelines to stay current. LUSD is in the process of implementing a K-12 math program aligned to standards. LUSD does not have performance standards developed at this time. LUSD will work towards developing performance standards.</p> <p>During the 2014-2015 school year staff was trained on new ELD integrated standards. LUSD will work on implementation of ELD standards.</p> <p>During the 2014-2015 school year our sites were rated excellent on our FIT reports. LUSD will maintain the excellent status for FIT.</p> <p>LUSD in 2013 scored 46 % proficient or advanced in 5th; 63% proficient or advanced in 8th and 62% proficient or advanced in 10th on CST Science. Increase student performance in Science.</p> <p>All students will have access to required physical fitness curriculum and minutes resulting in improved outcomes on the state physical fitness test.</p> |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of | Budgeted Expenditures |
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| <p>2.1.1 Follow state adoption timeline to acquire curriculum aligned materials to most current standards. Begin ELA/ELD adoption. Support math adoption. Continue to provide every pupil sufficient access to standards aligned instruction.</p> | All | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Establish a textbook committee for an adoption process. Purchase ELA textbooks.</p> <p>4000-4999: Books And Supplies 176,000 1000-1999: Certificated Personnel Salaries 7,104 3000-3999: Employee Benefits 852 2000-2999: Classified Personnel Salaries 2,160 3000-3999: Employee Benefits 475 Base</p> |
| <p>2.2.1 Provide professional development on current standards and effective instructional strategies such as Depth of Knowledge, to support increased student learning in all core content areas using existing staff as experts for ELA. Provide an outside consultant for math coaching.</p> | District wide | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Contract with SJCOE for math coach.</p> <p>1000-1999: Certificated Personnel Salaries 50,000 3000-3999: Employee Benefits 6,000 5800: Professional/Consulting Services And Operating Expenditures 57,000 Supp/Conc</p> |
| <p>2.3.1 Support students to be college ready providing key cognitive strategies and skills through funding high school AVID. Expand to 8th grade AVID through teacher training and implementation of identified processes. Addition of 1 teacher.</p> | District Wide | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Provide AVID teacher, membership, tutors, summer training, and additional substitute costs for release time.</p> <p>5800: Professional/Consulting Services And Operating Expenditures 4,100 2000-2999: Classified Personnel Salaries 15,000 3000-3999: Employee Benefits 3,300 2000-2999: Classified Personnel Salaries 4,000 5000-5999: Services And Other Operating Expenditures 3,500 1000-1999: Certificated Personnel Salaries 59,000 3000-3999: Employee Benefits 16,000 Supp/Conc Base</p> |
| <p>2.4.1 Continue to support and fund career readiness programs (CTE, ROP) adding a pathway to students.</p> | LHS / All | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent</p> | <p>Salary for CTE courses.</p> <p>1000-1999: Certificated Personnel Salaries 385,000 3000-3999: Employee Benefits 46,200 Base</p> |

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| | | English proficient _ Other Subgroups: (Specify) | |
| 2.5.1 Monitor and support the implementation of standards aligned instruction by district personnel, principals, coaches and staff. Provide time for articulated vertical alignment. | All | <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | Purchase binders, materials , books, to support resources for standard implementation. 4000-4999: Books And Supplies 1,000 Base |
| 2.6.1 Our staff is HQT and we will continue our existing hiring practices to ensure that all staff hired is HQT, and teachers are assigned within their credentialed areas. LUSD will work towards a higher rate of teacher retention. | All | <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | Provide staffing for educational program. 1000-1999: Certificated Personnel Salaries 5,800,000 3000-3999: Employee Benefits 696,000 Base |
| 2.7.1 LUSD will follow state regulations to ease class size in grades K-3 to achieve smaller ratio. | Glenwood Linden El Waverly/ School Wide | <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | Stipend for reduced class size per contract. 1000-1999: Certificated Personnel Salaries 18,000 3000-3999: Employee Benefits 2,160 Supp/Conc Base |
| 2.8.1 Provide additional training of ELD standards to support instruction of students learning the English language as measured by CELDT, including two professional development days for teacher and three days for aides. | All | _ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | Send teachers to training for two days and instructional aides for one day of training for ELD standards. Hire consultant to train staff on ELD standards. 1000-1999: Certificated Personnel Salaries 27,000 3000-3999: Employee Benefits 5,940 5800: Professional/Consulting Services And Operating Expenditures 8,000 |

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| | | | 2000-2999: Classified Personnel Salaries 5,616 3000-3999: Employee Benefits 1,236 Base Supp/Conc |
| 2.9.1 Expand college and career opportunities through increasing the passing rate of 3 or higher on the AP. Support will be provided by adding a morning Success Shop, to increase the number of students meeting a-g requirements. | LHS / All | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Hourly rate for teacher before/after school success shop. Train teacher on AP class. 1000-1999: Certificated Personnel Salaries 6,300 3000-3999: Employee Benefits 996 5000-5999: Services And Other Operating Expenditures 2,000 Base |
| 2.10.1 Provide enrichment opportunities for students with exceptional needs. | District Wide | <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Exceptional Needs | Each site will define program and enrichment classes. 1000-1999: Certificated Personnel Salaries 5,500 3000-3999: Employee Benefits 660 4000-4999: Books And Supplies 1,850 Supp/Conc |
| 2.11.1 Provide designated ELD time to be supported with the following programs: Houghton Mifflin, Edge/Inside, Read 180, English 3-D, Rosetta Stone (supplement). | All | <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Purchase of new State adopted ELA/ELD materials. 4000-4999: Books And Supplies Supp/Conc 42,000 Base |
| 2.12.1 Provide a comprehensive PE program in grads K-12. In elementary grades a PE teacher and classroom teacher combined will provide state mandated minutes. Monitor minutes in PE. | All | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Salaries and benefits for P.E. teachers. 1000-1999: Certificated Personnel Salaries 195,000 3000-3999: Employee Benefits 46,800 Base |

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LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:

Increase from 2015-16 the percentage of EL learners attaining proficiency on CELDT from prior year.

Increase percentage of EL learners moving up on language level from prior year.

District will support and monitor teaching expectations district-wide, including use of technology, teaching practices, and communication protocols

Increase the number of ROP/CTE courses.

In 2013-2014 the Professional Development survey reflects that LUSD went from 21% implementation to 77% implementation in writing, from 15% implementation to 75% in reading and from 17% implementation to 65% in math. Our Professional Development Survey demonstrates an upward trend of teachers implementing Common Core. We will continue this trend moving forward.

Begin implementation and training on science standards.

Acquire ELA/ELD curriculum materials that are aligned to the most current adopted standards.

District will acquire math curriculum materials that are aligned to the most current adopted standards.

LUSD has 100% of teachers appropriately assigned in the subject areas they are teaching except Waterloo at 92% and Linden High School at 95%. LUSD will make efforts to increase the percent of teachers appropriately assigned at Waterloo and LHS.

100% of our students have access to standards aligned materials. LUSD will continue to provide materials at the existing level.

Through curriculum sufficiency we have 100% compliance on textbooks We need to adopt new textbooks with state timelines to stay current. LUSD is in the process of implementing a K-12 math program aligned to standards. LUSD does not have performance standards developed at this time. LUSD will work towards developing performance standards.

LUSD is in the process of implementing a K-12 math program aligned to standards. LUSD does not have performance standards developed at this time. LUSD will work towards developing performance standards.

During the 2014-2015 school year staff was trained on new ELD integrated standards. LUSD will work on implementation of ELD standards.

During the 2014-2015 school year our sites were rated excellent on our FIT reports. LUSD will maintain the excellent status for FIT.

LUSD in 2013 scored 46 % proficient or advanced in 5th; 63% proficient or advanced in 8th and 62% proficient or advanced in 10th on CST Science. Continue to increase student performance in Science from the 2013 school year.

All students will have access to required physical fitness curriculum and minutes resulting in improved outcomes on the state physical fitness test.

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| <p>2.1.2 Provide textbooks and materials for new ELA adoption and professional development to support the adoption and pedagogy. Continue to support implementation of Common Core Standards in math and begin training Next Generation Science (NGSS). Continue to provide every pupil sufficient access to standards aligned instruction.</p> | All | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Establish teaching expectation practices and communications protocols.</p> <p>4000-4999: Books And Supplies 176,000 1000-1999: Certificated Personnel Salaries 7,104 3000-3999: Employee Benefits 852 2000-2999: Classified Personnel Salaries 2,160 3000-3999: Employee Benefits 475 Base</p> |
| <p>2.2.2 District will continue to support and monitor the teaching expectations, use of technology, teaching practices and communication protocols through the support of 4 Teachers on Special Assignment (TOSA).</p> | Districtwide | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Contract with SJCOE for math coach and other consultants for DOK, data system and units of study.</p> <p>1000-1999: Certificated Personnel Salaries 236,000 3000-3999: Employee Benefits 28,320 5000-5999: Services And Other Operating Expenditures 4,000 4000-4999: Books And Supplies 800 Base Supp/Conc</p> |
| <p>2.3.2 Support students to have the skills necessary for college readiness in high school and expand to eight grade through AVID. To begin AVID in middle school, staff will attend summer school institute and implement strategies the following year.</p> | District Wide | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Continue to provide AVID teacher, membership, tutors, summer training, and additional substitute costs for release time. Send additional teachers to training.</p> <p>5800: Professional/Consulting Services And Operating Expenditures 4,100 2000-2999: Classified Personnel Salaries 15,000 3000-3999: Employee Benefits 3,300 2000-2999: Classified Personnel Salaries 4,000 5000-5999: Services And Other Operating Expenditures 10,500 1000-1999: Certificated Personnel Salaries 59,000 3000-3999: Employee Benefits 16,000 Supp/Conc Base</p> |
| <p>2.4.2 Continue to support and fund career readiness</p> | LHS / All | <p><input checked="" type="checkbox"/> All OR:</p> | <p>Salary for CTE courses.</p> |

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| <p>programs and add a new pathway.</p> | | <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>1000-1999: Certificated Personnel Salaries 385,000 3000-3999: Employee Benefits 46,200 Base</p> |
| <p>2.5.2 Continue to monitor and support the implementation of standards aligned instruction by district personnel, principals, coaches and staff.</p> | <p>All</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Binders, materials , books, to support resources for standard implementation. 4000-4999: Books And Supplies 1,000 Base</p> |
| <p>2.6.2 Our staff is HQT and we will continue our existing hiring practices to ensure that all staff hired is HQT, and teachers are assigned within their credentialed areas. LUSD will work towards a higher rate of teacher retention.</p> | <p>All</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Staffing for educational program. 1000-1999: Certificated Personnel Salaries 5,800,000 3000-3999: Employee Benefits 696,000 Base</p> |
| <p>2.7.2 LUSD will follow state regulations to ease class size in grades K-3 to achieve smaller ratio.</p> | <p>Glenwood Linden Elem Waverly / School Wide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Stipend for reduced class size per contract. 1000-1999: Certificated Personnel Salaries 18,000 3000-3999: Employee Benefits 2,160 Supp/Conc Base</p> |
| <p>2.8.2 Continue to monitor teaching strategies that support ELD and new frameworks through analyzing data using both CELDT and district assessments. Continue to support EL students at LHS by providing target support</p> | <p>All</p> | <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p> | <p>Send teachers to training for two days and instructional sides for one day of training for ELD standards. Hire consultant to train staff on ELD standards. 1000-1999: Certificated Personnel Salaries 13,500</p> |

