

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

Introduction:

LEA: Lammersville Unified School District **Contact (Name, Title, Email, Phone Number):** Dr. Kirk Nicholas, Superintendent, knicholas@sjcoe.net, (209)836-7400 **LCAP Year:** 2015-16

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
<p>1. From January to May 2015, Lammersville Unified School District (LUSD) engaged many different stakeholders, such as students, staff, union members, parents, community members, and board members to receive their input on the district goals, services and budget expenditures as stated in the LCAP priorities. Stakeholders participated in group discussions, flipped learning activities and provided input into the LCAP process and plan.</p> <p>2. Different stakeholders were invited to participate at community LCAP meetings, and presentations at the district and site levels. Parents were asked to engage in LCAP through Parent Advisory Committee (DAC) at the district office, District English Language Advisory Committee (DELAC) at different school sites each month, Safety & Crisis Response Committee at the district office, Wellness Committee at the district office, School Site Council, School Foundations, and Parent Teacher Associations (PTAs) meetings at the school sites on the dates listed below:</p> <ul style="list-style-type: none"> • Administrators and Staff Meetings- February-June 2015 • DAC Meeting at District Office- February 11, March 23, April 20, and May 11 • DELAC Meeting at School Sites- February 19, March 25, April 29 • Altamont School: PTA- 3/17, 5/19; ASB- 5/13; Open House- 5/21 • Bethany School- School Site Council (SSC)- 3/25, Bethany School Foundation- 4/27; ASB- 3/5, 4/2; Open House 5/21 • Lammersville School: Lammersville School Foundation- 3/12, 4/ 9, 5/13; SSC- 3/2, 4/2, 5/ 7; Open House- 5/14 • Mountain House High School: PTA-4/22, 5/4 ; SSC 2/17, 5/19 • Questa School: Questa School Foundation- 3/2, 5/4 SSC- 3/26, ASB- 3/18, 4/29; Open House 5/14 • Wicklund School- Wicklund School Foundation- 3/17, 4/21, 6/2; SSC 4/23, 5/14; ASB 5/7, Open House 5/21 <p>3. Staff members and specific representatives from the teachers and classified staff' unions provided their input into the LCAP during staff meetings, Professional Learning Community (PLC) meetings, DAC meetings, School Site</p>	<p>1. Stakeholders (parents, community members, teachers, administrators, classified staff and students) reviewed and provide feedback for the LCAP goals, identified needs, measurable outcomes, actions, services and budget during DAC, DELAC, school site parent organization meetings, staff meetings, and student body meetings.</p> <p>2. Stakeholders reviewed the Goals, Identified Needs, measurable outcomes and annual updates. They agreed to continue with the existing goals, actions and services. They made suggestions to add details in the goals statement, identified need and measurable outcome statements. They asked the abbreviations in the LCAP document to be explained in a separate document and make it available to the stakeholders.</p> <p>3. Stakeholders asked the district to communicate with them via different sources at the district and site level. They asked for alternative ways to involve staff and receive their input. Breakfast for Classified Staff along with Certificated Staff to help build staff morale and positive school climate was one of the recommendations from the stakeholders.</p> <p>4. Stakeholder groups suggested using existing materials to build the Common Core State Standards Units of Study. Continue to work on the Special Education Improvement Plan was highly recommended. Stakeholders would like the district to start a GATE, Art and Music program in order to provide enrichment opportunities for all students. They asked the district to continue to monitor educational programs, students' grades and academic progress at all grade levels, specifically high school.</p>

<p>Council Meetings, Safety and Crisis Response Committee meetings, and Wellness Committee meetings.</p> <p>4. Students provided their input during the Associated Student Body (ASB) meetings and student LCAP input meetings regarding academics and opportunities available to them.</p> <p>5. DAC will make the final LCAP recommendation to LUSD Governing Board after receiving input from different stakeholders. DAC will contribute to developing, reviewing, making recommendations to the implementation of the LCAP and budget process.</p>	<p>5. Stakeholders reviewed the LCAP document and provided input verbally and in writing. They shared a concern regarding communication between parents, teachers, and administration. These suggestions are reflected in the plan.</p>
<p>Annual Update:</p> <ul style="list-style-type: none"> • Overall goals and focus the same, Measurables were added to outcome of the goals, information to LCAP based on parents, staff and students’ input and questions. • Discussed the revised specific information in the goal description, identified needs, and measurable outcomes with the Cabinet, Admin Forum, and DAC Committee to receive their input. • MAP data was separated to report on the progress English Learners, Low Income, Hispanic and Special Education Students. Data was shared at DAC, DELAC, and site level meetings in February and March 2015. • Updates were provided on the goals, measurables, actions and services and budget to the Board and District Advisory Group which is inclusive of pupils and union representatives, parents, community members, district and school site administrators. 	<p>Annual Update:</p> <ul style="list-style-type: none"> • Under Goal 2- District Culture and Leadership, added breakfast for the Classified Staff to help build morale and positive culture. Additional team building activities for all staff are also added. • Under Goal 5- 21st Century Learning and skills, added parent organizations to lead the craft/art/dance programs at K-8 school sites. • Actual Areas of the Concentration are the same, some of the details in Goals, Identified Need and Measurable Outcome was changed to better align with them with each other. • Parent volunteers provided additional help in the classrooms. Parent Organizations helped to organize and fund craft/art/dance programs at schools. • Stakeholders reviewed the State Priorities related to goals and made changes; changes are addressed in the Annual update section for each goal.

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

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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).

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

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

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

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

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

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

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

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

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?

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

<p>GOAL</p>	<p>Goal 1: Student Achievement: LUSD will provide the opportunity for every student to become educated within an instructional system that is consistent, aligned, monitored, accountable, data rich and nurturing.</p>		<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____</p>
<p>Identified Need :</p>	<p>Student Achievement: Common Core based, grade level Units of Study must be developed to drive student learning and instructional strategies to effectively transition to the Common Core. Units need to be developed based on Essential Questions, lessons created based on identified priority and secondary standards, student learning measured by pre and post assessments, and strategic support opportunities provided based on RTI and driven by technology. Units must include Response to Intervention supported strategies to ensure that all students receive strategic support and that all teachers are aware through data the impact of their instruction on each individual student. Classroom environments must be supportive, safe, designed for 21st Century learning, and inclusive of technology. Currently, student progress is measured by using Measures of Academic Progress (MAP) for K-8 students which was 70% of students meeting their growth goal; high school students D and/or F rate which was 35%; CAHSEE Pass Rate Data which was 92% ELA and 89% Math; English Learner (ELL) reclassification rate through AMAO2 which was 29%; student attendance rate which was 97.4%, middle school dropout which were six students in 2013-14, and 12 students with chronic absenteeism. No high school dropout rate and graduation rate will be available until 2016-17 because first 12th grade class will start in 2015-16. No baseline data is available for CAASPP Interim Assessment, pre and post assessments, Early College Program at Delta College, and Project Lead the Way as these programs are new to our school district. 100% of the teachers are appropriately credentialed per Williams Act report and all staff is appropriately assigned. Stakeholders used these metrics and data points to identify these needs and measure student progress. 100% of the students have access to adequate instructional materials per Williams Act report.</p>		
<p>Goal Applies to:</p>	<p>Schools: All</p>	<p>Applicable Pupil Subgroups:</p>	<p>All Pupils including Unduplicated Pupils- English Language Learners (ELLs), Hispanic, African American, Low Income, Foster Youth, and Students with Disabilities</p>

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:

- Implement district wide, computer adaptive, macro assessment to provide consistent data source for K-8 ELA and Math through Measures of Academic Progress (MAP) as measured by an increase of 5% from 70% to 75% of students meeting their Rausch Unit (RIT) Score for Spring MAP assessment by district, school site, grade level, student sub-groups, and Special Education (SPED), increase attendance rate from 97.4% to 97.5%, and increase CAHSEE passage rate from 92% in ELA to 93% and 89% in Math to 90%. CAASPP scores to be determined. (Priority 4)
- Implementation of the Common Core State Standards (CCSS) through the systematic creation and implementation of grade level Common Core Designed Units of Study through the Rigorous Curriculum Design model as measured by MAP student progress monitoring where 75% of students meet their Rausch Unit (RIT) Score for Spring MAP assessment by district, school site, grade level, student sub-group, and SPED and students score 80% or higher on Units of Study based post assessments. CAASPP scores to be determined. (Priority 2)
- Implementation of Career Technical Education (CTE) course sequence based on Project Lead the Way for grades 6-8 that aligns with the Mountain House High School Career Pathways program as measured by a 5% increase from 15% to 20% in student participation annually. High school pathway programs will be monitored based on 60% of students who choose pathway successfully complete certification and participating student's grades average increase from 2.8 to 3.0 or higher. (Priority 8)
- Successful completion of the accreditation process for Mountain House High School through WASC, completion of the A-G approval process through the University of California, and meeting of Advanced Placement requirements through the College Board as measured by formal approval completion. The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance into UC or CSU, or career technical education sequences or programs of study that align with state board approved career technical education standards and frameworks will not be available until after 2015-16, the first year the district will offer 12th grade. Reduction in the number of D and F grades in high school students' grades by 3% from 35% to 32%. (Priority 4 and 8)
- ELLs progress towards English Proficiency as measured by 10% increase in AMAO2 from 29% to 39% of student redesignation rate from EL to REFEP. ELL students will also be monitored for improvement through MAP progress monitoring K-12 where 75% of EL student meet their RIT Score target. CAASPP scores to be determined. Maintain ELD time during class and push in services by the bilingual instructional assistants enable ELLs to access CCSS and ELD standards to meet their academic needs. (Priority 2)
- Implementation of an early college program in partnership with San Joaquin Delta College as measured by student participation grades averaging 3.0 or higher and student attendance rates that meets or exceeds 97%. (Priority 5)
- Implementation of Common Core State Standards (CCSS) writing integration program K-12 as measured by grade level based, district wide writing prompts that align to the prompt structure of the CAASPP Interim Assessments where 75% of students score 3 or higher on the state provided rubrics. Initiative to begin summer of 2015. (Priority 2)
- Maintain that 100% of the teachers hold appropriate credentials and 100% of the students have access to adequate instructional as measured by Williams Act process. 100% of our facilities are maintained and in good repair. District will maintain as verified by the Williams report. (Priority 1)
- Support College and Career Readiness across the district by increasing student attendance from 97.4% to 97.5%. The percentage of pupils who will be college and Career Ready after successfully completing courses that satisfy the requirements for entrance into UC or CSU, or career technical education sequences or programs of study that align with state board approved career technical education standards and frameworks will not be available until after 2015-16, the first year the district will offer 12th grade. Maintain the middle school Dropout rate at six or less students annually and decrease the chronic absenteeism from 12 to 11 students. High School Dropout rate cannot be calculated as 2014-15 was the first year the District offered high school grade levels. High School Graduation rates cannot be determined until after 2015-16, the first year the District will offer 12th grade. (Priority 5)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. <u>Student Progress Check through Assessments</u></p> <ul style="list-style-type: none"> • K-8 grade students take MAP and CAASPP. Identification of district benchmarks for student achievement goals with Measurables- Reading at 1st, Writing at 4th, Math at 8th and College & Career Ready at 12th grade • K-8 ELA and Math Assessments through Measures of Academic Progress (MAP) three times annually • Monitor the RIT Score from MAP assessment to guide instruction at K-8 level • Monitor academic progress of Focus Areas students three times per year through MAP Assessment scores- Hispanic, African American, English Language Learners, Low Income, Students with Disabilities • MAP scores will be used to guide instruction • MAP scores will be used provide individualized strategic support through Compass Learning • High School MAP assessment to get a baseline data on students' Math readiness in the beginning of the school year 	<p>All</p>	<p><u>X</u> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify)</p> <hr/>	<p>Funding Source: 5800</p> <p>LCFF Base, Lottery \$ 46,000</p> <ul style="list-style-type: none"> • Contract for MAP Software Maintenance Fee • CAASPP Test