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| with EL. | | <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | 3000-3999: Employee Benefits 2,970 5800: Professional/Consulting Services And Operating Expenditures 4,000 2000-2999: Classified Personnel Salaries 1,872 3000-3999: Employee Benefits 412 Supp/Conc Base |
| 2.9.2 Expand college and career opportunities through increasing the passing rate of 3 or higher on the AP. Support will be provided through adding additional course offerings, increasing zero period courses, including success shop, to increase the number of students meeting a-g requirements. Provide a part time academic counselor. | LHS /School Wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Hourly rate for teacher before/after school success shop. Train teacher on AP class. Add .5 academic counselor. 1000-1999: Certificated Personnel Salaries 16,300 3000-3999: Employee Benefits 1,956 5000-5999: Services And Other Operating Expenditures 2,000 2000-2999: Classified Personnel Salaries 25,000 3000-3999: Employee Benefits 5,500 Supp/Conc Base |
| 2.10.2 Provide enrichment opportunities for students with exceptional needs. | District Wide | <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Exceptional needs</u> | Each site will define program and enrichment classes. 1000-1999: Certificated Personnel Salaries 5,500 3000-3999: Employee Benefits 660 4000-4999: Books And Supplies 1,850 Supp/Conc |
| 2.11.2 Provide designated ELD time to be supported with the following programs: Houghton Mifflin, Edge/Inside, Read 180, English 3-D, Rosetta Stone (supplement). Continue staff training for integration of strategies to support English learners for academic content knowledge and integrated ELD. | All | <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | No Cost Supp/Conc Base |
| 2.12.2 Monitor PE minutes in grades K-12 | All | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners | Salaries and benefits for P.E. teachers. 1000-1999: Certificated Personnel Salaries 195,000 3000-3999: Employee Benefits 46,800 Base |

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| | | <ul style="list-style-type: none">_ Foster Youth_ Redesignated fluent English proficient_ Other Subgroups: (Specify) | |
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LCAP Year 3: 2017-2018

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| <p>Expected Annual Measurable Outcomes:</p> | <p>Increase from 2016-17 the percentage of EL learners attaining proficiency on CELDT from prior year.</p> <p>Increase percentage of EL learners moving up on language level from prior year.</p> <p>District will support and monitor teaching expectations district-wide, including use of technology, teaching practices, and communication protocols</p> <p>Increase the number of ROP/CTE courses.</p> <p>In 2013-2014 the Professional Development survey reflects that LUSD went from 21% implementation to 77% implementation in writing, from 15% implementation to 75% in reading and from 17% implementation to 65% in math. Our Professional Development Survey demonstrates an upward trend of teachers implementing Common Core. We will continue this trend moving forward.</p> <p>Continue implementation and training on science standards.</p> <p>Acquire ELA/ELD curriculum materials that are aligned to the most current adopted standards.</p> <p>District will acquire math curriculum materials that are aligned to the most current adopted standards.</p> <p>LUSD has 100% of teachers appropriately assigned in the subject areas they are teaching except Waterloo at 92% and Linden High School at 95%. LUSD will make efforts to increase the percent of teachers appropriately assigned at Waterloo and LHS.</p> <p>100% of our students have access to standards aligned materials. LUSD will continue to provide materials at the existing level.</p> <p>Through curriculum sufficiency we have 100% compliance on textbooks We need to adopt new textbooks with state timelines to stay current. LUSD is in the process of implementing a K-12 math program aligned to standards. LUSD does not have performance standards developed at this time. LUSD will work towards developing performance standards.</p> <p>LUSD is in the process of implementing a K-12 math program aligned to standards. LUSD does not have performance standards developed at this time. LUSD will work towards developing performance standards.</p> <p>During the 2014-2015 school year staff was trained on new ELD integrated standards. LUSD will work on implementation of ELD standards.</p> <p>During the 2014-2015 school year our sites were rated excellent on our FIT reports. LUSD will maintain the excellent status for FIT.</p> <p>LUSD in 2013 scored 46 % proficient or advanced in 5th; 63% proficient or advanced in 8th and 62% proficient or advanced in 10th on CST Science. Continue to increase student performance in Science from the 2013 school year.</p> <p>All students will have access to required physical fitness curriculum and minutes resulting in improved outcomes on the state physical fitness test.</p> |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| <p>2.1.3 District will continue to support and monitor curriculum aligned materials to the most current adopted standards, to increase student achievement in math, ELA/ELD and NGSS. Continue to provide every pupil sufficient access to standards aligned instruction.</p> | <p>All</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Establish a textbook committee to complete science adoption.</p> <p>4000-4999: Books And Supplies 176,000 1000-1999: Certificated Personnel Salaries 7,104 3000-3999: Employee Benefits 852 2000-2999: Classified Personnel Salaries 2,160 3000-3999: Employee Benefits 475 Base</p> |
| <p>2.2.3 Continue to target support and pedagogy of ELA adoption. Move forward with Next Generation Science. Support the implementation of ELD adoption through professional development, materials and coaching support provided by the 4 Teachers on Special Assignment (TOSA) .</p> | <p>District Wide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Teacher on Special Assignment will support implementation of ELA through modeling lessons training staff on effective pedagogy supporting in the implementation of new materials, leading PLC and a variety of other activities 1000-1999: Certificated Personnel Salaries 236,000 3000-3999: Employee Benefits 28,320 5000-5999: Services And Other Operating Expenditures 4,000 4000-4999: Books And Supplies 800 Supp/Conc Base</p> |
| <p>2.3.3 Continue to build AVID program.</p> | <p>District Wide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Continue to provide AVID teacher, membership, tutors, summer training, and additional substitute costs for release time. Send additional teachers to training. 5800: Professional/Consulting Services And Operating Expenditures 16,400 2000-2999: Classified Personnel Salaries 24,000 3000-3999: Employee Benefits 4,400 3000-3999: Employee Benefits 18,200 5000-5999: Services And Other Operating Expenditures 9,800 1000-1999: Certificated Personnel Salaries 69,000 Supp/Conc Base</p> |
| <p>2.4.3 LUSD will reassess career ready programs (CTE and ROP) based on community/student/staff input and adjust accordingly.</p> | <p>LHS / All</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> | <p>Salary for CTE courses.</p> <p>1000-1999: Certificated Personnel Salaries 385,000 3000-3999: Employee Benefits 46,200 Base</p> |

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| | | <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | |
| 2.5.3 Continue to monitor and support the implementation of standards aligned instruction by district personnel, principals, coaches and staff. ***Designate specific time for site vertical collaboration and student growth monitoring on standards. | All | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Purchase binders, materials , books, to support resources for standard implementation. 4000-4999: Books And Supplies 1,000 Base |
| 2.6.3 Our staff is HQT and we will continue our existing hiring practices to ensure that all staff hired is HQT, and teachers are assigned within their credentialed areas. LUSD will work towards a higher rate of teacher retention. | All | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Provide staffing for educational program. 1000-1999: Certificated Personnel Salaries 5,800,000 3000-3999: Employee Benefits 696,000 Base |
| 2.7.3 LUSD will follow state regulations to ease class size in grades K-3 to achieve smaller ratio. | Glenwood Linden Elem. Waverly/ School Wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Stipend for reduced class size per contract. 1000-1999: Certificated Personnel Salaries 18,000 3000-3999: Employee Benefits 2,160 Supp/Conc Base |
| 2.8.3 Continue to monitor the implementation of ELD programs and student growth by evaluating the programs effectiveness as measured by CELDT, then adjust accordingly. | All | <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient | Send teachers to training for two days and instructional sides for one day of training for ELD standards. Hire consultant to train staff on ELD standards. 1000-1999: Certificated Personnel Salaries 13,500 3000-3999: Employee Benefits 2,970 |

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| | | _ Other Subgroups: (Specify) | 5800: Professional/Consulting Services And Operating Expenditures 4,000 2000-2999: Classified Personnel Salaries 1,872 3000-3999: Employee Benefits 412 Supp/Conc Base |
| 2.9.3 Expand college and career opportunities through increasing the passing rate of 3 or higher on the AP. Support will be provided through adding additional course offerings, increasing zero period courses, including success shop, to increase the number of students meeting a-g requirements. Continue to provide an academic counselor. | LHS / School Wide | X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | Hourly rate for teacher before/after school success shop. Continue to train teachers on AP classes, ELD/ELA and .5 counselor. 1000-1999: Certificated Personnel Salaries 10,000 1000-1999: Certificated Personnel Salaries 6,300 5000-5999: Services And Other Operating Expenditures 1,000 2000-2999: Classified Personnel Salaries 25,000 3000-3999: Employee Benefits 5,500 Supp/Conc Base |
| 2.10.3 Provide enrichment opportunities for students with exceptional needs. | District Wide | _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Exceptional Needs | Each site will define program and enrichment classes. 1000-1999: Certificated Personnel Salaries 5,500 3000-3999: Employee Benefits 660 4000-4999: Books And Supplies 1,850 Supp/Conc |
| 2.11.3 Provide designated ELD time to be supported with the following programs: Houghton Mifflin, Edge/Inside, Read 180, English 3-D, Rosetta Stone (supplement). Monitor integration of strategies to support English learners for academic content knowledge and integrated ELD. | All | _ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | No Cost Supp/Conc Base |
| 2.12.3 Monitor PE minutes in grades K-12 | All | X All OR: _ Low Income pupils _ English Learners | Salaries and benefits for P.E. teachers. 1000-1999: Certificated Personnel Salaries 195,000 3000-3999: Employee Benefits 46,800 Base |

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

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| GOAL 3: | All students will be actively engaged in learning from programs and services designated to inform and involve family and community partners. | Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify |
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| Identified Need : | NEED: The feedback from our constituents and looking at sign-in sheets from events, indicate the need to continue with our parent classes to teach English, which has been a huge success for our parents. Our stakeholders are expressing a need for translators to be more readily available in order to increase parent involvement. |
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| Goal Applies to: | Schools: All |
| | Applicable Pupil Subgroups: ALL |

LCAP Year 1: 2015-2016

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| Expected Annual Measurable Outcomes: | Each school is compliant with parent participation in our advisory groups; SSC, ELAC and DLAC. Continue to gather input from parents in our decision making groups. Our attendance of parent conferences is 97%. Maintain level of parent involvement. Provide parent training on math and ELA. Track attendance of unduplicated parents to establish baseline. Establish training for parents of exceptional needs and track participation. Using parent survey, establish parent program based off input from parents of unduplicated students. Create survey for Foster Youth contact to evaluate our services as students enter/exit program. Create survey for home visits and evaluate effectiveness. |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|---|---|
| 3.1.1 Provide a series of parent education nights district-wide, based on parent input with translators to support Spanish speaking parents. | District Wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners | Provide 4 parent nights with teachers presenting and receiving hourly pay. Provide translators at meetings. |

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| | | <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | 1000-1999: Certificated Personnel Salaries 3,552 4000-4999: Books And Supplies 1,000 2000-2999: Classified Personnel Salaries 288 3000-3999: Employee Benefits 493 Supp/Conc Base |
| 3.2.1 Increase communication with families through the district and school websites, school messenger, EL Translators at each school and printed publications. Establish a pool of after hour translators. | District Wide | <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Provide 2 hour translators at the K-8 schools. 2000-2999: Classified Personnel Salaries 17,280 3000-3999: Employee Benefits 3,802 Supp/Conc |
| 3.3.1 Provide resources for families to become more knowledgeable about school programs and events, and ways to support student learning at home through the district and school site websites. | All | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | No cost. Base |
| 3.4.1 Provide that each site has an established contact person responsible for communicating with all involved staff (eg. social worker, group home, representative, teacher) to ensure students receive timely services and support to expedite the students assimilating into school and learning. In addition, when the student exits, records are provided in a timely manner. | All | <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | No cost. Base |
| 3.5.1 Identify three SES families to complete home visits to establish the school home connection and provide support as needed. | All | <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent | Hourly rate for home visits. 1000-1999: Certificated Personnel Salaries 1,680 3000-3999: Employee Benefits 370 Supp/Conc |

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| | | English proficient _ Other Subgroups: (Specify) | |
| 3.6.1 Provide needs training to parents of exceptional students. Provide training to parents regarding the needs of exceptional students. | All | _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Exceptional Needs | Hire consultant for parent training. <hr/> 5800: Professional/Consulting Services And Operating Expenditures 2,000 <hr/> 4000-4999: Books And Supplies 800 Base |

LCAP Year 2: 2016-2017

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| Expected Annual Measurable Outcomes: | Continue gathering parent input through advisory groups; SSC, ELAC & DLAC Maintain parent participation in student conferences; over 97% Based on data gathered from parents of unduplicated students, increase parent participation in parent information nights. Based on parent data, expand training for parents of exceptional needs students. Evaluate programs established from parent survey and increase participation for parents of unduplicated students. Based on survey address deficits and re-establish goal for Foster Youth services. Administer survey for 3 unduplicated families to evaluate home visits. Increase effectiveness from 2015-16. |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|------------------|--|--|
| 3.1.2 Provide a series of parent education nights based on parent input. Provide training on the importance of regular attendance and explore interest for a Parent University. | District Wide | <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | Provide 4 parent nights with teachers presenting and receiving hourly pay. Provide translators at meetings. <hr/> 1000-1999: Certificated Personnel Salaries 3,552 <hr/> 4000-4999: Books And Supplies 1,000 <hr/> 2000-2999: Classified Personnel Salaries 288 <hr/> 3000-3999: Employee Benefits 493 Supp/Conc Base |

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| <p>3.2.2 Provide a district wide level of translation time at each site of 2 hours per day.</p> | <p>District Wide</p> | <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Provide 2 hour translators at the K-8 schools.</p> <hr/> <p>2000-2999: Classified Personnel Salaries 17,280</p> <hr/> <p>3000-3999: Employee Benefits 3,802</p> <p>Supp/Conc</p> |
| <p>3.3.2 Expand resources on the web in both English and Spanish for parents, teachers and students regarding school progress.</p> | <p>All</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>No cost. Base</p> |
| <p>3.4.2 Provide that each site has an established contact person responsible for communicating with all involved staff (eg. social worker, group home, representative, teacher) to ensure students receive timely services and support to expedite the students assimilating into school and learning. In addition, when the student exits, records are provided in a timely manner.</p> | <p>All</p> | <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>No cost. Base</p> |
| <p>3.5.2 Identify three SES families to complete home visits to establish the school home connection and provide support as needed.</p> | <p>All</p> | <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Hourly rate for home visits.</p> <hr/> <p>1000-1999: Certificated Personnel Salaries 1,680</p> <hr/> <p>3000-3999: Employee Benefits 370</p> <p>Supp/Conc</p> |
| <p>3.6.2</p> | <p>All</p> | <p><input type="checkbox"/> All</p> | <p>Hire consultant for parent training.</p> |

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| Provide needs training to parents of exceptional students. | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Exceptional Needs | 5800: Professional/Consulting Services And Operating Expenditures 3,000 4000-4999: Books And Supplies 800 Base |
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LCAP Year 3: 2017-2018

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| Expected Annual Measurable Outcomes: | Continue gathering parent input through advisory groups; SSC, ELAC & DLAC Maintain parent participation in student conferences; over 97% Based on data gathered from parents of unduplicated students, increase parent participation in parent information nights. Based on parent data, expand training for parents of exceptional needs students. Evaluate programs established from parent survey and increase participation for parents of unduplicated students. Based on survey address deficits and re-establish goal for Foster Youth services. Administer survey for 3 unduplicated families to evaluate home visits. Increase effectiveness from 2015-16. |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|--|--|
| 3.1.3 Based on results from 2016-17, increase the level of parent involvement to support students needs and other needs. Develop parent university if warranted. | District Wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Provide 4 parent nights with teachers presenting and receiving hourly pay. Provide translators at meetings. 1000-1999: Certificated Personnel Salaries 3,552 4000-4999: Books And Supplies 1,000 2000-2999: Classified Personnel Salaries 288 3000-3999: Employee Benefits 493 Supp/Conc Base |
| 3.2.3 Evaluate effectiveness of increased communication from the last 2 years and adjust accordingly. | District Wide | <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils | Provide 2 hour translators at the K-8 schools. 2000-2999: Classified Personnel Salaries 17,280 |

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| | | <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | 3000-3999: Employee Benefits 3,802 <hr/> Supp/Conc |
| 3.3.3 Expand resources on the web in both English and Spanish for parents, teachers and students regarding school progress. | All | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | No cost. Base |
| 3.4.3 Provide that each site has an established contact person responsible for communicating with all involved staff (eg. social worker, group home, representative, teacher) to ensure students receive timely services and support to expedite the students assimilating into school and learning. In addition, when the student exits, records are provided in a timely manner. | All | <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | No cost. Base |
| 3.5.3 Identify three SES families to complete home visits to establish the school home connection and provide support as needed. | All | <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Hourly rate for home visits. <hr/> 1000-1999: Certificated Personnel Salaries 1,680 <hr/> 3000-3999: Employee Benefits 370 <hr/> Supp/Conc |
| 3.6.3 Provide needs training to parents of exceptional students. | All | <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent | Hire consultant for parent training. <hr/> 5800: Professional/Consulting Services And Operating Expenditures 2.000 <hr/> 4000-4999: Books And Supplies 800 Base |

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| | <input type="checkbox"/> English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <input type="checkbox"/> Exceptional Needs | |
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

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| GOAL 4: | All students will have an opportunity to learn in a physically and emotionally safe environment. | Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify |
| Identified Need : | NEED: After being presented with the CHKS survey, suspension rates and behavior referrals, the stakeholders have concurred there is a need for providing a specific program to address bullying issues to reduce incidence rates, and a counselor to support students and families to increase the ratings on CHKS survey. | |
| Goal Applies to: | Schools: All | Applicable Pupil Subgroups: All |

LCAP Year 1: 2015-2016

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| <p>Expected Annual Measurable Outcomes:</p> | <p>Based on information provided by safety reports and CHKS, LUSD will develop a prioritized list to maintain the physical safety, cleanliness and maintenance of all campuses.</p> <p>Decrease the number of incidents of bullying on campuses.</p> <p>District average suspension rate is 6%. Maintain the low rate.</p> <p>Based on our attendance rate of 97%, LUSD will work to maintain this rate verified by ADA calculations in AERIES.</p> <p>LUSD expulsion rate is less than 1%. Maintain low rate.</p> <p>Maintain current number of dropout students of 0 at the middle school and reduce the number of drop outs for the high school of 29 students as measured through AERIES data system.</p> <p>LUSD will maintain the success on the less than 1%, habitual truancy rate.</p> <p>LUSD has less than 1% of chronic absenteeism. We will maintain that current level as measured through Aeries student attendance records.</p> <p>LUSD will maintain a graduation rate of 99% measured by AERIES student data.</p> |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| <p>4.1.1 Evaluate physical safety, cleanliness and maintenance of all campuses. Improve the follow-up of action items from various walk-throughs such as, but not limited to, Williams, Board and Keenan walk-throughs. In addition, develop and implement a system that supports and promotes the cleanliness of campus restrooms and replacement of fixtures as necessary, as a high priority.</p> | All | <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Provide repairs, equipment and address cleanliness from the prioritized list.</p> <hr/> <p>4000-4999: Books And Supplies \$30,000</p> <hr/> <p>5000-5999: Services And Other Operating Expenditures \$30,000</p> <hr/> <p>6000-6999: Capital Outlay \$30,000 Base</p> |
| <p>4.2.1 Provide an emotionally safe environment. Implement a district wide bullying and Positive Behavior Implementation System (PBIS) program to increase student engagement, provide a safe environment, and decrease pupil suspension and expulsion rates.</p> | All | <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:</p> | <p>Hire consultant to train staff on bullying program. Purchase program.</p> <hr/> <p>5800: Professional/Consulting Services And Operating Expenditures 34,000 Base</p> |

| | | (Specify) | |
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| <p>4.3.1 Develop an incentive program that promotes a high level student engagement and a positive culture of academic success to increase graduation rates and maintain a 0% middle school drop out rate.</p> | All | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>This program will be similar to Renaissance. District will develop an incentive program for high achievement and implement.</p> <p>Base No Cost</p> |
| <p>4.4.1 Increase attendance rates through improving our SARB process. Continue providing an SRO officer for all sites.</p> | District Wide | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Purchase incentives for attendance incentive program. Continue SRO for all sites.</p> <hr/> <p>4000-4999: Books And Supplies 3,000</p> <hr/> <p>5800: Professional/Consulting Services And Operating Expenditures 85,000</p> <hr/> <p>Supp/Conc Base</p> |
| <p>4.5.1 Focus on building a culture of success in which all students feel supported and encouraged by all staff. Provide a thorough review of district and site mission statements and offer book studies focusing on culture. Coaches will model strategies for all students to succeed.</p> | All | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Material/books for book study.</p> <hr/> <p>4000-4999: Books And Supplies 500 Base</p> |
| <p>4.6.1 Identify the level of site needs to support students with an IEP behavioral goals. Develop a plan to train and support teachers.</p> | All | <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u></p> | <p>Conference registration and substitute pay for professional development.</p> <hr/> <p>2000-2999: Classified Personnel Salaries 2,430</p> <hr/> <p>3000-3999: Employee Benefits 535</p> <hr/> <p>5000-5999: Services And Other Operating Expenditures 4,500 Base</p> |