<p>2. <u>Specific Programs for the High School Students</u></p> <ul style="list-style-type: none"> • Use CAHSEE scores to determine rate of high school students needing support to complete the A-G requirements • Credit recovery opportunity during Summer School for the high school students who received a D or an F Grade • Addition of 11th and 12th grade students 	<p>All</p>	<p><u>X</u> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <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</p> <p>Subgroups:(Specify)</p> <hr/>	<p>Funding Source: 1000-4400 LCFF Base, Lottery \$ 1,315,000</p> <ul style="list-style-type: none"> • CAHSEE Test • Salary and Benefits to hire teachers, classified, and administrator for summer school. • Other summer school expenses, such as supplies, materials, copies, etc. • Hire staff to provide services for new 11th and 12th grade students starting in 2015/16. • Purchase technology, curriculum, and materials for 11th and 12th grade students
<p>3. <u>Implementation of the Common Core State Standards and Curriculum</u></p> <ul style="list-style-type: none"> • Implementation of the Common Core State Standards (CCSS) through Rigorous Curriculum Design (RCD) Units of Study- Four to Six ELA and Four to Six math units at K-8 grade level and all of the units at 9-12 grade levels • Provide curriculum and adequate instructional materials to implement the Units of Study as measured by Williams Act • Blended School Curriculum and Learning Management System, Canvas, for 8-12 grades to support, sustain, and align blended learning to reflect CCSS instructional shifts • Integration of GOORU Collections and Compass Learning into the Units of Study as evidenced by districtwide technology integration into daily instruction 	<p>All</p>	<p><u>X</u> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <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</p> <p>Subgroups:(Specify)</p> <hr/>	<p>Funding Source: 1000, 3xxx, 4310-5800 LCFF Base, Lottery \$ 365,000</p> <p>-Development of Common Core Units of Study via RCD</p> <p>-Compass Learning online Program and Other Technology to implement the Units</p> <p>-Professional Development in:</p> <ul style="list-style-type: none"> • RCD Process • Blended and Flipped Learning Models • Compass Learning • GOORU Collection • Electronic and hard copies of the Instructional Materials • Subs for Trainings • Materials and Supplies to implement the Units of Study

<p>4. <u>Maintain and Implement Career Technical Education (CTE)</u></p> <ul style="list-style-type: none"> • Maintain and Implement CTE through Project Lead the Way (PLTW): • High School 9-12 grades- Biomedical Sciences, Engineering, and add Computer Science, CISCO • 6-8 grades PLTW- Robotics and Automation, Design and Modeling at all of the schools. Electrons and Medical Detectives pilot • K-5 grades PLTW- Introductory Launch Program Pilot 	<p>All</p>	<p><input checked="" type="checkbox"/> ALL -----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify)</p> <p>_____</p>	<p>Funding Source: 1000, 3xxx, 4310-5800 LCFF Base \$ 232,000</p> <p>Project Lead the Way:</p> <ul style="list-style-type: none"> • Teacher training and pay during summer • Instructional materials and supplies for the PLTW modules • Laptops • Software • iPads
<p>5. <u>Maintaining and Hiring Teaching, Administration and Support Staff</u></p> <ul style="list-style-type: none"> • Maintain highly qualified teachers as measured by appropriate credential(s) they hold and highly qualified aides. Provide accurate ratio of staff members to meet students' needs 	<p>All</p>	<p><input checked="" type="checkbox"/> ALL -----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify)</p> <p>_____</p>	<p>Funding Source: 1000-3999, 5800 LCFF Base \$ 12,047,000</p> <ul style="list-style-type: none"> • Teacher and Instructional Assistants' salaries & benefits (Highly Qualified Staff) • Attend Job Fairs to hire teachers and other staff members

<p>6. <u>Incentives for Increasing Student Attendance</u></p> <ul style="list-style-type: none"> Attendance incentives to whole class, individual students, and schoolwide to increase student attendance 	<p>All</p>	<p><input checked="" type="checkbox"/> ALL -----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Funding Source: 4310 LCFF Base \$ 2,000</p> <p>Attendance Incentives School-wide, classroom level and individual students</p>
<p>7. <u>Develop Partnership with San Joaquin Delta College</u></p> <ul style="list-style-type: none"> Partner with San Joaquin Delta College to offer advanced core and elective classes for the high school students to receive high school and college credit. District pays for the low income students who qualify based on their free and reduced lunch status Additional Career Technical Education classes such as, CISCO for the high school students to receive Certification at Delta College. District pays for the needy students who qualify based on their free and reduced lunch status. 	<p>All</p>	<p><input type="checkbox"/> ALL -----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" 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>Funding Source: 5800 LCFF Supplemental \$ 12,500</p> <ul style="list-style-type: none"> Delta College Fees for students who are on free and reduced lunch Transportation and other expenses for student placement assessments

<p>8. <u>Provide Strategic Support to meet Academic needs of the Students</u></p> <ul style="list-style-type: none"> • Identification of student achievement goals with Measurable- Reading at 1st, Writing at 4th, Math at 8th and College & Career Ready at 12th grade • Academic support, interventions, and enrichment through Compass Learning online program for K-8 grade students • After school interventions for Low Income, ELLs, and Foster Youth as needed • Response to Intervention (RTI) program for Foster Youth 	<p>All</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Funding Source: 1000, 3xxx, 4310 LCFF Supplement \$ 80,000</p> <p>Strategic Support and Response to Intervention-</p> <ul style="list-style-type: none"> • Compass Learning Online Program • Intervention curriculum, materials and supplies • Resources for Response to Intervention • Pay teachers for after school interventions
<p>9. <u>Additional Support for English Language Learners (ELLs), Foster Youth, and Low Income Students</u></p> <ul style="list-style-type: none"> • Small group instruction for students in the focus area sub-groups during and after school • California English Language Development Test (CELDT) to monitor ELL progress • English Language Development (ELD) and interventions during class and during elective time • Additional EL support to ELLs by Bilingual Instructional Assistant through push in programs • Redesignation of the students and monitoring of student progress through MAP data and ongoing in class performance 	<p>All</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Funding Source: 2000-3999, 5800 LCFF Supplement \$ 81,500</p> <p>Additional academic services for students in the focus area</p> <ul style="list-style-type: none"> • Instructional Assistant salary and benefits • Bilingual Instructional Assistants salary and benefits for English Language Learners- CELDT and push in services • Additional resources for homeless and foster youth

LCAP Year 2: 2016-17

Expected Annual
Measurable
Outcomes:

- Maintain district wide, computer adaptive, macro assessment to provide consistent data source for K-8 ELA and Math through Measures of Academic Progress (MAP) as measured by an increase of 5% from 75% to 80% of students meeting their Rausch Unit (RIT) Score for Spring MAP assessment by district, school site, grade level, student sub-groups, and Special Education (SPED), 97.6% attendance rate, and increase CAHSEE passage rate from 93% in ELA to 94% and 90% in Math to 91%. CAASPP scores to be determined. (Priority 4)
- Continue implementation of the Common Core State Standards (CCSS) through the systematic creation and implementation of grade level Common Core Designed Units of Study through the Rigorous Curriculum Design model as measured by MAP student progress monitoring where 80% of students meet their Rausch Unit (RIT) Score for Spring MAP assessment by district, school site, grade level, student sub-group, and SPED and students score 85% or higher on Units of Study based post assessments. CAASPP scores to be determined. (Priority 2)
- Institutionalization of Career Technical Education (CTE) course sequence based on Project Lead the Way for grades 6-8 that aligns with the Mountain House High School Career Pathways program as measured by a 5% increase from 20% to 25% in student participation annually. High school pathway programs will be monitored based on 65% of students who choose pathway successfully complete certification and participating student's grades average increases from 3.0 to 3.2 or higher. (Priority 8)
- Successful review of the accreditation process for Mountain House High School through WASC, implementation of the A-G approval process through the University of California, and meeting of Advanced Placement requirements through the College Board as measured by formal approval completion. The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance into UC or CSU, or career technical education sequences or programs of study that align with state board approved career technical education standards and frameworks will not be available until after 2015-16, the first year the district will offer 12th grade. Reduction in the number of D and F grades in high school students' grades by 2% from 32% to 30%. (Priority 4, 8)
- Maintain ELLs progress towards English Proficiency as measured by 7% increase in AMAO2 from 39% to 46% of student redesignation rate from EL to REFEP. ELL students will also be monitored for improvement through MAP progress monitoring K-12 where 80% of EL student meet their RIT Score target. CAASPP scores to be determined. Maintain ELD time during class and push in services by the bilingual instructional assistants enable ELLs to access CCSS and ELD standards to meet their academic needs. (Priority 2)
- Institutionalization of the early college program in partnership with San Joaquin Delta College as measured by student participation grades averaging 3.2 or higher and student attendance rates that meets or exceeds 97.5%. (Priority 5)
- Continue implementation of Common Core State Standards (CCSS) writing integration program K-12 as measured by grade level based, district wide writing prompts that align to the prompt structure of the CAASPP Interim Assessments where 80% of students score 3.2 or higher on the state provided rubrics. Initiative to begin summer of 2015. (Priority 2)
- Maintain that 100% of the teachers hold appropriate credentials and 100% of the students have access to adequate instructional as measured by Williams Act process. 100% of our facilities are maintained and in good repair. District will maintain as verified by the Williams report. (Priority 1)
- Continue to support College and Career Readiness across the district by increasing student attendance from 97.5% to 97.6%. The percentage of pupils who will be college and Career Ready after successfully completing courses that satisfy the requirements for entrance into UC or CSU, or career technical education sequences or programs of study that align with state board approved career technical education standards and frameworks will not be available until after 2015-16, the first year the district will offer 12th grade. Maintain the middle school Dropout rate at six or less students annually and decrease the chronic absenteeism from 11 to 10 students. High School Dropout rate and High School Graduation Rate cannot be calculated as 2014-15 was the first year the District offered High School Grade levels. High School Graduation rates cannot be determined until after 2015-16, the first year the District will offer 12th grade. (Priority 5)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. <u>Student Progress Check through Assessments</u></p> <ul style="list-style-type: none"> • K-8 grade students take MAP and CAASPP. Identification of district benchmarks for student achievement goals with Measurables- Reading at 1st, Writing at 4th, Math at 8th and College & Career Ready at 12th grade • K-8 ELA and Math Assessments through Measures of Academic Progress (MAP) three times annually • Monitor the RIT Score from MAP assessment to guide instruction at K-8 level • Monitor academic progress of Focus Areas students three times per year through MAP Assessment scores- Hispanic, African American, English Language Learners, Low Income, Students with Disabilities • MAP scores will be used to guide instruction • MAP scores will be used provide individualized strategic support through Compass Learning • MAP and other district identified assessments to get a baseline data on students' Math readiness in the beginning of the school year 	<p>All</p>	<p><u>X</u> ALL</p> <hr/> <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</p> <p>Subgroups:(Specify)</p> <hr/>	<p>Funding Source: 5800 LCFF Base, Lottery \$ 48,000</p> <ul style="list-style-type: none"> • Contract for MAP Software Maintenance Fee • CAASPP Test

<p>2. <u>Specific Programs for the High School Students</u></p> <ul style="list-style-type: none"> • Use CAHSEE scores to determine rate of high school students needing support to complete the A-G requirements • Credit recovery opportunity during Summer School for the high school students who received a D or an F Grade • AP, PSAT, SAT, and ACT assessments for the high school students to prepare for college 	<p>All</p>	<p><u>X</u> ALL</p> <hr/> <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</p> <p>Subgroups:(Specify)</p> <hr/>	<p>Funding Source: 1000-4400 LCFF Base, Lottery \$ 1,341,300</p> <ul style="list-style-type: none"> • CAHSEE Test • Salary and Benefits to maintain teachers, classified, and administrator for summer school. • Other summer school expenses, such as supplies, materials, copies, etc. • Maintain staff services for additional student growth • Purchase technology, curriculum, and materials for 11th and 12th grade students
<p>3. <u>Implementation of the Common Core State Standards and Curriculum</u></p> <ul style="list-style-type: none"> • Continue implementation of the Common Core State Standards (CCSS) through Rigorous Curriculum Design (RCD) Units of Study- six to eight ELA and six to eight math units at K-8 grade level and all of the units at 9-12 grade levels • Provide curriculum and adequate instructional materials to implement the Units of Study as measured by Williams Act • Blended School Curriculum and Learning Management System, Canvas, for 8-12 grades to support, sustain, and align blended learning to reflect CCSS instructional shifts • Integration of GOORU Collections and Compass Learning into the Units of Study as evidenced by districtwide technology integration into daily instruction 	<p>All</p>	<p><u>X</u> ALL</p> <hr/> <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</p> <p>Subgroups:(Specify)</p> <hr/>	<p>Funding Source: 1000, 3xxx, 4310-5800 LCFF Base, Lottery \$ 375,000</p> <ul style="list-style-type: none"> -Development of Common Core Units of Study via RCD -Compass Learning online Program and Other Technology to implement the Units -Professional Development in: <ul style="list-style-type: none"> • RCD Process • Blended and Flipped Learning Models • Compass Learning • GOORU Collection • Electronic and hard copies of the Instructional Materials • Subs for Trainings • Materials and Supplies to implement the Units of Study

<p>4. <u>Maintain Career Technical Education (CTE)</u></p> <ul style="list-style-type: none"> • Institutionalization of High School 9-12 grades CTE through Project Lead the Way (PLTW): - Biomedical Sciences, Engineering, Computer Science, CISCO • Institutionalization of 6-8 grades PLTW- Robotics and Automation, Design and Modeling at all of the schools. Electrons and Medical Detectives pilot • Institutionalize CTE through Project Lead the Way (PLTW): K-5 grades PLTW- Introductory Launch Program for some of the classes 	<p>All</p>	<p><input checked="" type="checkbox"/> ALL -----</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Funding Source: 1000, 3xxx, 4310-5800 LCFF Base \$ 240,000</p> <p>Project Lead the Way:</p> <ul style="list-style-type: none"> • Teacher training and pay during summer • Instructional materials and supplies for the PLTW modules • Laptops • Software • iPads
<p>5. <u>Maintaining and Hiring Teaching, Administration and Support Staff</u></p> <ul style="list-style-type: none"> • Hire highly qualified teachers as measured by appropriate credential(s) they hold and highly qualified aides. Provide accurate ratio of staff members to meet students' needs 	<p>All</p>	<p><input checked="" type="checkbox"/> ALL -----</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Funding Source: 1000-3999, 5800 LCFF Base \$ 12,348,175</p> <ul style="list-style-type: none"> • Teacher and Instructional Assistants' salaries & benefits (Highly Qualified Staff) • Attend Job Fairs to hire teachers and other staff members

<p>6. <u>Incentives for Increasing Student Attendance</u></p> <ul style="list-style-type: none"> Attendance incentives to whole class, individual students, and schoolwide to increase student attendance 	<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>Funding Source: 4310 LCFF Base \$ 2,500</p> <p>Attendance Incentives School-wide, classroom level and individual students</p>
<p>7. <u>Develop Partnership with San Joaquin Delta College</u></p> <ul style="list-style-type: none"> Partner with San Joaquin Delta College to offer advanced core and elective classes for the high school students to receive high school and college credit. District pays for the needy students who qualify based on their free and reduced lunch status Additional Career Technical Education classes such as, CISCO for the high school students to receive Certification at Delta College. District pays for the needy students who qualify based on their free and reduced lunch status. 	<p>All</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Funding Source: 5800 LCFF Supplemental \$ 12,500</p> <ul style="list-style-type: none"> Delta College Fees for students who are on free and reduced lunch Transportation and other expenses for student placement assessments

<p>8. <u>Provide Strategic Support to meet Academic needs of the Students</u></p> <ul style="list-style-type: none"> • Identification of student achievement goals with Measurable- Reading at 1st, Writing at 4th, Math at 8th and College & Career Ready at 12th grade • Academic support, interventions, and enrichment through Compass Learning online program for K-8 grade students • After school interventions for Low Income, ELLs, and Foster Youth as needed • Response to Intervention (RTI) program for Foster Youth 	<p>All</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Funding Source: 1000, 3xxx, 4310 LCFF Supplement \$ 81,600</p> <p>Strategic Support and Response to Intervention-</p> <ul style="list-style-type: none"> • Compass Learning Online Program • Intervention curriculum, materials and supplies • Resources for Response to Intervention • Pay teachers for after school interventions
<p>9. <u>Additional Support for English Language Learners (ELLs), Foster Youth, and Low Income Students</u></p> <ul style="list-style-type: none"> • Small group instruction for students in the focus area sub-groups during and after school • California English Language Development Test (CELDT) to monitor ELL progress • English Language Development (ELD) and interventions during class and during elective time • Additional EL support to ELLs by Bilingual Instructional Assistant through push in programs • Redesignation of the students and monitoring of student progress through MAP data and ongoing in class performance 	<p>All</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Funding Source: 2000-3999, 5800 LCFF Supplement \$ 83,130</p> <p>Additional academic services for students in the focus area</p> <ul style="list-style-type: none"> • Instructional Assistant salary and benefits • Bilingual Instructional Assistants salary and benefits for English Language Learners- CELDT and push in services • Additional resources for homeless and foster youth

LCAP Year 3: 2017-18

Expected Annual
Measurable
Outcomes:

- Maintain district wide, computer adaptive, macro assessment to provide consistent data source for K-8 ELA and Math through Measures of Academic Progress (MAP) as measured by an increase of 5% from 80% to 85% of students meeting their Rausch Unit (RIT) Score for Spring MAP assessment by district, school site, grade level, student sub-groups, and Special Education (SPED), 97.7% attendance rate, and increase CAHSEE passage rate from 94% in ELA to 95% and 91% in Math to 92%. CAASPP scores to be determined. (Priority 4)
- Institutionalization of the Common Core State Standards (CCSS) through the systematic creation and implementation of grade level Common Core Designed Units of Study through the Rigorous Curriculum Design model as measured by MAP student progress monitoring where 85% of students meet their Rausch Unit (RIT) Score for Spring MAP assessment by district, school site, grade level, student sub-group, and SPED and students score 90% or higher on Units of Study based post assessments. CAASPP scores to be determined. (Priority 2)
- Institutionalization of Career Technical Education (CTE) course sequence based on Project Lead the Way for grades 6-8 that aligns with the Mountain House High School Career Pathways program as measured by a 5% increase from 25% to 30% in student participation annually. High school pathway programs will be monitored based on 70% of students who choose pathway successfully complete certification and participating student's grades average increases from 3.2 to 3.3 or higher. (Priority 8)
- Successful review of the accreditation process for Mountain House High School through WASC, implementation of the A-G approval process through the University of California, and meeting of Advanced Placement requirements through the College Board as measured by formal approval completion. The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance into UC or CSU, or career technical education sequences or programs of study that align with state board approved career technical education standards and frameworks will not be available until after 2015-16, the first year the district will offer 12th grade. Reduction in the number of D and F grades in high school students' grades by 2% from 30% to 28%. (Priority 4, 8)
- Maintain ELLs progress towards English Proficiency as measured by 4% increase in AMAO2 from 46% to 50% of student redesignation rate from EL to REFEP. ELL students will also be monitored for improvement through MAP progress monitoring K-12 where 85% of EL student meet their RIT Score target. CAASPP scores to be determined. Maintain ELD time during class and push in services by the bilingual instructional assistants enable ELLs to access CCSS and ELD standards to meet their academic needs. (Priority 2)
- Institutionalization of the early college program in partnership with San Joaquin Delta College as measured by student participation grades averaging 3.3 or higher and student attendance rates that meets or exceeds 97.7%. (Priority 5)
- Institutionalization of Common Core State Standards (CCSS) writing integration program K-12 as measured by grade level based, district wide writing prompts that align to the prompt structure of the CAASPP Interim Assessments where 85% of students score 3.3 or higher on the state provided rubrics. Initiative to begin summer of 2015. (Priority 2)
- Maintain that 100% of the teachers hold appropriate credentials and 100% of the students have access to adequate instructional as measured by Williams Act process. 100% of our facilities are maintained and in good repair. District will maintain as verified by the Williams report. (Priority 1)
- Continue to support College and Career Readiness across the district by increasing student attendance from 97.6% to 97.7%. The percentage of pupils who will be college and Career Ready after successfully completing courses that satisfy the requirements for entrance into UC or CSU, or career technical education sequences or programs of study that align with state board approved career technical education standards and frameworks will not be available until after 2015-16, the first year the district will offer 12th grade. Maintain the middle school Dropout rate at six or less students annually and decrease the chronic absenteeism from 10 to 9 students. High School Dropout rate and High School Graduation Rate cannot be calculated as 2014-15 was the first year the District offered High School Grade levels. High School Graduation rates cannot be determined until after 2015-16, the first year the District will offer 12th grade. (Priority 5)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. <u>Student Progress Check through Assessments</u></p> <ul style="list-style-type: none"> • K-8 grade students take MAP and CAASPP. Identification of district benchmarks for student achievement goals with Measurables- Reading at 1st, Writing at 4th, Math at 8th and College & Career Ready at 12th grade • K-8 ELA and Math Assessments through Measures of Academic Progress (MAP) three times annually • Monitor the RIT Score from MAP assessment to guide instruction at K-8 level • Monitor academic progress of Focus Areas students three times per year through MAP Assessment scores- Hispanic, African American, English Language Learners, Low Income, Students with Disabilities • MAP scores will be used to guide instruction • MAP scores will be used provide individualized strategic support through Compass Learning • MAP and other district identified assessments to get a baseline data on students' Math readiness in the beginning of the school year 	<p>All</p>	<p><u>X</u> ALL</p> <p>OR:</p> <p>__Low Income pupils __English Learners</p> <p>__Foster Youth</p> <p>__Redesignated fluent English proficient</p> <p>__Other</p> <p>Subgroups:(Specify)</p> <p>_____</p>	<p>Funding Source: 5800 LCFF Base, Lottery \$ 49,000</p> <ul style="list-style-type: none"> • Contract for MAP Software Maintenance Fee • CAASPP Test
<p>2. <u>Specific Programs for the High School Students</u></p> <ul style="list-style-type: none"> • Use CAHSEE scores to determine rate of high school students needing support to complete the A-G requirements • Credit recovery opportunity during Summer School for the high school students who received a D or an F Grade • AP, PSAT, SAT, and ACT assessments for the high school students to prepare for college 	<p>All</p>	<p><u>X</u> ALL</p> <p>OR:</p> <p>__Low Income pupils __English Learners</p> <p>__Foster Youth</p> <p>__Redesignated fluent English proficient</p> <p>__Other</p> <p>Subgroups:(Specify)</p> <p>_____</p>	<p>Funding Source: 1000-4400 LCFF Base, Lottery \$ 1,368,126</p> <ul style="list-style-type: none"> • CAHSEE Test • Salary and Benefits to maintain teachers, classified, and administrator for summer school • Other summer school expenses, such as supplies, materials, copies, etc. • Maintain staff services for growth • Purchase technology, curriculum, and materials for 11th and 12th grade students

<p>3. <u>Institutionalization of the Common Core State Standards and Curriculum</u></p> <ul style="list-style-type: none"> • Institutionalization of the Common Core State Standards (CCSS) through Rigorous Curriculum Design (RCD) Units of all ELA and math units at K-8 grade level and all of the units at 9-12 grade levels including differentiation • Provide curriculum and adequate instructional materials to implement the Units of Study as measured by Williams Act • Blended School Curriculum and Learning Management System, Canvas, for 8-12 grades to support, sustain, and align blended learning to reflect CCSS instructional shifts • Institutionalization of GOORU Collections and Compass Learning into the Units of Study as evidenced by districtwide technology integration into daily instruction 	<p>All</p>	<p><u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____</p>	<p>Funding Source: 1000, 3xxx, 4310-5800 LCFF Base, Lottery \$ 382,500</p> <p>-Maintain Common Core Units of Study via RCD -Compass Learning online Program and Other Technology to maintain the Units -Professional Development in:</p> <ul style="list-style-type: none"> • RCD Process • Blended and Flipped Learning Models • Compass Learning • GOORU Collection • Electronic and hard copies of the Instructional Materials • Subs for ongoing Trainings • Materials and Supplies for the Units of Study
<p>4. <u>Maintain Career Technical Education (CTE)</u></p> <ul style="list-style-type: none"> • Institutionalization of High School 9-12 grades CTE through Project Lead the Way (PLTW): - Biomedical Sciences, Engineering, Computer Science, CISCO • Institutionalization of 6-8 grades PLTW- Robotics and Automation, Design and Modeling at all of the schools. Electrons and Medical Detectives pilot • Implement CTE through Project Lead the Way (PLTW): K-5 grades PLTW- Introductory Launch Program for all classes 	<p>All</p>	<p><u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____</p>	<p>Funding Source: 1000, 3xxx, 4310-5800 LCFF Base \$ 245,000</p> <p>Project Lead the Way:</p> <ul style="list-style-type: none"> • Teacher training and pay during summer • Instructional materials and supplies for the PLTW modules • Laptops • Software • IPads

<p>5. <u>Maintaining and Hiring Teaching, Administration, and Support Staff</u></p> <ul style="list-style-type: none"> Hire highly qualified teachers as measured by appropriate credential(s) they hold and highly qualified aides. Provide accurate ratio of staff members to meet students' needs 	<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>Funding Source: 1000-3999, 5800 LCFF Base \$ 12,595,000</p> <ul style="list-style-type: none"> Teacher and Instructional Assistants' salaries & benefits (Highly Qualified Staff) Attend Job Fairs to hire teachers
<p>6. <u>Incentives for Increasing Student Attendance</u></p> <ul style="list-style-type: none"> Attendance incentives to whole class, individual students, and schoolwide to increase student attendance 	<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>Funding Source: 4310 LCFF Base \$ 3,000</p> <p>Attendance Incentives School-wide, classroom level and individual students</p>