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|---|------------------------|---|--|--|---------|------------------------------|--------|----------------|--|
| <p>4.7.1 Maintain current counselor and hire an additional counselor to support elementary schools.</p> | <p>K-8/School Wide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Hire a counselor.</p> <table border="1"> <tr> <td>1000-1999: Certificated Personnel Salaries</td> <td>133,000</td> </tr> <tr> <td>3000-3999: Employee Benefits</td> <td>31,260</td> </tr> <tr> <td>Supp/Conc Base</td> <td></td> </tr> </table> | 1000-1999: Certificated Personnel Salaries | 133,000 | 3000-3999: Employee Benefits | 31,260 | Supp/Conc Base | |
| 1000-1999: Certificated Personnel Salaries | 133,000 | | | | | | | | |
| 3000-3999: Employee Benefits | 31,260 | | | | | | | | |
| Supp/Conc Base | | | | | | | | | |

LCAP Year 2: 2016-2017

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| <p>Expected Annual Measurable Outcomes:</p> | <p>Based on information provided by safety reports and CHKS, LUSD will develop a prioritized list to maintain the physical safety, cleanliness and maintenance of all campuses.</p> <p>Decrease the number of incidents of bullying on campuses.</p> <p>District average suspension rate is 6%. Maintain the low rate.</p> <p>Based on our attendance rate of 97%, LUSD will work to maintain this rate verified by ADA calculations in AERIES.</p> <p>LUSD expulsion rate is less than 1%. Maintain low rate.</p> <p>Maintain current number of dropout students of 0 at the middle school and reduce the number of drop outs for the high school of 29 students as measured through AERIES data system.</p> <p>LUSD will maintain the success on the less than 1%, habitual truancy rate.</p> <p>LUSD has less than 1% of chronic absenteeism. We will maintain that current level as measured through Aeries student attendance records.</p> <p>LUSD will maintain a graduation rate of 99% measured by AERIES student data.</p> |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures | | | | | | |
|---|------------------|---|--|-------------------------------|--------|--|--------|---------------------------|-------------|
| <p>4.1.2 Evaluate physical safety, cleanliness and maintenance of all campuses. Revise the process for daily cleanliness to ensure checks and balances in place. Improve follow up action items from various walk-throughs such as, but not limited to, Board, Williams and Keenan walk-throughs. This will include clean bathrooms as a high priority.</p> | <p>All</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Provide repairs, equipment and address cleanliness from the prioritized list.</p> <table border="1"> <tr> <td>4000-4999: Books And Supplies</td> <td>30,000</td> </tr> <tr> <td>5000-5999: Services And Other Operating Expenditures</td> <td>30,000</td> </tr> <tr> <td>6000-6999: Capital Outlay</td> <td>30,000 Base</td> </tr> </table> | 4000-4999: Books And Supplies | 30,000 | 5000-5999: Services And Other Operating Expenditures | 30,000 | 6000-6999: Capital Outlay | 30,000 Base |
| 4000-4999: Books And Supplies | 30,000 | | | | | | | | |
| 5000-5999: Services And Other Operating Expenditures | 30,000 | | | | | | | | |
| 6000-6999: Capital Outlay | 30,000 Base | | | | | | | | |

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| <p>4.2.2 Continue to support the implementation of the bullying program and PBIS from 2015-16 and further develop the training as needed.</p> | <p>All</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Continue with training on bullying program. Purchase program. 5800: Professional/Consulting Services And Operating Expenditures 34,000 Base</p> |
| <p>4.3.2 Expand and follow an incentive program that promotes a high level student engagement and a positive culture of academic success. Promote culture of positive school environment and involvement.</p> | <p>All</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Refine program that was developed in 2015-16. No cost. Base</p> |
| <p>4.4.2 Increase attendance rates through improving our SARB process. Continue providing an SRO officer for all sites.</p> | <p>District Wide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Continue to provide incentives for attendance incentive program. Continue SRO for all sites. 4000-4999: Books And Supplies 3,000 5800: Professional/Consulting Services And Operating Expenditures 85,000 Supp/Conc Base</p> |
| <p>4.5.2 Develop district norms to cultivate trust-building. Identify two strategies to implement in classrooms district-wide to support student success.</p> | <p>All</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Material/books for book study. 4000-4999: Books And Supplies 500 Base</p> |
| <p>4.6.2</p> | <p>All</p> | <p><input type="checkbox"/> All</p> | <p>Hire a behaviorist to support improved student behavior.</p> |

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| <p>Staff will be trained and supported through hiring a program specialist focused on behavioral issues for students with a current IEP. A behavioral specialist will be hired to train staff on strategies to support students with behavioral IEP.</p> | | <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u></p> | <p>1000-1999: Certificated Personnel Salaries 70,000 <hr/> 3000-3999: Employee Benefits 8,400 Base</p> |
| <p>4.7.2 Add a counselor to elementary schools to support student social/emotional needs.</p> | <p>K-8/School Wide</p> | <p><input checked="" type="checkbox"/> All <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Maintain a counselor for elementary sites. <hr/> 1000-1999: Certificated Personnel Salaries 133,000 <hr/> 3000-3999: Employee Benefits 31,260 Supp/Conc Base</p> |

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:

Based on information provided by safety reports and CHKS, LUSD will develop a prioritized list to maintain the physical safety, cleanliness and maintenance of all campuses.

Decrease the number of incidents of bullying on campuses.

District average suspension rate is 6%. Maintain the low rate.

Based on our attendance rate of 97%, LUSD will work to maintain this rate verified by ADA calculations in AERIES.

LUSD expulsion rate is less than 1%. Maintain low rate.

Maintain current number of dropout students of 0 at the middle school and reduce the number of drop outs for the high school of 29 students as measured through AERIES data system.

LUSD will maintain the success on the less than 1%, habitual truancy rate.

LUSD has less than 1% of chronic absenteeism. We will maintain that current level as measured through Aeries student attendance records.

LUSD will maintain a graduation rate of 99% measured by AERIES student data.

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|---|--|
| <p>4.1.3. Refine physical safety, cleanliness and maintenance of all campuses. Improve the follow up of action items from various walk-throughs such as, but not limited to, Williams, Board and Keenan walk-throughs. In addition, develop and implement a system that supports and promotes the cleanliness of campus restrooms as a high priority.</p> | <p>All</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Provide repairs, equipment and address cleanliness from the prioritized list.</p> <hr/> <p>4000-4999: Books And Supplies 30,000</p> <hr/> <p>5000-5999: Services And Other Operating Expenditures 30,000</p> <hr/> <p>6000-6999: Capital Outlay 30,000 Base</p> |
| <p>4.2.3 Maintain bullying and PBIS programs and staffing changes. Evaluate effectiveness of changes.</p> | <p>All</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Monitor program and adjust as needed. Base No cost</p> |

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| <p>4.3.3 Continue to expand the culture of positive school/district environment and involvement.</p> | <p>All</p> | <p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> | <p>Continue to build on established incentive program. Base No Cost</p> |
| <p>4.4.3 Increase attendance rates through improving our SARB process. Continue providing an SRO officer for all sites.</p> | <p>District Wide</p> | <p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> | <p>Continue with incentives for attendance incentive program. Continue SRO for all sites. 4000-4999: Books And Supplies 3,000 5800: Professional/Consulting Services And Operating Expenditures 85,000 Supp/Conc Base</p> |
| <p>4.5.3 Build on and expand district norms. Identify 2 more strategies to implement district wide.</p> | <p>All</p> | <p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> | <p>Material/books for book study. 4000-4999: Books And Supplies 500 Base</p> |
| <p>4.6.3 Continue to fund a behavioral specialist to train and support staff with students with behavioral IEPs.</p> | <p>All</p> | <p><input type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education</p> | <p>Continue providing behaviorist. 1000-1999: Certificated Personnel Salaries 70,000 3000-3999: Employee Benefits 8,400 Base</p> |
| <p>4.7.3</p> | <p>K-</p> | <p><input checked="" type="checkbox"/> All</p> | <p>Maintain a counselor for elementary sites.</p> |

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| <p>Maintain a counselor at the elementary schools to support student social/emotional needs.</p> | <p>8/School Wide</p> | <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>1000-1999: Certificated Personnel Salaries 133,000</p> <hr/> <p>3000-3999: Employee Benefits 31,260</p> <hr/> <p>Supp/Conc Base</p> |
|--|----------------------|---|--|

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

Annual Update

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

Guiding Questions:

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

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

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| <p>Original GOAL 1 from prior year LCAP:</p> | <p>All students will have increased learning from instruction guided by assessment results.</p> | <p>Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify</p> |
| <p>Goal Applies to: Schools: All Schools Applicable Pupil Subgroups: All</p> | | |
| <p>Expected Annual Measurable Outcomes:</p> | <p>METRIC: Professional Development California Assessment of Student Performance (CAASPP) California Early Language Development Test (CELDT) Academic Performance Index (API) Early Assessment Program (EAP) Advanced Placement (AP) Pass Rate A-G Completion Ratio English Language Level English Language Reclassification Rate Career Technical Education (CTE) Pathway Completion After School Program (ASP)</p> <p>1.1.1 Provide technical support to ensure all computers are working.</p> <p>1.2.1 Establish afters school RTI and enrichment opportunities. 5% more of the EL learners will increase language level by 1 year.</p> <p>1.3.1 Implement the use of available reports and create interim assessments.</p> | <p>Actual Annual Measurable Outcomes:</p> <p>All actions and services were determined effective by stakeholders unless stated differently.</p> <p>Priority 2: Staff professional development surveys indicate that the teachers of LUSD have begun implementing the new standards by 94% in reading, 94% in writing and 100% in math.</p> <p>Through grade level meetings teachers have met to plan and discuss math standards and lessons aligned to engageNY and Common Core standards. High school math teachers were provided a series of 5 days. Targeted grades of 5, 7 and 8 teachers received in-depth training. Survey results determined training was highly successful.</p> <p>High school math teachers completed 5 days of professional development. K-8 schools concentrated on 5th and 7th-8th grade math for in-depth training. Per evaluations provided, the response was very positive.</p> <p>In Language Arts, teachers received training on LEXIL's, text complexity and the new ELD standards. Teachers reported that the training was effective but on-going training needs to occur for ELD and close reading. Training was significantly reduced due to a lack of substitutes to cover the teachers' classrooms.</p> <p>Linden Elementary and Glenwood schools have completed the second cycle of afterschool intervention in math and language arts. Waverly and Waterloo schools met some challenges in staffing the after school intervention program. They were able to</p> |

address student needs on a smaller scale. Effectiveness of program is not conclusive.

LUSD is in the process of identifying new assessments and a data management system.

Priority 4:

All eligible students participated in CAASPP. LUSD is awaiting results.

API was suspended for the 2014-15 and 2015-16 school years and has been frozen at 773.

In 2011-12, 47% of the students met a-g requirements and in 2013-14, 38% of the students met a-g requirements.

13% of the students enrolling in a CTE course completed the pathway.

63% of EL learners increased language level by 1 or more levels. LUSD did not meet AMAO goals on CELDT. Program changes this year were not effective.

LUSD reclassification rate went from 7.7% to 14.1% in 2013-14.