<p>7. <u>Develop Partnership with San Joaquin Delta College</u></p> <ul style="list-style-type: none"> Partner with San Joaquin Delta College to offer advanced core and elective classes for the high school students to receive high school and college credit. District pays for the needy students who qualify based on their free and reduced lunch status Additional Career Technical Education classes such as, CISCO for the high school students to receive Certification at Delta College. District pays for the needy students who qualify based on their free and reduced lunch status. 	<p>All</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Funding Source: 5800 LCFF Supplemental \$ 12,500</p> <ul style="list-style-type: none"> Delta College Fees for students who are on free and reduced lunch Transportation and other expenses for student placement assessments
<p>8. <u>Provide Strategic Support to meet Academic needs of the Students</u></p> <ul style="list-style-type: none"> Identification of student achievement goals with Measurable- Reading at 1st, Writing at 4th, Math at 8th and College & Career Ready at 12th grade Academic support, interventions, and enrichment through Compass Learning online program for K-8 grade students After school interventions for Low Income, ELLs, and Foster Youth as needed Response to Intervention (RTI) program for Foster Youth 	<p>All</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Funding Source: 1000, 3xxx, 4310 LCFF Supplement \$ 84,000</p> <p>Strategic Support and Response to Intervention-</p> <ul style="list-style-type: none"> Compass Learning Online Program Intervention curriculum, materials and supplies Resources for Response to Intervention Pay teachers for after school interventions

<p>9. <u>Additional Support for English Language Learners (ELLs), Foster Youth, and Low Income Students</u></p> <ul style="list-style-type: none"> • Small group instruction for students in the focus area sub-groups during and after school • California English Language Development Test (CELDT) to monitor ELL progress • English Language Development (ELD) and interventions during class and during elective time • Additional EL support to ELLs by Bilingual Instructional Assistant through push in programs • Redesignation of the students and monitoring of student progress through MAP data and ongoing in class performance 	<p>All</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Funding Source: 2000-3999, 5800 LCFF Supplement \$ 85,000</p> <p>Additional academic services for students in the focus area</p> <ul style="list-style-type: none"> • Instructional Assistant salary and benefits • Bilingual Instructional Assistants salary and benefits for English Language Learners- CELDT and push in services • Additional resources for homeless and foster youth
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<p>GOAL :</p>	<p>Goal 2: District Culture/Leadership: LUSD is committed to the systematic development of instructional leadership and teaching excellence in all classrooms by identifying, implementing, and institutionalizing research validated practices district wide.</p>		<p>Related State and/or Local Priorities: 1__ 2_x 3__ 4__ 5__ 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>
<p>Identified Need :</p>	<p>District Culture and Leadership: LUSD is building cultural systems that support a district, site, grade level, and community based Professional Learning Community (PLC) using the Data Teams model. Development of a strong district leadership team (Administrative Forum) and an inclusive problem solving committee (District PLC Team-teachers, site, and district administration) discusses district systems, analyzes data and feedback, and provides solutions and input into making improvements to LUSD’s educational programs, practices, procedures, and policies. Stakeholders identified this need after reviewing student MAP scores, which showed 70% of students meeting their growth target; teacher participation in teacher collaborations and implementation of Common Core Units of Study, which is 100%; Walking and Talking Instruction Data which showed 80% of teachers classified as “emerging, expanding, or bridging”; and student suspension rate, which was 5% and Healthy Kids Survey Results at 81% of the students feeling safe at school.</p>		
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>All</p>	
<p>Applicable Pupil Subgroups:</p>		<p>All Pupils including Unduplicated Pupils- English Language Learners (ELLs), Hispanic, African American, Low Income, Foster Youth, and Students with Disabilities</p>	

LCAP Year 1: 2015-16

Expected Annual
Measurable
Outcomes:

- Implementation of structured system for Response to Intervention tied to the district's initiative and implementation of RCD Common Core Units of Study as measured by professional development survey feedback and data collection from Unit implementation results based on a 5% increase from 70% to 75% of students meeting their Rausch Unit (RIT) Score for Spring MAP assessment by district, school site, grade level, student sub-groups, and SPED. (Priority 2)
- Development of a system for student data analysis and implementation of Units of Study through the establishment of common protocols for data analysis and lesson development during weekly teacher collaboration time as measured by Unit of Study feedback surveys and 100% teacher participation in Unit based professional development. Our goal is maintain 100% teacher participation in the collaboration model and unit development. (Priority 2)
- Instructional leadership and application through monitoring effective and consistent implementation of grade level Common Core based Units of Study in English Language Arts and Math as measured by MAP student progress monitoring where 75% of students meet their Rausch Unit (RIT) Score for Spring MAP assessment by district, school site, grade level, student sub-groups, English Language Learners, and SPED and students score 80% or higher on Units of Study based post assessments. CAASPP and CCSS Units of Study pre and post assessments scores to be determined to create a baseline for future measurement. Maintain ELD time during class and push in services by the bilingual instructional assistants enable ELLs to access CCSS and ELD standards to meet their academic needs. (Priority 2)
- Institutionalization of district standard for instruction tied to lesson "Standard and Measurable Objectives" identification and analysis of effective student engagement strategies based on district leadership team practice of "Walking and Talking Instruction" as measured by longitudinal tracking of strategy implementation through Instructional Rounds based observation sheets where 85% of classrooms observed meet or exceed the district standard for each scheduled walk which will increase 5% from the previous year. (Priority 2)
- Implementation of the Board approved Special Education Improvement Plan district wide addressing system concerns of student over identification and inconsistent instructional and programmatic implementation as measured by a 5% increase from 70% to 75% of SPED students meeting their Rausch Unit (RIT) Score for Spring MAP. CAASPP scores to be determined. (Priority 2)
- Provide a safe learning environment for all students as measured by a reduction in the district suspension by 0.25% from 5% to 4.75% annually and increase the percent of students feeling safe from 81% to 83% based on the Healthy Kids Survey Results. Maintain the district's practice of using positive and proactive discipline approaches by continuing the district's current measure of 0 expulsions in concurrent years 2012, 2013, 2014. (Priority 6)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. <u>Provide Professional Development to Staff</u></p> <ul style="list-style-type: none"> • Institutionalize Professional Learning Communities (PLC) at the district, school and grade levels • Professional Development for teachers, classified staff, and administrators in: <ul style="list-style-type: none"> • Rigorous Curriculum Design and Common Core Units of Study • Instructional strategies to implement Common Core State Standards at all grade levels • Compass Learning Program Training • AERIES and other mandatory trainings • Writing and technology trainings • Special education training for staff, certificated and classified • AP Institutes for high school teachers • Other trainings for administrators and counselors 	<p>All</p>	<p><u>X</u> ALL</p> <hr/> <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</p> <p>Subgroups:(Specify)</p>	<p>Funding Source: 1000-3xxx, 4310, 5200, 5800 LCFF Base \$ 35,000</p> <p>Professional Developments:</p> <ul style="list-style-type: none"> • Early Release Days • PLC Meeting Timesheets • Professional Development Timesheets • Fees to Vendors for Trainings • Conferences and workshops registration and other expenses
<p>2. <u>Continuous Monitoring and Improvement of Classroom Instruction</u></p> <ul style="list-style-type: none"> • Grade and/or subject level collaborations • Monitoring of the CCSS Units of Study • Walking and Talking Instruction to monitor: <ul style="list-style-type: none"> • Institutionalization of Standards and Measurable Objectives (SMOs) • Student Engagement Strategies 	<p>All</p>	<p><u>X</u> ALL</p> <hr/> <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</p> <p>Subgroups:(Specify)_</p> <hr/>	<p>Funding Source: 1000, 3xxx LCFF Base \$ 22,000</p> <ul style="list-style-type: none"> • Collaborations on Early Release Days • Subs for teachers during Walking and Talking Instruction

<p>3. <u>Focusing on Students and Staff Wellness and Safety</u></p> <ul style="list-style-type: none"> • Student, Employee Relations and Recognitions • Districtwide wellness activities and program • Relay Recess, Farmers Market, and other activities to reinforce physical fitness and nutrition • Contract for School Resource Deputy (SRD) to ensure safe campuses • Anti-bullying Challenge Day Program for 7th- 12th grade students • Character Counts Program for K-8 grade students to promote positive behavior 	<p>All</p>	<p><u> </u> <u>X</u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils</p> <p><u> </u> English Learners</p> <p><u> </u> Foster Youth</p> <p><u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other</p> <p>Subgroups:(Specify)_</p> <hr/>	<p>Funding Source: 4310, 5800 LCFF Base, \$ 90,800</p> <p>Safety-</p> <ul style="list-style-type: none"> • Safe School Plan • Emergency Response Drills • Safety Trainings and Table Top Exercises for staff • Monthly Safety Committee Meetings • Contract for SRD <p>Wellness -</p> <ul style="list-style-type: none"> • Staff breakfast and luncheon • Student & staff recognitions • Challenge Day and Character Counts activities and awards
<p>4. <u>Meeting the needs of Students Low Income, Foster Youth and English Language Learners</u></p> <ul style="list-style-type: none"> • Implementation of a consistent districtwide Student Study Team (SST) system • Monitor student identification into the special education program • Provide ongoing professional development to teachers and support staff to document and meet the needs of students • Provide counseling services to the students as needed • Provide support to general education classroom teachers for student academics and behaviors • ELD time during class and push in services by the bilingual instructional assistants enable ELLs to access CCSS and ELD standards to meet their academic needs. 	<p>All</p>	<p>ALL</p> <hr/> <p>OR:</p> <p><u> </u> X Low Income pupils</p> <p><u> </u> X English Learners</p> <p><u> </u> X Foster Youth</p> <p><u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other</p> <p>Subgroups:(Specify)_</p> <hr/>	<p>Funding Source: 1000, 3xxx LCFF Supplemental, \$ 25,000</p> <ul style="list-style-type: none"> • Professional Development Timesheets and costs for Teachers and Support Staff • Parent Meetings • Psychologist to provide counseling services to the students • Substitute teachers for 504, SST and IEP Meetings for Foster Youth

LCAP Year 2: 2016-17

Expected Annual
Measurable
Outcomes:

- Maintain a structured system for Response to Intervention tied to the district’s initiative and implementation of RCD Common Core Units of Study as measured by professional development survey feedback and data collection from Unit implementation results based on a 5% increase from 75% to 80% of students meeting their Rausch Unit (RIT) Score for Spring MAP assessment by district, school site, grade level, student sub-groups, and SPED. Development of a system for student data analysis and implementation of Units of Study through the establishment of common protocols for data analysis and lesson development during weekly teacher collaboration time as measured by Unit of Study feedback surveys and 100% teacher participation in Unit based professional development. Our goal is maintain 100% teacher participation in the collaboration model and unit development. (Priority 2)
- Institutionalization of Instructional leadership and application through monitoring effective and consistent implementation of grade level Common Core based Units of Study in English Language Arts and Math as measured by MAP student progress monitoring where 80% of students meet their Rausch Unit (RIT) Score for Spring MAP assessment by district, school site, grade level, student sub-groups, English Language Learners, and SPED and students score 85% or higher on Units of Study based post assessments. CAASPP and CCSS Units of Study pre and post assessments scores to be determined to create a baseline for future measurement. ELD time during class and push in services by the bilingual instructional assistants enable ELLs to access CCSS and ELD standards to meet their academic needs. (Priority 2)
- Institutionalization of district standard for instruction tied to lesson “Standard and Measurable Objectives” identification and analysis of effective student engagement strategies based on district leadership team practice of “Walking and Talking Instruction” as measured by longitudinal tracking of strategy implementation through Instructional Rounds based observation sheets where 90% of classrooms observed meet or exceed the district standard for each scheduled walk which will increase 5% from the previous year. (Priority 2)
- Institutionalization of the Board approved Special Education Improvement Plan district wide addressing system concerns of student over identification and inconsistent instructional and programmatic implementation as measured by a 5% increase from 75% to 80% of SPED students meeting their Rausch Unit (RIT) Score for Spring MAP. (Priority 2)
- Continue to provide a safe learning environment for all students as measured by a reduction in the district suspension rate of 0.25% from 4.75% to 4.5% annually and increase the percent of students feeling safe from 81% to 83% based on the Healthy Kids Survey Results. Maintain the district’s practice of using positive and proactive discipline approaches by continuing the district’s current measure of 0 expulsions in concurrent years 2012, 2013, 2014. (Priority 6)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. <u>Provide Professional Development to Staff</u></p> <ul style="list-style-type: none"> • Institutionalize Professional Learning Communities (PLC) at the district, school and grade levels • Professional Development for teachers, classified staff, and administrators in: <ul style="list-style-type: none"> • Rigorous Curriculum Design and Common Core Units of Study • Instructional strategies to implement Common Core State Standards at all grade levels • Compass Learning Program Training • AERIES and other mandatory trainings • Writing and technology trainings • Special education training for staff, certificated and classified • AP Institutes for high school teachers • Other trainings for administrators and counselors 	All	<p><u>X</u> ALL</p> <hr/> <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</p> <p>Subgroups:(Specify)</p>	<p>Funding Source: 1000-3xxx, 4310, 5200, 5800 LCFF Base \$ 38,000</p> <p>Professional Developments:</p> <ul style="list-style-type: none"> • Early Release Days • PLC Meeting Timesheets • Professional Development Timesheets • Fees to Vendors for Trainings • Conferences and workshops registration and other expenses
<p>2. <u>Continuous Monitoring and Improvement of Classroom Instruction</u></p> <ul style="list-style-type: none"> • Grade and/or subject level collaborations • Monitoring of the CCSS Units of Study • Walking and Talking Instruction to monitor: <ul style="list-style-type: none"> • Institutionalization of Standards and Measurable Objectives (SMOs) • Student Engagement Strategies 	All	<p><u>X</u> ALL</p> <hr/> <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</p> <p>Subgroups:(Specify)_</p> <hr/>	<p>Funding Source: 1000, 3xxx LCFF Base \$ 24,000</p> <ul style="list-style-type: none"> • Collaborations on Early Release Days • Subs for teachers during Walking and Talking Instruction

<p>3. <u>Focusing on Students and Staff Wellness and Safety</u></p> <ul style="list-style-type: none"> • Student, Employee Relations and Recognitions • Districtwide wellness activities and program • Relay Recess, Farmers Market, and other activities to reinforce physical fitness and nutrition • Contract for School Resource Deputy (SRD) to ensure safe campuses • Anti-bullying Challenge Day Program for 7th- 12th grade students • Character Counts Program for K-8 grade students to promote positive behavior 	<p>All</p>	<p><u>X</u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils</p> <p><u> </u> English Learners</p> <p><u> </u> Foster Youth</p> <p><u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other</p> <p>Subgroups:(Specify)_</p> <p>_____</p>	<p>Funding Source: 4310, 5800 LCFF Base, \$ 92,600</p> <p>Safety -</p> <ul style="list-style-type: none"> • Safe School Plan • Emergency Response Drills • Safety Trainings and Table Top Exercises for staff • Monthly Safety Committee Meetings • Contract for SRD <p>Wellness -</p> <ul style="list-style-type: none"> • Staff breakfast and luncheon • Student & staff recognitions • Challenge Day and Character Counts activities and awards
<p>4. <u>Meeting the needs of Students Low Income, Foster Youth and English Language Learners</u></p> <ul style="list-style-type: none"> • Institutionalization of a consistent districtwide Student Study Team (SST) system • Continue to monitor student identification into the special education program • Continue to provide ongoing professional development to teachers and support staff to document and meet the needs of students • Continue to provide counseling services to the students as needed • Continue to support to general education classroom teachers for student academics and behaviors • Continue to provide ELD time during class and push in services by the bilingual instructional assistants enable ELLs to access CCSS and ELD standards to meet their academic needs. 	<p>All</p>	<p><u> </u> ALL</p> <hr/> <p>OR:</p> <p><u>X</u> Low Income pupils</p> <p><u>X</u> English Learners</p> <p><u>X</u> Foster Youth</p> <p><u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other</p> <p>Subgroups:(Specify)_</p> <p>_____</p>	<p>Funding Source: 1000, 3xxx LCFF Supplemental, \$ 26,000</p> <ul style="list-style-type: none"> • Professional Development Timesheets and costs for Teachers and Support Staff • Parent Meetings • Psychologist to provide counseling services to the students • Substitute teachers for 504, SST and IEP Meetings for Foster Youth

LCAP Year 3: 2017-18

Expected Annual
Measurable
Outcomes:

- Institutionalization of structured system for Response to Intervention tied to the district's initiative and implementation of RCD Common Core Units of Study as measured by professional development survey feedback and data collection from Unit implementation results based on a 5% increase from 80% to 85% of students meeting their Rausch Unit (RIT) Score for Spring MAP assessment by district, school site, grade level, student sub-groups, and SPED. (Priority 2)
- Maintain a system for student data analysis and implementation of Units of Study through the establishment of common protocols for data analysis and lesson development during weekly teacher collaboration time as measured by Unit of Study feedback surveys and 100% teacher participation in Unit based professional development. Our goal is maintain 100% teacher participation in the collaboration and unit development. (Priority 2)
- Institutionalization of Instructional leadership and application through monitoring effective and consistent implementation of grade level Common Core based Units of Study in English Language Arts and Math as measured by MAP student progress monitoring where 85% of students meet their Rausch Unit (RIT) Score for Spring MAP assessment by district, school site, grade level, student sub-groups, English Language Learners, and SPED and students score 90% or higher on Units of Study based post assessments. CAASPP and CCSS Units of Study pre and post assessments scores to be determined to create a baseline for future measurement. ELD time during class and push in services by the bilingual instructional assistants enable ELLs to access CCSS and ELD standards to meet their academic needs. (Priority 2)
- Institutionalization of district standard for instruction tied to lesson "Standard and Measurable Objectives" identification and analysis of effective student engagement strategies based on district leadership team practice of "Walking and Talking Instruction" as measured by longitudinal tracking of strategy implementation through Instructional Rounds based observation sheets where 95% of classrooms observed meet or exceed the district standard for each scheduled walk which will be a 5% increase from the previous year. (Priority 2)
- Institutionalization of the Board approved Special Education Improvement Plan district wide addressing system concerns of student over identification and inconsistent instructional and programmatic implementation as measured by a 5% increase from 80% to 85% of SPED students meeting their Rausch Unit (RIT) Score for Spring MAP. (Priority 2)
- Continue to provide a safe learning environment for all students as measured by a reduction in the district suspension rate of 0.25% from 4.5% to 4.25% annually and increase the percent of students feeling safe from 81% to 83% based on the Healthy Kids Survey Results. Maintain the district's practice of using positive and proactive discipline approaches by continuing the district's current measure of no expulsions in concurrent years 2012, 2013, 2014. (Priority 6)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. <u>Provide Professional Development to Staff</u></p> <ul style="list-style-type: none"> • Institutionalize Professional Learning Communities (PLC) at the district, school and grade levels • Professional Development for teachers, classified staff, and administrators in: <ul style="list-style-type: none"> • Rigorous Curriculum Design and Common Core Units of Study • Instructional strategies to implement Common Core State Standards at all grade levels • Compass Learning Program Training • AERIES and other mandatory trainings • Writing and technology trainings • Special education training for staff, certificated and classified • AP Institutes for high school teachers • Other trainings for administrators and counselors 	All	<p><u>X</u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)</p>	<p>Funding Source: 1000-3xxx, 4310, 5200, 5800 LCFF Base \$ 41,000</p> <p>Professional Developments:</p> <ul style="list-style-type: none"> • Early Release Days • PLC Meeting Timesheets • Professional Development Timesheets • Fees to Vendors for Trainings • Conferences and workshops registration and other expenses
<p>2. <u>Continuous Monitoring and Improvement of Classroom Instruction</u></p> <ul style="list-style-type: none"> • Grade and/or subject level collaborations • Monitoring of the CCSS Units of Study • Walking and Talking Instruction to monitor: <ul style="list-style-type: none"> • Institutionalization of Standards and Measurable Objectives (SMOs) • Student Engagement Strategies 	All	<p><u>X</u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_</p> <hr/>	<p>Funding Source: 1000, 3xxx LCFF Base \$ 25,000</p> <ul style="list-style-type: none"> • Collaborations on Early Release Days • Subs for teachers during Walking and Talking Instruction

<p>3. <u>Focusing on Students and Staff Wellness and Safety</u></p> <ul style="list-style-type: none"> • Student, Employee Relations and Recognitions • Districtwide wellness activities and program • Relay Recess, Farmers Market, and other activities to reinforce physical fitness and nutrition • Contract School Resource Deputy (SRD) to ensure safe campuses • Anti-bullying Challenge Day Program for 7th- 12th grade students • Character Counts Program for K-8 grade students to promote positive behavior 	<p>All</p>	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils</p> <p><u> </u> English Learners</p> <p><u> </u> Foster Youth</p> <p><u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other</p> <p>Subgroups:(Specify)_</p> <hr/>	<p>Funding Source: 4310, 5800 LCFF Base, \$ 94,400</p> <p>Safety -</p> <ul style="list-style-type: none"> • Safe School Plan • Emergency Response Drills • Safety Trainings and Table Top Exercises for staff • Monthly Safety Committee Meetings • Contract for SRD <p>Wellness -</p> <ul style="list-style-type: none"> • Staff breakfast and luncheon • Student & staff recognitions • Challenge Day and Character Counts activities and awards
<p>5. <u>Meeting the needs of Students Low Income, Foster Youth and English Language Learners</u></p> <ul style="list-style-type: none"> • Institutionalization of a consistent districtwide Student Study Team (SST) system • Continue to monitor student identification into the special education program • Continue to provide ongoing professional development to teachers and support staff to document and meet the needs of students • Continue to provide counseling services to the students as needed • Continue to support to general education classroom teachers for student academics and behaviors • Continue to provide ELD time during class and push in services by the bilingual instructional assistants enable ELLs to access CCSS and ELD standards to meet their academic needs. 	<p>All</p>	<p>ALL</p> <hr/> <p>OR:</p> <p><u> X </u> Low Income pupils</p> <p><u> X </u> English Learners</p> <p><u> X </u> Foster Youth</p> <p><u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other</p> <p>Subgroups:(Specify)_</p> <hr/>	<p>Funding Source: 1000, 3xxx LCFF Supplemental, \$ 27,000</p> <ul style="list-style-type: none"> • Professional Development Timesheets and costs for Teachers and Support Staff • Parent Meetings • Psychologist to provide counseling services to the students • Substitute teachers for 504, SST and IEP Meetings for Foster Youth

<p>GOAL :</p>	<p>Goal 3: Fiscal Strength: LUSD will provide its community with a high quality education system by monitoring the implementation of LCFF through the strategic plan and LCAP, creation of a 21st Century educational program, and the district’s rapidly expanding student population while successfully meeting the district’s Multi-Year Projection requirement.</p>		<p>Related State and/or Local Priorities: 1__x__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>
<p>Identified Need :</p>	<p>Fiscal Strength: LUSD will systematize its educational and instructional program, infuse technology and technology based programs into the classroom with 90% of the students meeting identified time for technology usage, current high quality school facilities meet 100% requirement of Williams Act, plan for additional new school facilities, provide curriculum and instructional materials/resources to 100% of the students, build a 21st Century communication system inclusive of district, parents, and community members, and provide excellent extra-curricular opportunities to students. Stakeholders used these metrics and data points to identify the needs for maintaining fiscal strength.</p>		
<p>Goal Applies to:</p>	<p>Schools: All</p>	<p>Applicable Pupil Subgroups:</p>	<p>All Pupils including Unduplicated Pupils- English Language Learners (ELLs), Hispanic, African American, Low Income, Foster Youth, and Students with Disabilities</p>
<p>LCAP Year 1: 2015-16</p>			
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Review annual budget based on its alignment to the strategic plan and LCAP as measured by SJCOE to maintain approval of multi-year projections. Maintain the inventory and monitor of curriculum and instructional materials/resources used in classrooms to provide adequate materials for 100% of the students through the district’s auditing system as measured by LUSD meeting Williams Act protocols. (Priority 1) • Implement a Technology Sustainability Plan to identify all of the district’s technology resources, technology needs, roll out timelines, and replacement timelines to ensure the district’s ability to fund the programs established in the strategic plan and LCAP as measured 1st and 2nd Interim Report and tied to MYP approval. (Priority 1) • Monitoring of teacher use of technology tools and resources and increase student usage data by 5% from 90% to 95% of students meeting identified time in program. (Priority 1) • Maintain existing facilities to meet the 100% requirement of Williams Act. (Priority 1) • 100% of the teachers are appropriately assigned and fully credentialed. District will maintain this as verified by Williams Act. (Priority 1) 		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. <u>Provide adequate facilities and instructional materials to the Students per Williams Act</u></p> <ul style="list-style-type: none"> Ongoing monitoring and maintenance of the facilities Provide adequate instructional materials for all students 	All	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Funding Source: 2000-3999, 4310- 5800 LCFF Base \$1,202,000</p> <p>-Facilities and grounds maintenance and repair</p> <ul style="list-style-type: none"> Classified staff Outside Vendors <p>-Instructional Materials for the students such as hard copy materials, online,</p>
<p>2. <u>Provide Cutting Edge Technology to the Students and Staff by following the Technology Plan</u></p> <ul style="list-style-type: none"> Develop, implement, and revise the Technology Sustainability Plan annually to update hardware and software 	All	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Funding Source: 4310-5800 LCFF Base \$ 250,000</p> <p>-Add and update technology hardware and software- servers, switches, access points -Technology in the classroom and computer labs- laptops, desktops, Chromebooks, document cameras, LCD projectors, etc. -Technology for support staff- Computers, printers, iPads, etc.</p>
<p>3. <u>Provide Transportation for students with disabilities per their Individualized Educational Plan (IEP) and Transportation for the high school sports</u></p> <ul style="list-style-type: none"> Arrange transportation for students with disabilities as needed per their Individual Educational Plan (IEP) Arrange transportation for high school sports for away games 	All	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Funding Source: 5800, 7142 LCFF Base \$ 168,000</p> <p>-Contract with outside companies and other school districts to provide transportation</p>

LCAP Year 2: 2016-17

Expected Annual
Measurable
Outcomes:

- Review annual budget based on its alignment to the strategic plan and LCAP as measured by SJCOE to maintain approval of multi-year projections. Maintain the inventory and monitor of curriculum and instructional materials/resources used in classrooms to provide adequate materials for 100% of the students through the district's auditing system as measured by LUSD meeting Williams Act protocols. (Priority 1)
- Implement a Technology Sustainability Plan to identify all of the district's technology resources, technology needs, roll out timelines, and replacement timelines to ensure the district's ability to fund the programs established in the strategic plan and LCAP as measured 1st and 2nd Interim Report and tied to MYP approval. (Priority 1)
- Monitoring of teacher use of technology tools and resources and increase student usage data by 3% from 95% to 98% of students meeting identified time in program. (Priority 1)
- Maintain existing facilities to meet the 100% requirement of Williams Act. (Priority 1)
- 100% of the teachers are appropriately assigned and fully credentialed. District will maintain this as verified by Williams Act. (Priority 1)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. <u>Provide adequate facilities and instructional materials to the Students per Williams Act</u> <ul style="list-style-type: none"> • Ongoing monitoring and maintenance of the facilities • Provide adequate instructional materials for all students 	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)____	Funding Source: 2000-3999, 4310- 5800 LCFF Base \$1,226,040 -Facilities and grounds maintenance and repair <ul style="list-style-type: none"> • Classified staff • Outside Vendors -Instructional Materials for the students such as hard copy materials, online,
2. <u>Provide Cutting Edge Technology to the Students and Staff by following the Technology Plan</u> <ul style="list-style-type: none"> • Implement and revise the Technology Sustainability Plan annually to update hardware and software 	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)____	Funding Source: 4310-5800 LCFF Base \$ 255,000 -Add and update technology hardware and software- servers, switches, access points -Technology in the classroom and computer labs- laptops, desktops, Chromebooks, document cameras, LCD projectors, etc. -Technology for support staff- Computers, printers, iPads, etc.
3. <u>Provide Transportation for students with disabilities per their Individualized Educational Plan (IEP) and Transportation for the high school sports</u> <ul style="list-style-type: none"> • Arrange transportation for students with disabilities as needed per their Individual Educational Plan (IEP) • Arrange transportation for high school sports for away games 	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)____	Funding Source: 5800, 7142 LCFF Base \$ 171,360 -Contract with outside companies and other school districts to provide transportation

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

- Review annual budget based on its alignment to the strategic plan and LCAP as measured by SJCOE to maintain approval of multi-year projections. Maintain the inventory and monitor of curriculum and instructional materials/resources used in classrooms to provide adequate materials for 100% of the students through the district’s auditing system as measured by LUSD meeting Williams Act protocols. (Priority 1)
- Implement a Technology Sustainability Plan to identify all of the district’s technology resources, technology needs, roll out timelines, and replacement timelines to ensure the district’s ability to fund the programs established in the strategic plan and LCAP as measured 1st and 2nd Interim Report and tied to MYP approval. (Priority 1)
- Monitoring of teacher use of technology tools and resources and increase student usage data by 2% from 98% to 100% of students meeting identified time in program. (Priority 1)
- Maintain existing facilities to meet the 100% requirement of Williams Act. (Priority 1)
- 100% of the teachers are appropriately assigned and fully credentialed. District will maintain this as verified by Williams Act. (Priority 1)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. <u>Provide adequate facilities and instructional materials to the Students per Williams Act</u></p> <ul style="list-style-type: none"> Ongoing monitoring and maintenance of the facilities Provide adequate instructional materials for all students 	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 <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>Funding Source: 2000-3999, 4310- 5800 LCFF Base \$1,250,560</p> <p>-Facilities and grounds maintenance and repair</p> <ul style="list-style-type: none"> Classified staff Outside Vendors <p>-Instructional Materials for the students such as hard copy materials, online,</p>
<p>2. <u>Provide Cutting Edge Technology to the Students and Staff by following the Technology Plan</u></p> <ul style="list-style-type: none"> Implement and revise the Technology Sustainability Plan annually to update hardware and software 	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 <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>Funding Source: 4310-5800 LCFF Base \$ 260,000</p> <p>-Add and update technology hardware and software- servers, switches, access points</p> <p>-Technology in the classroom and computer labs- laptops, desktops, Chromebooks, document cameras, LCD projectors, etc.</p> <p>-Technology for support staff- Computers, printers, iPads, etc.</p>
<p>3. <u>Provide Transportation for students with disabilities per their Individualized Educational Plan (IEP) and Transportation for the high school sports</u></p> <ul style="list-style-type: none"> Arrange transportation for students with disabilities as needed per their Individual Educational Plan (IEP) Arrange transportation for high school sports for away games 	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 <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>Funding Source: 5800, 7142 LCFF Base \$ 174,787</p> <p>-Contract with outside companies and other school districts to provide transportation</p>

GOAL :	Goal 4: Parent and Community Relationships: LUSD will develop a 21 st Century Communication system to foster positive relationships with parents and community members in order to meet students' needs, provide a safe learning and high quality instructional environment, and establish a full continuum of extra-curricular opportunities and activities.		Related State and/or Local Priorities: 1__ 2__ 3__ <u>x</u> 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Parent and Community Relationships: LUSD must coordinate its communication to meet the needs of parents and community members in our commuter based, technological savvy district. Parent and community member opportunities need to be established systematically to provide constituents the opportunity to be informed and to participate in our school and district programs. Part of this effort must be inclusive of multiple media and technology based operations using the best and most progressive tools available. Stakeholders used data from AERIES Portal, Canvas, Entappia APP, robo calls and emails, social media and websites to determine that 85% of the parents use different technological resources linked to the schools and district, 55% of the parents attend site and district meetings, events, and workshops, based on AMAO 2 report the English Language Learners (ELL) reclassification rate is 29%, and 70% of the ELLs meet their RIT score target in MAP.		
Goal Applies to:	Schools:	All schools	Applicable Pupil Subgroups: All Pupils including Unduplicated Pupils- English Language Learners (ELLs), Hispanic, African American, Low Income, Foster Youth, and Students with Disabilities

LCAP Year 1: 2015-16

Expected Annual
Measurable
Outcomes:

- Identification and implementation of a new Application Process Integration (API) based communication tools, Website, Lammersville Mobile Application (Cisco Designed), Aries Parent Portal, Canvas Learning Management System, and stakeholder management tools that have the capability to “talk” to other technology based systems as measured by analytics showing 5% increase from 85% to 90% of LUSD’s parent population using tools. (Priority 3)
- Communication with parents and community focused on Common Core and the district’s Strategic Plan and LCAP and increase parent attendance (parent sign in sheets) at parent workshops, school site events, and district community events by 5% from 55% to 60%. Workshops, planning sessions, and study sessions held in the LUSD Board Room are recorded and posted on Facebook for non-attendees. (Priority 3)
- Establishment of a specific advisory role of parents of English Language Learners, Low Income, and Foster Youth through the DELAC and other district wide parent committees to gather input and feedback to best meet the needs of our students and their families as measured by parent sign-in sheets. (Priority 3)
- Establishment of the District Advisory Committee (parents, community members, students, Board members, teachers, site and district administrators) as the District Data Team. The DAC serves two functions: 1) LCAP review and advisory subcommittee 2) District strategic plan and student data review team. DAC discusses overall district needs and issues as measured by strategic plan amendments recommended from DAC for LCAP revisions to the Board annually. (Priority 3)
- Parents of pupils with exceptional needs have opportunities to participate in their child’s IEP, SST, 504, and community advisory meetings to make decisions regarding their child. District will maintain this level of participation verified by appropriate documents. (Priority 3)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. <u>Communication with Parents and Community Members</u></p> <ul style="list-style-type: none"> Ongoing and consistent communication at the district and site level with the parents and community members Robo calls and mass emails by the district and all school sites for major events Update district and school websites on an ongoing basis Use District Website, Lammersville Unified mobile application (Entappia App), social media and other ways to communicate with the parents and community members 	All	<p><u>X</u> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)</p> <p>_____</p>	<p>Funding Source: 4310, 5800 LCFF Base \$ 40,500</p> <p>Communication via:</p> <ul style="list-style-type: none"> -Parent workshops and meetings -Websites -Phone, email, personal, and hard copy communication with parents -Social media -Entappia APP -Program for Robo phone calls and emails
<p>2. <u>Increase Parent Involvement at the district and site level</u></p> <p>Recruit parents and community members to actively participate in:</p> <ul style="list-style-type: none"> District Advisory Committee (DAC), District Facilities Committee, District English Language Advisory Committee (DELAC), District Gate/Arts/ Music Committee, School Site Councils, School Foundations and Parent Teacher Association, Wellness, Safety Committee and other site and district level committees, programs, and events 	All	<p><u>X</u> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)</p> <p>_____</p>	<p>Funding Source: 1000, 3xxx, 4200, 4310 LCFF Base \$ 2,500</p> <ul style="list-style-type: none"> -Continue to recruit parents and hold parent workshops and meetings -Stipends and timesheets for specific meetings -Resources and materials for the committee meetings

<p>3. <u>Recruit parents of students in the Focus Area Subgroups- ELLs, Foster Youth, and Low Income</u></p> <p>-Make additional efforts to recruit parents representing unduplicated pupil groups to serve on:</p> <ul style="list-style-type: none"> • District Advisory Committee (DAC) • School Site Council, Parent Organizations such as Foundations, PTA, etc. • District English Language Advisory Committee (DELAC) • English Language Advisory Committee (ELAC) 	<p>All</p>	<p><u> </u> ALL</p> <hr/> <p>OR:</p> <p><u> X</u> Low Income pupils</p> <p><u> X</u> English Learners</p> <p><u> X</u> Foster Youth</p> <p><u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other</p> <p>Subgroups:(Specify- _____</p>	<p>Funding Source: 4310 LCFF- Supplemental \$ 5,000</p> <p>-Contact parents of students in the subgroups and recruit them to get involved in the district and site level committees</p> <p>-District and Site level Committee meetings for EL, Foster, low income, and homeless students</p> <p>-Parent Surveys/Meetings</p> <p>-Parent workshops</p>
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LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:

- Update Application Process Integration (API) based communication tools, Website, Lammersville Mobile Application (Cisco Designed), Aries Parent Portal, Canvas Learning Management System, and stakeholder management tools that have the capability to “talk” to other technology based systems as measured by analytics showing 5% increase from 90% to 95% of LUSD’s parent population using tools. (Priority 3)
- Ongoing communication with parents and community focused on Common Core and the district’s Strategic Plan and LCAP and increase parent attendance (parent sign in sheets) at parent workshops, school site events, and district community events by 5% from 60% to 65%. Workshops, planning sessions, and study sessions held in the LUSD Board Room are recorded and posted on Facebook for non-attendees. (Priority 3)
- Maintain specific advisory role of parents of English Language Learners, Low Income, and Foster Youth through the DELAC and other district wide parent committees to gather input and feedback to best meet the needs of our students and their families as measured by parent sign-in sheets. (Priority 3)
- Maintenance of the District Advisory Committee (parents, community members, students, Board members, teachers, site and district administrators) as the District Data Team. The DAC serves two functions: 1) LCAP review and advisory subcommittee 2) District strategic plan and student data review team. DAC discusses overall district needs and issues as measured by strategic plan amendments recommended from DAC for LCAP revisions to the Board annually. (Priority 3)
- Parents of pupils with exceptional needs have opportunities to participate in their child’s IEP, SST, 504, and community advisory meetings to make decisions regarding their child. District will maintain this level of participation verified by appropriate documents. (Priority 3)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. <u>Communication with Parents and Community Members</u></p> <ul style="list-style-type: none"> Ongoing and consistent communication at the district and site level with the parents and community members Robo calls and mass emails by the district and all school sites for major events Update district and school websites on an ongoing basis Use District Website, Lammersville Unified mobile application (Entappia App), social media and other ways to communicate with the parents and community members 	All	<p><u>X</u> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)</p> <p>_____</p>	<p>Funding Source: 4310, 5800 LCFF Base \$ 40,500</p> <p>Communication via:</p> <ul style="list-style-type: none"> -Parent workshops and meetings -Websites -Phone, email, personal, and hard copy communication with parents -Social media -Entappia APP -Program for Robo phone calls and emails
<p>2. <u>Increase Parent Involvement at the district and site level</u></p> <p>Recruit parents and community members to actively participate in:</p> <ul style="list-style-type: none"> District Advisory Committee (DAC), District Facilities Committee, District English Language Advisory Committee (DELAC), District Gate/Arts/ Music Committee, School Site Councils, School Foundations and Parent Teacher Association, Wellness, Safety Committee and other site and district level committees, programs, and events 	All	<p><u>X</u> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)</p> <p>_____</p>	<p>Funding Source: 1000, 3xxx, 4200, 4310 LCFF Base \$ 2,500</p> <ul style="list-style-type: none"> -Continue to recruit parents and hold parent workshops and meetings -Stipends and timesheets for specific meetings -Resources and materials for the committee meetings