64% of students taking the AP Exam passed. AP pass rates show Spanish as exceeding all expectations. US history and math-calculus demonstrate a much lower pass rate than national averages. Scores indicate a need to make changes for 2015-2016.

In 2011 52% of our ELA students were conditionally ready for college. This increased to 65% in 2013. EAP scores indicate improvement. Further work is needed.

In math, 52% of the students were conditionally ready for college according to the EAP. This number increased to 62% in 2013 netting positive results.

Course access data shows the EL students exceeding school averages of EL students in higher courses. Low income scores are below school averages in all but Spanish AP.

LUSD is in the process of identifying new assessments and a

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| | | | <p>data management system.</p> <p>Priority 7: Course access for EL students exceeds district average for students in advanced courses. The school EL population is 24%. For example: In the English AP and Pre-AP course, 34% are EL students, math 31% and AP Spanish with 100%. Low income average is 56% for LHS. For example, in math courses, 41% are low income, 43% -science and 39% in English. All courses are lower than school average. Low income students lag behind in the percentage of students taking higher courses. EL support has been effective. .</p> |
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LCAP Year: 2014 - 2015

| Planned Actions/Services | | Actual Actions/Services | |
|--|--|--|--|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| 1.1 Provide technical and educational support to all schools. 1.1.1 Hire computer technician. Provide site teacher lead. | 1.1.1 Hire computer technician. Provide site teacher lead. 1000-1999: Certificated Personnel Salaries \$3,000 2000-2999: Classified Personnel Salaries \$49,000 3000-3999: Employee Benefits \$18,000 FD01-Res: 0000 Base | A full time technician was hired. The backlog of unfilled repair orders has decreased significantly allowing students to have increased time on the computers. | A full time computer technician was hired. 2000-2999: Classified Personnel Salaries \$45,729 3000-3999: Employee Benefits \$15,553 Base |
| Scope of Service: ALL | | Scope of Service: ALL | |
| <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | |

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| <p>1.2 Each school will provide a base level of intervention and enrichment opportunities.</p> <p>1.2.1 Staff will lead RTI and enrichment opportunities after school/extended day.</p> | <p>1.2.1 Staff will lead RTI and enrichment opportunities after school/extended day. 1000-1999: Certificated Personnel Salaries \$212,672</p> <p>2000-2999: Classified Personnel Salaries \$5,400</p> <p>4000-4999: Books And Supplies \$10,500</p> <p>3000-3999: Employee Benefits \$24,913</p> <p>Supp/Conc</p> | <p>Two of our sites provided Increased Learning Time which was an After School Program that went 4 days per week. Instruction was targeted for specific grades. 1,3 & 6 participated in reading and 2,5,&7 participated in math intervention. Two schools did not participate because they could not recruit the staffing.</p> <p>It is too early to determine effectiveness.</p> | <p>Provided increased learning time to two sites for ASP 4 days per week. 1000-1999: Certificated Personnel Salaries \$28,840</p> <p>2000-2999: Classified Personnel Salaries \$3,773</p> <p>3000-3999: Employee Benefits \$3,172 Supp/Con</p> |
| <p>Scope of Service District Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service District Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>1.3 Expand the use of data analysis to inform instruction by using technology and providing information on district and state assessments through use of a district wide data management system.</p> <p>1.3.1 Staff will create math assessments and analyze data.</p> | <p>1.3.1 Staff will create math assessments and analyze data. 1000-1999: Certificated Personnel Salaries \$19,760</p> <p>3000-3999: Employee Benefits \$2,324</p> <p>5800: Professional/Consulting Services And Operating Expenditures \$6,000</p> <p>Concentration</p> | <p>We began measuring lexile levels this school year. Second interim reports indicate a growth in lexile levels. **Math assessments from engageNY were used, next year new assessments will be used. This can not be used for growth comparison this year.</p> <p>iReady assessments did not result in consistent results because the program was not implemented fully. Re-writing assessments was put on hold until after the state released their interim assessments. The school will need to go forward next year.</p> <p>EAP could not be reported out this year due to assessments.</p> | <p>No Cost</p> |

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| | | <p>Math assessments from engageNY were used. Next year new assessment will be used. This cannot be used for growth comparison this year.</p> | |
| <p>Scope of Service District Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>1.4.1 (3B 1.1.1) Provide technical and educational support to all schools.</p> <p>Acquire and implement software to support differentiated needs of English Learner and Socio-Economic Disadvantaged students.</p> | <p>1.4.1 (3B 1.1.1) Acquire and implement software to support differentiated needs of English Learner and Socio-Economic Disadvantaged students. 1000-1999: Certificated Personnel Salaries \$1,400</p> <hr/> <p>3000-3999: Employee Benefits \$165</p> <hr/> <p>4000-4999: Books And Supplies \$16,000</p> <hr/> <p>Supp/Conc</p> | <p>Purchased Edge program for Waterloo. Results are too early to determine effectiveness. Fall CELDT scores will be used to evaluate effectiveness.</p> | <p>Acquired Edge program for Waterloo. 4000-4999: Books And Supplies 4,708 Supp/Conc</p> |
| <p>Scope of Service All</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English</p> | | <p>Scope of Service All</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> | |

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| <p>proficient _ Other Subgroups: (Specify)</p> | | <p>_ Other Subgroups: (Specify)</p> | |
| <p>1.5.1 (3B 1.2.1) Each school will provide a base level of intervention and enrichment opportunities. Provide language support to English Learners through extended year program.</p> | <p>1.5.1 (3B 1.2.1) Provide language support to English Learners through extended year program. 1000-1999: Certificated Personnel Salaries \$74,300 2000-2999: Classified Personnel Salaries \$27,704 3000-3999: Employee Benefits \$11,996 4000-4999: Books And Supplies \$7,000 Supp/Conc</p> | <p>This was implemented at two sites. Due to lack of staffing, the other two elementary schools did not implement.</p> | <p>Intervention and enrichment implemented at two sites. 1000-1999: Certificated Personnel Salaries \$28,840 2000-2999: Classified Personnel Salaries \$3,773 3000-3999: Employee Benefits \$3,172 5800: Professional/Consulting Services And Operating Expenditures \$4,725 Supp/Con</p> |
| <p>Scope of Service All</p> <hr/> <p>_ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> | | <p>Scope of Service All</p> <hr/> <p>_ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> | |
| <p>1.6.1 (3B 1.3.1) Expand the use of data analysis to inform instruction by using technology and providing information on district and state assessments through use of a district wide data management system. Meet with staff three times a year to monitor English Learner and Foster Youth student achievement.</p> | <p>1.6.1 (3B 1.3.1) Meet with staff three times a year to monitor English Learner and Foster Youth student achievement. 1000-1999: Certificated Personnel Salaries \$3,840 3000-3999: Employee Benefits \$452 Supp/Conc</p> | <p>Twice this year, principals met with EL coordinator to review data and discuss progress of EL students. This raised awareness however it is too early to determine effectiveness.</p> | <p>No cost</p> |
| <p>Scope of Service All</p> | | <p>Scope of Service All</p> | |

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| <p><input type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p><input type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p> | <p>The stakeholders reviewed the state priorities for 15-16 associated to goal 1 and have determined that priority 1 aligns better with goal 4 and priority 8 aligns better with goal 2. LUSD is eliminating priorities 1 and 8 from goal 1. After further review, it was determined that the following assessments will not be used to monitor priority 2 and 4: District Assessments, Master Schedule, Course Enrollment, Reading Fluency, Curriculum Hearing, Williams Report, Walk-through notes. In addition, stakeholders determined that priority 7 aligned better to goal #1. Priority 7 is moving from goal #2 to goal #1.</p> | | |

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

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

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| Original GOAL 2 from prior year LCAP: | All students will receive high quality instruction and aligned Common Core curriculum to be college and career ready. | | Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify |
| Goal Applies to: | Schools: All Schools | Applicable Pupil Subgroups: All | |
| Expected Annual Measurable Outcomes: | <p>METRIC:</p> <ul style="list-style-type: none"> Walkthrough District Wide Assessment and Reading Level CAASPP AP Enrollment EAP a-g Requirements Williams Report Curriculum Sufficiency Hearing CTE Pathway Completion FIT Report Professional Development AVID <ul style="list-style-type: none"> 2.1.1 Establish baseline data on CAASPP. 2.2.1 Provide professional development math and English Language Arts (ELA) including coaching for targeted grades. 2.3.1 Plan for college readiness in grades 7-8. 2.4.1 Continue same level of regional Occupational Technical Education (ROP/CTE). | <p>Actual Annual Measurable Outcomes:</p> <p>All actions and services were determined effective by all stakeholders unless otherwise stated.</p> <p>Priority 2: Staff professional development surveys indicate that the teachers of LUSD have begun implementing the new standards by 94% in reading, 94% in writing and 100% in math.</p> <p>Through grade level meetings teachers have met to plan and discuss math standards and lessons aligned to engageNY and Common Core standards. High school math teachers were provided a series of 5 days. Targeted grades of 5, 7 and 8 teachers received in-depth training. Survey results determined training was highly successful.</p> <p>High school math teachers completed 5 days of professional development. K-8 schools concentrated on 5th and 7th-8th grade math for in-depth training. Per evaluations provided, the response was very positive.</p> <p>In Language Arts, teachers received training on LEXIL's, text complexity and the new ELD standards. Teachers reported that the training was effective but on-going training needs to occur for ELD and close reading. Training was significantly reduced due to a lack of substitutes to cover the teachers' classrooms.</p> <p>AVID continues to be offered and successful at the High School, however, plans to implement AVID in 8th grade have been delayed with a new timeline established. Training for middle</p> | |

school begins this summer.

CAASPP results are not available yet.

Due to our inability to get enough subs, the walkthroughs had to be cancelled.

64% of students taking the AP Exam passed. AP pass rates show Spanish as exceeding all expectations. US history and math-calculus demonstrate a much lower pass rate than national averages. Scores indicate a need to make changes for 2015-2016.

Our AP courses consistently have less students and less lower income students than is reflected in our student body. For example: With 56% of the student body being low income, only 22% of students in English Literature AP are low income. This demonstrates the need to identify ways to support low income students to increase English Lit AP enrollment. Every AP class demonstrated an achievement gap for low socio-economic students. Our student body has 11% EL students. Our AP classes have more EL students than is reflected in our student body for example: Math AP Calculus has 31% EL students and 34% EL are in AP English Literature.

In 2011 52% of our students were conditionally ready for college. This increased to 62% in 2013. EAP scores indicate improvement. Further work is needed.

In 2011-12, 47% of the students met a-g requirements and in 2013-14, 38% of the students met a-g requirements.

Williams Report had no complaints this year. We met facilities and textbook requirements in addition we were compliant on teacher assignment.

Staff has been trained on the new ELD frameworks and standards as well as text complexity. After initial training, school sites have provided follow up to support implementation.

We met sufficiency hearing requirements.

Our FIT report received an exemplary rating.