<p>3. <u>Recruit parents of students in the Focus Area Subgroups- ELLs, Foster Youth, and Low Income</u></p> <p>-Make additional efforts to recruit and retain parents representing unduplicated pupil groups to serve on:</p> <ul style="list-style-type: none"> • District Advisory Committee (DAC) • School Site Council, Parent Organizations such as Foundations, PTA, etc. • District English Language Advisory Committee (DELAC) • English Language Advisory Committee (ELAC) 	<p>All</p>	<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</p> <p>Subgroups:(Specify- _____</p>	<p>Funding Source: 4310 LCFF- Supplemental \$ 5,000</p> <p>-Contact parents of students in the subgroups and recruit them to get involved in the district and site level committees</p> <p>-District and Site level Committee meetings for EL, Foster, low income, and homeless students</p> <p>-Parent Surveys/Meetings</p> <p>-Parent workshops</p>
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LCAP Year 3: 2017-18

Expected Annual
Measurable
Outcomes:

- Update a new Application Process Integration (API) based communication tools, Website, Lammersville Mobile Application (Cisco Designed), Aries Parent Portal, Canvas Learning Management System, and stakeholder management tools that have the capability to “talk” to other technology based systems as measured by analytics showing 3% increase from 95% to 98% of LUSD’s parent population using tools. (Priority 3)
- Ongoing communication with parents and community focused on Common Core and the district’s Strategic Plan and LCAP and increase parent attendance (parent sign in sheets) at parent workshops, school site events, and district community events by 5% from 65% to 70%. Workshops, planning sessions, and study sessions held in the LUSD Board Room are recorded and posted on Facebook for non-attendees. (Priority 3)
- Maintain specific advisory role of parents of English Language Learners, Low Income, and Foster Youth through the DELAC and other district wide parent committees to gather input and feedback to best meet the needs of our students and their families as measured by parent sign-in sheets. (Priority 3)
- Maintenance of the District Advisory Committee (parents, community members, students, Board members, teachers, site and district administrators) as the District Data Team. The DAC serves two functions: 1) LCAP review and advisory subcommittee 2) District strategic plan and student data review team. DAC discusses overall district needs and issues as measured by strategic plan amendments recommended from DAC for LCAP revisions to the Board annually. (Priority 3)
- Parents of pupils with exceptional needs have opportunities to participate in their child’s IEP, SST, 504, and community advisory meetings to make decisions regarding their child. District will maintain this level of participation verified by appropriate documents. (Priority 3)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. <u>Communication with Parents and Community Members</u></p> <ul style="list-style-type: none"> • Ongoing and consistent communication at the district and site level with the parents and community members • Robo calls and mass emails by the district and all school sites for major events • Update district and school websites on an ongoing basis • Use District Website, Lammersville Unified mobile application (Entappia App), social media and other ways to communicate with the parents and community members 	All	<p><u>X</u> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)</p> <p>_____</p>	<p>Funding Source: 4310, 5800 LCFF Base \$ 40,500</p> <p>Communication via:</p> <ul style="list-style-type: none"> -Parent workshops and meetings -Websites -Phone, email, personal, and hard copy communication with parents -Social media -Entappia APP -Program for Robo phone calls and emails
<p>2. <u>Increase Parent Involvement at the district and site level</u></p> <p>Recruit parents and community members to actively participate in:</p> <ul style="list-style-type: none"> • District Advisory Committee (DAC), • District Facilities Committee, • District English Language Advisory Committee (DELAC), • District Gate/Arts/ Music Committee, • School Site Councils, • School Foundations and Parent Teacher Association, • Wellness, Safety Committee and other site and district level committees, programs, and events 	All	<p><u>X</u> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)</p> <p>_____</p>	<p>Funding Source: 1000, 3xxx, 4200, 4310 LCFF Base \$ 2,500</p> <ul style="list-style-type: none"> -Continue to recruit parents and hold parent workshops and meetings -Stipends and timesheets for specific meetings -Resources and materials for the committee meetings

<p>3. <u>Recruit parents of students in the Focus Area Subgroups- ELLs, Foster Youth, and Low Income</u></p> <p>-Make efforts retain parents representing unduplicated pupil groups to serve on:</p> <ul style="list-style-type: none"> • District Advisory Committee (DAC) • School Site Council, Parent Organizations such as Foundations, PTA, etc. • District English Language Advisory Committee (DELAC) • English Language Advisory Committee (ELAC) 	<p>All</p>	<p><u> </u> ALL</p> <hr/> <p>OR:</p> <p><u> X </u> Low Income pupils</p> <p><u> X </u> English Learners</p> <p><u> X </u> Foster Youth</p> <p><u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other</p> <p>Subgroups:(Specify-</p>	<p>Funding Source: 4310 LCFF- Supplemental \$ 5,000</p> <p>-Contact parents of students in the subgroups and recruit them to get involved in the district and site level committees</p> <p>-District and Site level Committee meetings for EL, Foster, low income, and homeless students</p> <p>-Parent Surveys/Meetings</p> <p>-Parent workshops</p>
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GOAL :	<p>Goal 5: 21st Century Skills/College and Career Ready: Students will graduate our school system College and Career ready through a coordinated instructional program that teaches each student the skills of communication, citizenship, critical thinking, collaboration, and creativity. Technology driven programs will be prioritized with the intent of creating a district wide 1:1 learning environment by 2018.</p>		<p>Related State and/or Local Priorities: 1__ 2_x 3__ 4_x 5__ 6__ 7_x 8_x COE only: 9__ 10__ Local : Specify _____</p>
Identified Need :	<p>21st Century Skills/College Career Readiness: LUSD will teach the 5 C's by building into its Unit of Study program learning opportunities that are measurable at each grade level and articulated K-12. LUSD will institute the technology needed to execute its instructional plan that provides students whole group and individualized instruction within the mainstream and elective programs. These experiences will be coordinated with extracurricular academic experiences when possible. Execution of the instructional plan will require systematic application of curriculum (traditional and open source), the use of technology by the teachers and students, the use of technology in Unit of Study and instructional planning, and implementation of blended and flipped learning as part of teachers' practice. A systematic roll out of technology and technology based programs with accompanied professional development must be conducted annually, differentiated and customized to teachers' skill level, and monitored for effective implementation. Stakeholders assisted the identification of needs per high school students grades at 65% pass rate with a C and higher grade, 97.4% attendance rate, Chromebook to student ratio 3:1 in K-7 and 1:1 in 8th grade and high school, classrooms with 90% of the students meeting identified time for technology usage, and 40% student participation in extracurricular activities, leadership activities, academic competitions, etc.</p>		
Goal Applies to:	Schools:	All Schools	
	Applicable Pupil Subgroups:	All Pupils including Unduplicated Pupils- English Language Learners (ELLs), Hispanic, African American, Low Income, Foster Youth, and Students with Disabilities	

LCAP Year 1: 2015-16

Expected Annual
Measurable Outcomes:

- The establishment of a 1:1 instructional environment at Mountain House High School and effective implementation of 1:1 supported open source curriculum use and instructional strategies as measured by student overall grade point averaging 3.0 or higher and increasing grades average by 3% from 65% to 68% with C or higher grade. (Priority 2 and 4)
- Teachers are implementing performance standards adopted by the state board within their classrooms. Continued professional development opportunities will be provided for all staff in the area of academic content and standards as measured by attendance from professional development and classroom walk throughs. (Priority 2)
- ELD instruction through push in and pull out services are offered daily to our English Learners allowing them access to the Common Core and ELD Standards. District will maintain this level of service for EL students as measured by classroom walk throughs and students' performance on CELDT. English Learner (EL) reclassification rate is 29% as measured by AMAO 2. District will maintain this level of classification as measured through AMAO 2. 59.5% of the EL made progress towards English proficiency as measured by the CELDT scores. District will maintain this level of progress as measured by CELDT scores. (Priority 2 and 4)
- Completion of the A-G approval process through the University of California, and meeting of Advanced Placement requirements through the College Board as measured by formal approval completion and broad course of study access to all students including unduplicated pupils. The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance into UC or CSU, or career technical education sequences or programs of study that align with state board approved career technical education standards and frameworks will not be available until after 2015-16, the first year the district will offer 12th grade. High School Graduation rate will first be available in 2016-17 as 2015-16 is the first year the district will offer 12th grade. (Priority 7)
- The unduplicated pupils have access to broad course of study including ELD programs, push in, pull out services, Ed One Stop as well as access to additional technology opportunities. District will maintain this level of service verified by class schedules and student participation. Students with exceptional needs have access to broad course of studies as well opportunities for push in, pull out services Ed One Stop, and reading recovery programs. District will maintain this level of service verified by class schedules, IEP reports, and student participation. (Priority 7)
- The establishment of a K-8 phased Chromebook infusion plan that will move the LUSD from no classroom computer access for students to a 1:1 classroom environment as measured by the execution of each phase of the plan through completion in 2018: Phase 1 (2014-15)- 3:1 Kindergarten through 3rd Grade; 4:1 4th through 6th grade; 1:1 7th through 12th. Increase chromebook ratio in phase 2 (2015-16)- 3:1 - Kindergarten through 3rd Grade; 2:1 - 4th through 6th Grade; 1:1 - 7th and 12th Grade. (Priority 2)
- Provide systematic professional development for all teachers in implementation and the use of Chromebooks, open source curriculum and technology based programs, Units of Study and planned technology use, and reading of data and reports generated out of Units of Study and technology based programs monitored with teacher feedback through post professional development surveys and increase student usage data by 5% from 90% to 95% of students meeting identified time in program usage data, increase 5% from 70% to 75% of students meeting their Rausch Unit (RIT) Score for Spring MAP assessment by 95% of student by district, school site, grade level, student sub-group, and SPED, and Units of Study based pre and post assessment data scoring 80% or higher in post assessment. CAASPP and CCSS Units of Study pre and post assessments scores to be determined to create a baseline for future measurement. (Priority 2 and 4)
- Infusion of 21st Century instructional support tools such as Learning Management System, Parent Portals, Social Media, technology Based Feedback as measured by student attendance increase by 1% from 97.4% to 97.5% and post professional development surveys. (Priority 5)
- Implementation of technology based strategic support such as Compass Learning (Reading, Language Arts, Math), GOORU, and Unit of Study Performance Tasks as measured by increase of 5% from 90% to 95% of students meeting identified time in program usage data, increase 5% from 70% to 75% of students meeting their Rausch Unit (RIT) Score for Spring MAP assessment by district, school site, grade level, student sub-group, and SPED, and Units of Study based pre and post assessment data scoring 80% or higher in post assessment. CAASPP and CCSS Units of Study pre and post assessments scores to be determined to create a baseline for future measurement. (Priority 4)
- Provide extracurricular opportunities through academic competitions to all students including unduplicated pupils (Science and Math Olympiad, Science Fair, Academic Pentathlon, Academic Decathlon, etc.), as measured by an increase in student participation of 3% from 40% to 43% student grades averaging 3.0 or higher (when applicable) and parent program feedback. (Priority 7 and 8)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. <u>Provide cutting edge technology and online curriculum to the high school students</u></p> <ul style="list-style-type: none"> • 1:1 Chromebooks for all students • Online Curriculum through Blended Schools • Learning Management System- Canvas • Mastery Learning Model and graduation requirements • Additional support for CAHSEE preparation • Use of Google Classroom and Drive 	All	<p><u>X</u> ALL</p> <hr/> <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</p> <p>Subgroups:(Specify)___</p> <hr/>	<p>Funding Source: 4xxx,5800 Lottery, LCFF Base \$ 135,000</p> <p>Instructional Programs are provided:</p> <ul style="list-style-type: none"> • Canvas • Online Curriculum through Blended Schools and other organizations • Project Lead the Way Curriculum <p>Laptops, Desktops, and Chromebooks</p> <ul style="list-style-type: none"> • LCD Projectors • Other Technology in the classroom

<p>2. <u>Provide Cutting Edge Technology to the Students at K-8 Schools</u></p> <ul style="list-style-type: none"> • 3:1 Chromebooks ratio for K-3 grade students • 2:1 Chromebooks ratio for 4-6 grade students • 1:1 Chromebooks ratio for 7-8 grade students • 12 Pilot program of classrooms with 1:1 Chromebooks • Computer Labs at the School Sites • iPads and Laptops for the Project Lead the Way Classes • Online Strategic Support through Compass Learning • Online Accelerated Reader Program • Canvas Learning Management System for 7th and 8th grade students 	<p>All</p>	<p><u>X</u> ALL _____</p> <p>OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)___ _____</p>	<p>Funding Source: 4310,4400,5800 Lottery, LCFF Base \$ 190,000</p> <p>Hardware for Students and Staff-</p> <ul style="list-style-type: none"> • Chromebooks • Desktops and Laptops • LCD Projectors • iPads • Other Technology in the classroom <p>Online Instructional Programs:</p> <ul style="list-style-type: none"> • Compass Learning • Accelerated Reader • Canvas
<p>3. <u>Use of Technology for Parent and Community Communications</u></p> <ul style="list-style-type: none"> • Districtwide Application for Communication- Entappia APP • Parent Portal, websites, and social media 	<p>All</p>	<p><u>X</u> ALL _____</p> <p>OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)___ _____</p>	<p>Funding Source: 5800 LCFF Base \$6,000</p> <p>Use of technology to communicate via:</p> <ul style="list-style-type: none"> -Websites -Email -Social media -Entappia APP -Program for Robo phone calls and emails