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| | | | <p>Priority 8: All students in K-12 participate in the district writing assessment with a goal of receiving a score of "3" or better on the scoring rubric. In 2015-16, student scores will be evaluated aligned to the common core rubrics to provide a baseline to evaluate program effectiveness.</p> <p>Course offerings and enrollment verify LUSD successfully maintained programs for ROP/CTE.</p> |
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LCAP Year: 2014 - 2015

| Planned Actions/Services | | Actual Actions/Services | |
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| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| <p>2.1 District will implement teaching expectations, practices and communication protocols district wide.</p> <p>2.1.1 District will establish teaching expectations, practices and communication protocols.</p> | <p>2.1.1 District will establish teaching expectations, practices and communication protocols. 4000-4999: Books And Supplies \$300</p> <p>FD01-Res: 0000 Base</p> | <p>Data will not be available until September 2015.</p> <p>This action will need to be re-established the following year.</p> | <p>No cost</p> |
| <p>Scope of Service: ALL</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service: ALL</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>2.2 Support standards aligned instruction and materials through: *professional development *materials adoption *ELD program.</p> | <p>2.2.1 All staff train and implement common core. Consultants to provide professional development in math/ELA. Purchase math textbook. 1000-1999: Certificated Personnel</p> | <p>High school math teachers received five days of professional development, focusing on new standards and integrated 1 math. Staff surveys indicate all teachers understand the</p> | <p>Professional Development provided to High School and Elementary teachers focusing on new math and ELA standards and frameworks. 1000-1999: Certificated Personnel Salaries</p> |

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| <p>2.2.1 All staff train and implement common core. Consultants to provide professional development in math/ELA. Purchase math textbook.</p> | <p>Salaries \$162,272 3000-3999: Employee Benefits \$19,083 4000-4999: Books And Supplies \$6,156 5000-5999: Services And Other Operating Expenditures \$80,250 FD01-Res: 0000 Base Supp/Conc</p> | <p>new standards in their classrooms. Elementary school teachers in grades 5 & 7 received specific training to support their understanding of the new strategies taught through the new frameworks. Teachers report a high level of understanding and implementing the standards into the classroom. Student results are not available at this time. Math coaching at various grades levels have resulted in teachers reporting a high level of new standards implementation in the classroom. District wide reading training have been provided for all teachers K-12. 32% of the teachers indicate they are addressing the new standards in their classroom.</p> | <p>\$133,143 3000-3999: Employee Benefits \$28,953 5800: Professional/Consulting Services And Operating Expenditures \$61,548 / Base</p> |
| <p>Scope of Service District Wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service District Wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>2.3 Expand college and career readiness in the intermediate grades. 2.3.1 Plan program for college readiness class.</p> | <p>2.3.1 Plan program for college readiness class. 5000-5999: Services And Other Operating Expenditures \$5,000 Supp/Conc Base</p> | <p>Due to change in leadership at one of our schools this goal has been revised. A teacher from one of the schools will attend AVID training during the summer. At this time we do not have results.</p> | <p>No cost.</p> |

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| <p>Scope of Service District Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>2.4 Provide current level of ROP/CTE classes by continuing to offer the same number of classes for ROP/CTE as in 2013-14.</p> <p>2.4.1 Provide current level of ROP/CTE classes.</p> | <p>2.4.1 Provide current level of ROP/CTE classes. 1000-1999: Certificated Personnel Salaries \$378,000</p> <p>3000-3999: Employee Benefits \$44,450</p> <p>FD01-Res:0000 Base</p> | <p>This year the same number of courses and pathways were offered. This goal was to maintain the same level of course offering in ROP/CTE. After reviewing the master schedule it was concluded that the same level of programs were offered.</p> | <p>Provided ROP/CTE courses and pathways at the same level as 2013/14. 1000-1999: Certificated Personnel Salaries \$424,861</p> <p>3000-3999: Employee Benefits \$103,041 / Base/Other</p> |
| <p>Scope of Service Linden High School</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service Linden High School</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>2.5.1 (3B 2.1.1) District will implement teaching expectations, practices and communication protocols district wide. Provide instructional assistants to support acquisition of language.</p> <p>Establish teaching expectations for English Learners and ELD learners including use of technology tools.</p> | <p>2.5.1 (3B 2.1.1) Establish teaching expectations for English Learners and ELD learners including use of technology tools. Expedite communication with all stakeholders for Foster Youth students.</p> <p>Supp/Conc \$-0-</p> | <p>This year we insured all sites were teaching ELD for 30 minutes. We did a walkthrough at least 3 times this year. FY were all met with for academic counseling.</p> | <p>No cost</p> |

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| <p>Expedite communication with all stakeholders for Foster Youth students.</p> | | | |
| <p>Scope of Service All</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>2.6.1 (3B 2.2.1) Support standards aligned instruction and materials through: *professional development *materials adoption *ELD program. Training ELD standards are parallel with ELA and need to be embedded in the day.</p> <p>Professional development provided on ELD standards.</p> | <p>2.6.1 (3B 2.2.1) Professional development provided on ELD standards. 1000-1999: Certificated Personnel Salaries \$3,960</p> <p>3000-3999: Employee Benefits \$466</p> <p>4000-4999: Books And Supplies \$17,400</p> <p>Supp/Conc Base</p> | <p>This training was an overview and awareness. Staff rated it as useful but too early to measure for effectiveness.</p> | <p>On one of our Professional Development days staff from SJCOE presented training to all teachers. Our instructional aides attended several days of training at SJCOE. 1000-1999: Certificated Personnel Salaries \$19,113</p> <p>2000-2999: Classified Personnel Salaries \$29,010</p> <p>3000-3999: Employee Benefits \$9,262</p> <p>4000-4999: Books And Supplies \$23,739</p> <p>5800: Professional/Consulting Services And Operating Expenditures \$8,624 / Other</p> |
| <p>Scope of Service All</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English</p> | | <p>Scope of Service All</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> | |

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| proficient _ Other Subgroups: (Specify) | | _ Other Subgroups: (Specify) | |
| 2.7.1 (3B 2.3.1) Expand college and career readiness in the intermediate grades. Implement college readiness class in grades 7-8 that will address the needs of the English Learner and Socio-Economically Disadvantaged learner. | 2.7.1 (3B 2.3.1) Implement college readiness class in grades 7-8 that will address the needs of the English Learner and Socio-Economically Disadvantaged learner 5000-5999: Services And Other Operating Expenditures \$2,000 Supp/Conc | Due to changes in leadership this goal has been readjusted. This year one site will attend training and all sites will implement a strategy at 7-8. | Travel and conference for one teacher. 5800: Professional/Consulting Services And Operating Expenditures 800 / Supp/Conc |
| Scope of Service 7-8 _ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | | Scope of Service 7-8 _ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | The stakeholders reviewed the state priorities aligned to goal 2 and have determined that priority 7 aligns better with goal 1. LUSD is eliminating priority 7 from goal 2. After further review, it was determined that we would no longer use the following metrics to evaluate goal 2: Curriculum Matrix, Walk-Through, Parent Portal Usage, CAASPP, AP, EAP, a-g requirements and CTE Pathway Completion. | | |

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

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

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| Original GOAL 3 from prior year LCAP: | All students will benefit from programs and services designated to inform and involve family and community partners. | Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify |
| Goal Applies to: | Schools: All Schools Applicable Pupil Subgroups: ALL | |
| Expected Annual Measurable Outcomes: | <p>METRIC:</p> <ul style="list-style-type: none"> Parent/Student and Staff Survey Sign-In Sheets Retention Data CAASPP CELDT API District Assessments Student Fluency EAP AP Pass Rates A-G Completion EL Language Reclassification Rate SWPBS Safety Report CALPADS PBIS Student/Staff <p>3.1.1 Baseline level of parent involvement will be established.</p> <p>3.2.1 Revise the district website and expand resources available to parents and teachers.</p> <p>3.3.1 Consultant will establish baseline data through a survey.</p> | <p>Actual Annual Measurable Outcomes:</p> <p>All actions and services were assessed and determined to be effective by stakeholders unless stated differently below.</p> <p>Priority 3: During the 2014-15 school year, Waverly, Linden El and Glenwood provided parent training on the new math standards, strategies, and materials that were being used for the school year. Schools assisted parents in understanding how to reinforce skill practice, learn tape diagrams and homework expectations with engageNY.</p> <p>The three schools had the following participation: Waverly-35%, Linden Elementary-38%, Glenwood-20%. The training classes were highly effective based on parent feedback.</p> <p>LUSD has hired a consultant to create and administer a parent survey. The surveys have been sent to parents with a return rate of 18%. This is not an effective participation rate to use for further direction.</p> <p>The district website did not get the changes made that were planned. We do not have additional resources for our unduplicated parents or exceptional need parents.</p> <p>*** In 2014-15</p> <p>We offered two sessions of English classes to parents of EL</p> |

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| | | <p>students. Sessions were in the fall and spring. Our parent English classes had a 64% attendance rate. The parents feedback indicated the classes were highly effective.</p> <p>One of our parent events, "Back to School Night", had an attendance of 87%. Attendance rates and parent feedback demonstrates the event is effective for parents receiving pertinent information.</p> <p>Parents, including parents of unduplicated students, were able to participate in LCAP review and revisions.</p> <p>Each site has an existing School Site Council providing opportunity for parents including parents of unduplicated students to participate.</p> <p>EL</p> <p>LUSD reclassification rate went from 7.7% to 14.1% in 2013-14.</p> <p>Parents participate in IEP and SST meetings. Parents of special needs students participated in the LCAP review and planning.</p> <p>Schools conducted parent meetings for parents of English learners and provided parent opportunity for the ELAC and DELAC meetings. Parents of English learners participated in the LCAP review and planning.</p> <p>Parents of unduplicated students were able to participate in the LCAP review and planning process through the ELAC and Title I meetings.</p> <p>We had successful parent training at some of our school sites. Linden EI and Glenwood both presented family math nights to help parents understand the shifts in math and how it relates to the math homework. Waverly had Parent Nights on math games and Smarter Balanced assessments. Both were highly successful.</p> |
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LCAP Year: 2014 - 2015

| Planned Actions/Services | | Actual Actions/Services | |
|-------------------------------------|---------------------------------------|--------------------------------------|--------------------------------------|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| 3.1 Increase the number and type of | 3.1.1 Two additional parent trainings | Data has been collected to establish | Smarter Balanced Training and Parent |

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| <p>opportunities for parents to meaningfully participate in their child's education.</p> <p>3.1.1 Two additional parent trainings will occur at each site. Baseline level of parent involvement will be established.</p> | <p>will occur at each site. Baseline level of parent involvement will be established. 1000-1999: Certificated Personnel Salaries \$1,710</p> <hr/> <p>3000-3999: Employee Benefits \$201</p> <hr/> <p>Supp/Conc</p> | <p>our baseline.</p> | <p>Math Nights 1000-1999: Certificated Personnel Salaries \$1,500</p> <hr/> <p>3000-3999: Employee Benefits \$195 / other</p> |
| <p>Scope of Service Linden Elementary, Waterloo, Waverly, Glenwood/ School Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service Linden Elementary, Waterloo, Waverly, Glenwood</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>3.2 District will continue to expand communications through information on the district website ensuring school and district information is updated and current.</p> <p>3.2.1 Revise the district website for staff and parents. Provide more information through the website.</p> | <p>3.2.1 Revise the district website for staff and parents. Provide more information through the website. 2000-2999: Classified Personnel Salaries \$13,000</p> <hr/> <p>3000-3999: Employee Benefits \$2,695</p> <hr/> <p>FD01-Res: 0000 Base</p> | <p>This action has not been met at this time.</p> | <p>No cost</p> |
| <p>Scope of Service ALL</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> | | <p>Scope of Service ALL</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |

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| <p>_ Other Subgroups: (Specify)</p> | | | |
| <p>3.3 Continue to expand community input through surveys and parent group meetings. 3.3.1 Consultant will develop survey.</p> | <p>3.3.1 Consultant will develop survey. 5800: Professional/Consulting Services And Operating Expenditures \$12,000 Base Supp/Conc</p> | <p>Survey has been developed and results are not in yet.</p> | <p>Consultant developed survey 5800: Professional/Consulting Services And Operating Expenditures \$10,375 / Base</p> |
| <p>Scope of Service Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service ALL</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>3.4.1 (3B 3.1.1) Increase the number and type of opportunities for parents to meaningfully participate in their child's education. Ensure English Learner parents attend and are supported in language at parent trainings. Provide English training to English Learner parents.</p> | <p>3.4.1 (3B 3.1.1) Ensure English Learner parents attend and are supported in language at parent trainings. Provide English training to English Learner parents. 1000-1999: Certificated Personnel Salaries \$7,248 3000-3999: Employee Benefits \$952 4000-4999: Books And Supplies \$800 Supp/Conc</p> | <p>We offered two classes of English to EL parents in both the first and second semester. Parent feedback indicated this was highly effective and valued.</p> | <p>To provide two English classes to EL parents. 1000-1999: Certificated Personnel Salaries \$4,800 3000-3999: Employee Benefits \$600 / Other</p> |
| <p>Scope of Service All</p> <hr/> <p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English</p> | | <p>Scope of Service All</p> <hr/> <p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> | |

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| proficient _ Other Subgroups: (Specify) | | _ Other Subgroups: (Specify) | |
| 3.5.1 (3B 3.2.1) District will continue to expand communications through information on the district website ensuring school and district information is updated and current. Revise the district website on resources available with special attention to the English Learner and Socio-Economically Disadvantaged parent. | 3.5.1 (3B 3.2.1) Revise the district website on resources available with special attention to the English Learner and Socio-Economically Disadvantaged parent. 1000-1999: Certificated Personnel Salaries \$2,520 3000-3999: Employee Benefits \$297 FD01-Res: 0000 Base | The website did not get revised. | No cost |
| Scope of Service: All _ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | | Scope of Service: All _ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | The stakeholders reviewed the State Priorities Section aligned to goal 3 and have determined that priority 6 aligns better with goal 4 and priority 2 and 4 align better with goal 1.. LUSD is eliminating priority 6, 2 & 4 from goal 3. The change in priorities will result in the following changes in the metrics: Retention Data, CAASPP, CELDT, API, District Assessment, Student Fluency, EAP, AP Pass Rate, a-g Completion Ratio, EL Language and Reclassification Rate, Attendance Rate, Chronic Absenteeism, Middle School Dropout Rate, High School Graduation Rate, High School Dropout Rate will not be addressed in this goal. | | |

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

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

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| Original GOAL 4 from prior year LCAP: | All students will have an opportunity to learn in a physically and emotionally safe environment. | Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify |
| Goal Applies to: | Schools: All Schools Applicable Pupil Subgroups: All | |
| Expected Annual Measurable Outcomes: | <p>METRIC:</p> <ul style="list-style-type: none"> Facility Inspection Tool (FIT) Report Curriculum Sufficiency Hearing Williams Report Suspension Rate Expulsion rate Attendance Rate Chronic Absenteeism Middle School Dropout Rate High School Graduation Rate High School Dropout Rate Safety Reports CALPADS PBIS SWPBS Staff/Parent Survey Pupil Achievement Data System <p>4.1.1 Evaluate physical safety, cleanliness and maintenance of all campuses, prioritize needs, and then implement.</p> <p>4.2.1 Expand awareness and response strategies to staff on bullying as measured by survey. Investigate purchasing a district wide program. Office referrals will decrease by 5% on bullying incidents.</p> <p>4.3.1 Increase attendance by 5% from support of SRO officer one day a week.</p> | <p>Actual Annual Measurable Outcomes:</p> <p>All Actions and services were determined effective by all stakeholders unless stated otherwise.</p> <p>Priority 1: This year a series of bullying workshops has been available for staff to attend. Surveys indicated trainings were helpful to staff. Next year LUSD will be implementing a No Bullying program.</p> <p>Linden High School and Glenwood scored "exemplary " on the Facility Inspection Tool (FIT), while Linden Elementary, Waverly and Waterloo scored "Good" on their FIT. LUSD is successfully maintaining our facilities.</p> <p>LUSD will be following the state timeline for curriculum aligned to the new standards. Linden High School students all have a textbook for every student enrolled into Integrated Math 1. The district is in the process of identifying a math textbook for K-8. LUSD met textbook sufficiency requirements for 2014-15.</p> <p>There are no Williams complaints for 2014-15 and we were able to maintain compliance.</p> <p>Through Board resolution all of our teachers are assigned appropriately. Teachers are 100% HQT at all sites except Linden High School (95%) and Waterloo (92%).</p> <p>A Parent survey is in process.</p> <p>Priority 5: Our current attendance rate is 97%. Our rate stays consistently</p> |

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| <p>4.4.1 Research and acquire a program to support a positive school environment, students engagement and safe school. Establish baseline data.</p> | <p>around that level. The graduation rate is 86%, the middle school dropout rate is 0% and the high school dropout rate is 14%.</p> <p>LUSD has a less than 1% chronic absentee rate.</p> <p>Priority 6: For the 2013-14 school year there was a 5% suspension rate and less than 1% expulsion rate. We have successfully maintained programs.</p> <p>Linden has a 21.4% truancy rate for 2013-2014. We maintained a steady rate.</p> <p>90% of the students in Linden feel safe in school according to the CHKS survey.</p> |
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LCAP Year: 2014 - 2015

| Planned Actions/Services | | Actual Actions/Services | |
|--|---|--|---|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| <p>4.1 Evaluate physical safety, cleanliness and maintenance of all campuses. Develop a prioritized list of repairs and implement. Continue to refine and implement cleaning schedules and standards.</p> <p>4.1.1 Provide repairs, equipment and address cleanliness from the prioritized list.</p> | <p>4.1.1 Provide repairs, equipment and address cleanliness from the prioritized list. 4000-4999: Books And Supplies \$30,000</p> <p>5000-5999: Services And Other Operating Expenditures \$30,000</p> <p>6000-6999: Capital Outlay \$30,000</p> <p>FD01-Res: 0000 Base</p> | <p>LUSD established a priority list and have been working on addressing the priorities. LUSD put an additional \$1 million dollars into maintenance and repairs budget.</p> <p>Repairs and maintenance has been highly effective. The district will continue working on repairs of facilities.</p> | <p>Provided repairs and equipment to improve the infrasrtucture. 4000-4999: Books And Supplies 30,000</p> <p>5000-5999: Services And Other Operating Expenditures 30,000</p> <p>6000-6999: Capital Outlay 30,000 / Base</p> |
| <p>Scope of Service ALL</p> <hr/> <p>X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> | | <p>Scope of Service ALL</p> <hr/> <p>X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> | |

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| <p>4.2 Provide training and awareness to all staff on bullying concerns through implementing an effective program.</p> <p>4.2.1 Address bullying issues in meetings and investigate to purchase a district wide program.</p> | <p>4.2 training on anti-bullying will include any specifics that will support the FY, EL, and SE learners.</p> <p>Expenditures \$17,400 - 4000 \$17,400 - 5000 \$17400 - 6000 Base/Concentration</p> <p>4.2.1 Address bullying issues in meetings and investigate to purchase a district wide program.</p> <p>\$-0-</p> <p>FD01-Res: 0000 Base</p> | <p>Bullying workshops were offered on all three of our professional development days. Outside consultants were used for these workshops. Staff surveys indicated positive feedback and wanting to receive more training.</p> <p>Office referrals have decreased by 3% this year indication our awareness piece was effective. A district-wide program for next year has been identified and is in the process of being purchased.</p> | <p>Professional development.</p> <p>5800: Professional/Consulting Services And Operating Expenditures 34,000 / Base</p> |
| <p>Scope of Service ALL</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service ALL</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>4.3 Increase attendance rates through improving our SARB process.</p> <p>4.3.1 Contract for an SRO officer one day per week.</p> | <p>4.3 Increase attendance rates through improving our SARB process. Educate EL and SE parents on benefits of attendance.</p> <p>Expenditures: \$8,700 - 1000 \$1023 - 3000</p> | <p>SRO Officer was contracted and LUSD was able to increase it to a full time position. SRO Officer began in March so there is not enough time to measure effectiveness.</p> | <p>An SRO officer was contracted.</p> <p>5000-5999: Services And Other Operating Expenditures 45,000 / Base</p> |

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| | <p>BASE</p> <p>4.3.1 Hire SRO officer one day per week. 5000-5999: Services And Other Operating Expenditures \$15,000</p> <p>FD01-Res: 0000 Base</p> | | |
| <p>Scope of Service ALL</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service ALL</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>4.4 Develop a program that promotes high student engagement and a positive culture of academic success.</p> <p>4.4.1 Research and identify a program to support a positive school environment, student engagement and a safe school.</p> | <p>4.4.1 Research and identify a program to support a positive school environment, student engagement and a safe school. \$-0-</p> <p>FD01-Res: 0000 Base</p> | <p>NoBullying.com will be our program for 2015-16. The high student engagement has not yet been identified. The research has no cost for 2014-15 school year.</p> | <p>No cost</p> |
| <p>Scope of Service ALL</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service ALL</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |

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| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | The stakeholders reviewed the priorities associated with this goal and determined that state priority 1 would be eliminated from this goal in the 2015-16 LCAP. | | |

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

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

| | | |
|---------------------------------------|---|--|
| Original GOAL 5 from prior year LCAP: | Provide an educational program with services to support the delivery of the education, including staffing, operations and special education. | Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify |
| Goal Applies to: | Schools: All schools Applicable Pupil Subgroups: All | |
| Expected Annual Measurable Outcomes: | <p>METRIC:</p> <p>Teacher Assignments Williams Report Curriculum Sufficiency Hearing Facility Inspection Tool (FIT) Report CALPADS CALPASS Report</p> <p>5.1.1 Provide current staffing with the increase of teachers in grades K-3 to reflect reduced class size reduction requirements that are HQT.</p> <p>5.2.1 Provide Educational Services to our students at current levels.</p> <p>5.3.1 Support schools with operational services.</p> | <p>Actual Annual Measurable Outcomes:</p> <p>Priority 1:</p> <p>Stakeholders determined that all actions and services were effective unless otherwise stated.</p> <p>LUSD will be following the states timeline for curriculum aligned to the new standards. Our High School students all have a textbook for every student enrolled into Integrated Math 1. The district is in the process of identifying a math textbook for K-8.</p> <p>All schools were effective in being compliant in the Sufficiency hearing.</p> <p>Linden High School and Glenwood scored "exemplary " on the Facility Inspection Tool (FIT) while Linden Elementary, Waverly and Waterloo scored "Good" on their FIT. This year maintenance effectively maintained facilities.</p> <p>Through Board resolution all teachers have been effectively assigned. All teachers are 100% HQT at all sites except Linden High School (95%) and Waterloo (92%).</p> <p>Priority 2:</p> <p>Staff professional development surveys indicate that the teachers of LUSD have begun implementing the new standards by 94% in reading, 94% in writing and 100% in math. All staff received an overview of the new ELD standards. The training was effective in providing an awareness. More in-depth training of the standards is needed.</p> |

LCAP Year: 2014 - 2015

| Planned Actions/Services | | Actual Actions/Services | |
|---|---|--|---|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| <p>5.1 Provide current staffing with the increase of teachers K-3 to reflect reduced class size requirements that are HQT.</p> <p>5.1.1 Provide current staffing with the increase of teachers K-3 to reflect reduced class size requirements that are HQT.</p> | <p>5.1.1 Provide current staffing with the increase of teachers K-3 to reflect reduced class size requirements that are HQT. 1000-1999: Certificated Personnel Salaries \$6,442,111</p> <p>2000-2999: Classified Personnel Salaries \$223,675</p> <p>3000-3999: Employee Benefits \$1,706,157</p> <p>FD01-Res:0000 Base</p> | <p>Associated costs have been combined with 5.2.</p> | |
| <p>Scope of Service ALL</p> <hr/> <p>X All</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p> | | <p>Scope of Service ALL</p> <hr/> <p>X All</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p> | |
| <p>5.2 Provide Educational Services to our students at current levels.</p> <p>5.2.1 Provide Educational Services to our students at current levels.</p> | <p>5.2.1 Provide Educational Services to our students at current levels. 1000-1999: Certificated Personnel Salaries \$1,003,966</p> <p>2000-2999: Classified Personnel Salaries \$222,622</p> <p>3000-3999: Employee Benefits \$280,665</p> <p>4000-4999: Books And Supplies \$6,048</p> | <p>We have been able to effectively maintain our current level of services.</p> | <p>To effectively maintain our current level of services. 1000-1999: Certificated Personnel Salaries 8,127,144</p> <p>2000-2999: Classified Personnel Salaries 459,943</p> <p>3000-3999: Employee Benefits 2,196,033</p> <p>4000-4999: Books And Supplies 423,144</p> |

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| | <p>5000-5999: Services And Other Operating Expenditures \$212,097</p> <p>7000-7439: Other Outgo \$113,247</p> <p>FD01-Res: 0000 Base</p> | | <p>5000-5999: Services And Other Operating Expenditures 213,580</p> <p>7000-7439: Other Outgo 378,000 / Base</p> |
| <p>Scope of Service ALL</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service ALL</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>5.3 Support schools with operational services which include: transportation, maintenance, support staff, school administration and substitutes.</p> <p>5.3.1 Support schools with operational services.</p> | <p>5.3.1 Support schools with operational services. 1000-1999: Certificated Personnel Salaries \$684,812</p> <p>2000-2999: Classified Personnel Salaries \$1,761,765</p> <p>3000-3999: Employee Benefits \$711,051</p> <p>4000-4999: Books And Supplies \$746,812</p> <p>5000-5999: Services And Other Operating Expenditures \$1,414,254</p> <p>6000-6999: Capital Outlay \$185,000</p> <p>FD01-RES:0000, 8150 0723:Source Base Suppl/Conc RRM</p> | <p>We have been able to effectively provide services in transportation, maintenance, support staff, school administrators and substitutes.</p> | <p>2000-2999: Classified Personnel Salaries 2,875,167</p> <p>3000-3999: Employee Benefits 1,084,658</p> <p>4000-4999: Books And Supplies 540,103</p> <p>5000-5999: Services And Other Operating Expenditures 1,854,951</p> <p>6000-6999: Capital Outlay 235,841 / Base</p> |
| <p>Scope of Service Districtwide</p> | | <p>Scope of Service ALL</p> | |

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| <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | Last year contained much ambiguity on the need to include every expenditure. It has been agreed upon by the stakeholders that this whole goal should be eliminated. After further review, it was determined that we would no longer use CALPADS and CALPASS to evaluate goal 5. Actions 5.1 .1 has been moved to 2.6 and 2.7. | | |

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

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

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

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

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

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| Total amount of Supplemental and Concentration grant funds calculated: | <u>\$1,463,853</u> |
| <p>Our districtwide and schoolwide concentration and supplemental funds are principally directed toward, and effective in, meeting the district's goals for its English learners, low income, and foster youth pupils in the state priority areas. All services funded with supplemental/concentration funds are districtwide or schoolwide except for at-home visits, providing supplemental vocabulary books and materials for English learners, and training teachers and aides in the ELD standards. Providing districtwide and schoolwide programs is justified due to the large share of low income and English learner students, greater than 50% of the student population; it allows for a more efficient and effective program implementation. These services are more appropriate by providing support for English learners, low income, and foster youth students in the regular classroom and environment, while indirectly supporting all students, such as providing professional development and coaching through the hiring of the TOSA, providing support for teachers who deliver classroom instruction for all students and provides targeted services for low income and English learner students in ELA. The low income students have access to technology such as Chromebooks, tablets, and desktops in the classroom, when they may not have access at home. These devices would also be available to all students. Research shows that the achievement gap closes when we use data to inform instruction and intervention needs. In order to provide the data needed to monitor student growth, a data management system was purchased, which provides academic information on all students. LUSD offers an AVID class that is focused primarily on helping first-generation students go to college. All students are assessed for the program, but the greatest beneficiaries are English learners and students from low-income backgrounds. To principally support the English Learners, homeless/foster youth, and low income students, we offer a Response to Intervention (RTI) program that will aid all students in meeting state standards through various levels of academic intervention. All students are assessed with results placed in the data management system which identifies the necessary support through RTI. This program will primarily support the English learners, and low income students. This program offers pull out and push in services throughout the school day, in addition to offering RTI through the extended learning summer program. In order to identify students who need assistance, we need the technology support and assessments to make informed decisions. To expand communication, we are adding translation opportunities for our EL parents at each of the K-8 schools for two hours a day. This will ensure greater parent participation. Furthermore, our students may need additional support of a counselor who will provide services at all K – 8 schools. Counseling services will support student social- emotional needs which will increase school participation and guide students towards higher education and career goals. Low income and foster youth will primarily benefit from this service due to the material and emotional needs of these identified students. Examples include separation from parent, separation from families, and lack of resources in the home. Counseling services can provide an increase in self confidence, participation and attendance in school, as well as develop self-efficacy skills. Reduction of class size average for K-3 primarily benefits low income, English learners, and foster youth by providing greater individualized teacher/student support. ELD professional development is offered to all teachers. Through this training, teachers learn effective strategies to use in the classroom which provides enhanced English language development and access to the common core for our English learners.</p> | |

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.

| | |
|------|---|
| 8.68 | % |
|------|---|

The utilization of increased funds is used to provide the following:

- Translators at the K-8 school sites for English learner families.
- RTI services
- Increase access to electronic devices and use in the classroom
- Bilingual Aides and Instructional aides who serve our EL and economically disadvantaged populations.
- ELD professional development for certificated and classified staff.
- EL coordinator will provide coordination of services, tracking, and followup of English learners.
- Supplemental books and instructional materials for EL and low income
- Home visits will take place to support low income students.

Section 4: Expenditure Summary

| Total Expenditures by Funding Source | | | | | | |
|--------------------------------------|------------------------|----------------------|--------------|------------|-----------|----------------|
| Funding Source | Annual Update Budgeted | Annual Update Actual | Year 1 | Year 2 | Year 3 | Year 1-3 Total |
| All Funding Sources | 7,757,097.00 | 28,840.00 | 1,193,846.00 | 369,988.00 | 35,781.00 | 1,599,615.00 |
| | 7,757,097.00 | 28,840.00 | 1,193,846.00 | 369,988.00 | 35,781.00 | 1,599,615.00 |

| Total Expenditures by Object Type | | | | | | |
|---|------------------------|----------------------|--------------|------------|-----------|----------------|
| Object Type | Annual Update Budgeted | Annual Update Actual | Year 1 | Year 2 | Year 3 | Year 1-3 Total |
| All Expenditure Types | 7,757,097.00 | 28,840.00 | 1,193,846.00 | 369,988.00 | 35,781.00 | 1,599,615.00 |
| 1000-1999: Certificated Personnel Salaries | 7,217,815.00 | 28,840.00 | 658,080.00 | 203,552.00 | 3,000.00 | 864,632.00 |
| 2000-2999: Classified Personnel Salaries | 278,075.00 | 0.00 | 147,683.00 | 46,000.00 | 0.00 | 193,683.00 |
| 3000-3999: Employee Benefits | 39,407.00 | 0.00 | 17,776.00 | 20,436.00 | 2,781.00 | 40,993.00 |
| 4000-4999: Books And Supplies | 10,800.00 | 0.00 | 302,507.00 | 50,000.00 | 30,000.00 | 382,507.00 |
| 5000-5999: Services And Other Operating Expenditures | 20,000.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 6,000.00 | 0.00 | 67,800.00 | 50,000.00 | 0.00 | 117,800.00 |
| 6000-6999: Capital Outlay | 185,000.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

| Total Expenditures by Object Type and Funding Source | | | | | | | |
|---|---------------------|------------------------|----------------------|--------------|------------|-----------|----------------|
| Object Type | Funding Source | Annual Update Budgeted | Annual Update Actual | Year 1 | Year 2 | Year 3 | Year 1-3 Total |
| All Expenditure Types | All Funding Sources | 7,757,097.00 | 28,840.00 | 1,193,846.00 | 369,988.00 | 35,781.00 | 1,599,615.00 |
| 1000-1999: Certificated Personnel Salaries | | 7,217,815.00 | 28,840.00 | 658,080.00 | 203,552.00 | 3,000.00 | 864,632.00 |
| 2000-2999: Classified Personnel Salaries | | 278,075.00 | 0.00 | 147,683.00 | 46,000.00 | 0.00 | 193,683.00 |
| 3000-3999: Employee Benefits | | 39,407.00 | 0.00 | 17,776.00 | 20,436.00 | 2,781.00 | 40,993.00 |
| 4000-4999: Books And Supplies | | 10,800.00 | 0.00 | 302,507.00 | 50,000.00 | 30,000.00 | 382,507.00 |
| 5000-5999: Services And Other Operating Expenditures | | 20,000.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | | 6,000.00 | 0.00 | 67,800.00 | 50,000.00 | 0.00 | 117,800.00 |
| 6000-6999: Capital Outlay | | 185,000.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).