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:

- The establishment of a 1:1 instructional environment at Mountain House High School and effective implementation of 1:1 supported open source curriculum use and instructional strategies as measured by student overall grade point averaging 3.0 or higher and increasing grades average by 2% from 68% to 70% with C and a higher grade. (Priority 1 and 4)
- Teachers are implementing performance standards adopted by the state board within their classrooms. Continued professional development opportunities will be provided for all staff in the area of academic content and standards as measured by attendance from professional development and classroom walk throughs. (Priority 2)
- ELD instruction through push in and pull out services are offered daily to our English Learners allowing them access to the Common Core and ELD Standards. District will maintain this level of service for EL students as measured by classroom walk throughs and students' performance on CELDT. English Learner (EL) reclassification rate is 29% as measured by AMAO 2. District will maintain this level of classification as measured through AMAO 2. 59.5% of the EL made progress towards English proficiency as measured by the CELDT scores. District will maintain this level of progress as measured by CELDT scores. (Priority 2 and 4)
- Completion of the A-G approval process through the University of California, and meeting of Advanced Placement requirements through the College Board as measured by formal approval completion and broad course of study access to all students including unduplicated pupils. The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance into UC or CSU, or career technical education sequences or programs of study that align with state board approved career technical education standards and frameworks will not be available until after 2015-16, the first year the district will offer 12th grade. High School Graduation rate will first be available in 2016-17 as 2015-16 is the first year the district will offer 12th grade. (Priority 7)
- The unduplicated pupils have access to broad course of study including ELD programs, push in, pull out services, Ed One Stop as well as access to additional technology opportunities. District will maintain this level of service verified by class schedules and student participation. Students with exceptional needs have access to broad course of studies as well opportunities for push in, pull out services Ed One Stop, and reading recovery programs. District will maintain this level of service verified by class schedules, IEP reports, and student participation. (Priority 7)
- The establishment of a K-8 phased Chromebook infusion plan that will move the LUSD from no classroom computer access for students to a 1:1 classroom environment as measured by the execution of each phase of the plan through completion in 2018: (Priority 1)
Phase 2 (2015-16)- 3:1 Kindergarten through 3rd Grade; 2:1 4th through 6th Grade; 1:1 7th through 12th Grade.
Increase chromebook ratio in phase 3 (2016-17)- 2:1 Kindergarten through 3rd; 1:1 4th through 12th Grade;
- Provide systematic professional development for all teachers in implementation and the use of Chromebooks, open source curriculum and technology based programs, Units of Study and planned technology use, and reading of data and reports generated out of Units of Study and technology based programs monitored with teacher feedback through post professional development surveys and increase student usage data by 2% from 95% to 97% of students meeting identified time in program usage data, increase by 5% from 75% to 80% of students meeting their Rausch Unit (RIT) Score for Spring MAP assessment by 95% of student by district, school site, grade level, student sub-group, and SPED, and Units of Study based pre and post assessment data scoring 85% or higher in post assessment. CAASPP scores to be determined. (Priority 2 and 4)
- Infusion of 21st Century instructional support tools such as Learning Management System, Parent Portals, Social Media, Technology Based Feedback as measured by student attendance increase 1% from 97.5% to 97.6%, and post professional development surveys. (Priority 5)
- Institutionalization of technology based strategic support such as Compass Learning (Reading, Language Arts, Math), GOORU, and Unit of Study Performance Tasks increase of 5% from 90% to 95% of students meeting identified time in program usage data, increase 5% from 75% to 80% of students meeting their Rausch Unit (RIT) Score for Spring MAP assessment by district, school site, grade level, student sub-group, and SPED, and Units of Study based pre and post assessment data scoring 85% or higher in post assessment. CAASPP and CCSS Units of Study pre and post assessments scores to be determined to create a baseline for future measurement. (Priority 4)
- Provide extracurricular opportunities through academic competitions to all students including unduplicated pupils (Science and Math Olympiad, Science Fair, etc.), elective feeder programs articulated with Mountain House High School Career Pathway Program and San Joaquin Delta College (such as Project Lead the Way and CASL Leadership programs) as measured by increase in student participation rate by 2% from 43% to 45% among general student population, student grades averaging 3.2 or higher (when applicable) and parent program feedback. (Priority 7 and 8)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. <u>Provide cutting edge technology and online curriculum to the high school students</u></p> <ul style="list-style-type: none"> • 1:1 Chromebooks for all students • Online Curriculum through Blended Schools • Learning Management System- Canvas • Mastery Learning Model and graduation requirements • Additional support for CAHSEE preparation • Use of Google Classroom and Drive 	<p>All</p>	<p><u>X</u>_ALL</p> <hr/> <p>OR:</p> <p>__Low Income pupils</p> <p>__English Learners</p> <p>__Foster Youth</p> <p>__Redesignated fluent English proficient</p> <p>__Other</p> <p>Subgroups:(Specify)___</p> <hr/>	<p>Funding Source: 4xxx,5800 Lottery, LCFF Base \$ 138,000</p> <p>Instructional Programs are provided:</p> <ul style="list-style-type: none"> • Canvas • Online Curriculum through Blended Schools and other organizations • Project Lead the Way Curriculum <p>Laptops, Desktops, and Chromebooks</p> <ul style="list-style-type: none"> • LCD Projectors • Other Technology in the classroom

<p>2. <u>Provide Cutting Edge Technology to the Students at K-8 Schools</u></p> <ul style="list-style-type: none"> • 3:1 Chromebooks ratio for K-3 grade students • 2:1 Chromebooks ratio for 4-6 grade students • 1:1 Chromebooks ratio for 7-8 grade students • 12 Pilot program of classrooms with 1:1 Chromebooks • Computer Labs at the School Sites • iPads and Laptops for the Project Lead the Way Classes • Online Strategic Support through Compass Learning • Online Accelerated Reader Program • Canvas Learning Management System for 7th and 8th grade students 	<p>All</p>	<p><u>X</u> ALL _____</p> <p>OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) <u> </u> _____</p>	<p>Funding Source: 4310,4400,5800 Lottery, LCFF Base \$ 194,000</p> <p>Hardware for Students and Staff-</p> <ul style="list-style-type: none"> • Chromebooks • Desktops and Laptops • LCD Projectors • iPads • Other Technology in the classroom <p>Online Instructional Programs:</p> <ul style="list-style-type: none"> • Compass Learning • Accelerated Reader • Canvas
<p>3. <u>Use of Technology for Parent and Community Communications</u></p> <ul style="list-style-type: none"> • Districtwide Application for Communication- Entappia APP • Parent Portal, websites, and social media 	<p>All</p>	<p><u>X</u> ALL _____</p> <p>OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) <u> </u> _____</p>	<p>Funding Source: 5800 LCFF Base \$6,000</p> <p>Use of technology to communicate via:</p> <ul style="list-style-type: none"> -Websites -Email -Social media -Entappia APP -Program for Robo phone calls and emails

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

- The establishment of a 1:1 instructional environment at Mountain House High School and effective implementation of 1:1 supported open source curriculum use and instructional strategies as measured by student overall grade point averaging 3.0 or higher and increasing grades average by 2% from 68% to 70% with C and a higher grade. (Priority 1 and 4)
- Teachers are implementing performance standards adopted by the state board within their classrooms. Continued professional development opportunities will be provided for all staff in the area of academic content and standards as measured by attendance from professional development and classroom walk throughs. (Priority 2)
- ELD instruction through push in and pull out services are offered daily to our English Learners allowing them access to the Common Core and ELD Standards. District will maintain this level of service for EL students as measured by classroom walk throughs and students' performance on CELDT. English Learner (EL) reclassification rate is 29% as measured by AMAO 2. District will maintain this level of classification as measured through AMAO 2. 59.5% of the EL made progress towards English proficiency as measured by the CELDT scores. District will maintain this level of progress as measured by CELDT scores. (Priority 2 and 4)
- Completion of the A-G approval process through the University of California, and meeting of Advanced Placement requirements through the College Board as measured by formal approval completion and broad course of study access to all students including unduplicated pupils. The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance into UC or CSU, or career technical education sequences or programs of study that align with state board approved career technical education standards and frameworks will not be available until after 2015-16, the first year the district will offer 12th grade. High School Graduation rate will first be available in 2016-17 as 2015-16 is the first year the district will offer 12th grade. (Priority 7)
- The unduplicated pupils have access to broad course of study including ELD programs, push in, pull out services, Ed One Stop as well as access to additional technology opportunities. District will maintain this level of service verified by class schedules and student participation. Students with exceptional needs have access to broad course of studies as well opportunities for push in, pull out services Ed One Stop, and reading recovery programs. District will maintain this level of service verified by class schedules, IEP reports, and student participation. (Priority 7)
- The establishment of a K-8 phased Chromebook infusion plan that will move the LUSD from no classroom computer access for students to a 1:1 classroom environment as measured by the execution of each phase of the plan through completion in 2018: (Priority 1)
In phase 3 (2016-17)- 2:1 Kindergarten through 3rd; 1:1 4th through 12th Grade;
- Provide systematic professional development for all teachers in implementation and the use of Chromebooks, open source curriculum and technology based programs, Units of Study and planned technology use, and reading of data and reports generated out of Units of Study and technology based programs monitored with teacher feedback through post professional development surveys and increase student usage data by 2% from 97% to 99% of students meeting identified time in program usage data, 5% increase from 80% to 85% of students meeting their Rausch Unit (RIT) Score for Spring MAP assessment by 95% of student by district, school site, grade level, student sub-group, and SPED, and Units of Study based pre and post assessment data scoring 85% or higher in post assessment. CAASPP scores to be determined. (Priority 2 and 4)
- Infusion of 21st Century instructional support tools such as Learning Management System, Parent Portals, Social Media, Technology Based Feedback as measured by student increase 1% from 97.9% to 98%, and post professional development surveys. (Priority 5)
- Institutionalization of technology based strategic support such as Compass Learning (Reading, Language Arts, Math), GOORU, and Unit of Study Performance Tasks as measured by 2% increase from 97% to 99% of students of student meeting identified time in program usage data, 5% increase from 80% to 85% of students meeting their Rausch Unit (RIT) Score for Spring MAP assessment by district, school site, grade level, student sub-group, and SPED, and Units of Study based pre and post assessment data scoring 85% or higher in post assessment. CAASPP and CCSS Units of Study pre and post assessments scores to be determined to create a baseline for future measurement. (Priority 4)
- Provide extracurricular opportunities through academic competitions to all students including unduplicated pupils (Science and Math Olympiad, Science Fair, etc.), elective feeder programs articulated with Mountain House High School Career Pathway Program and San Joaquin Delta College (such as Project Lead the Way and CASL Leadership programs) as measured by increase in student participation rate by 2% from 45% to 47% among general student population, student grades averaging 3.3 or higher (when applicable) and parent program feedback. (Priority 7 and 8)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. <u>Provide cutting edge technology and online curriculum to the high school students</u></p> <ul style="list-style-type: none"> • 1:1 Chromebooks for all students • Online Curriculum through Blended Schools • Learning Management System- Canvas • Mastery Learning Model and graduation requirements • Additional support for CAHSEE preparation • Use of Google Classroom and Drive 	<p>All</p>	<p><u>X</u>_ALL</p> <hr/> <p>OR:</p> <p>__Low Income pupils</p> <p>__English Learners</p> <p>__Foster Youth</p> <p>__Redesignated fluent English proficient</p> <p>__Other</p> <p>Subgroups:(Specify)___</p> <hr/>	<p>Funding Source: 4xxx,5800 Lottery, LCFF Base \$ 141,000</p> <p>Instructional Programs are provided:</p> <ul style="list-style-type: none"> • Canvas • Online Curriculum through Blended Schools and other organizations • Project Lead the Way Curriculum <p>Laptops, Desktops, and Chromebooks</p> <ul style="list-style-type: none"> • LCD Projectors • Other Technology in the classroom

<p>2. <u>Provide Cutting Edge Technology to the Students at K-8 Schools</u></p> <ul style="list-style-type: none"> • 3:1 Chromebooks ratio for K-3 grade students • 2:1 Chromebooks ratio for 4-6 grade students • 1:1 Chromebooks ratio for 7-8 grade students • 12 Pilot program of classrooms with 1:1 Chromebooks • Computer Labs at the School Sites • iPads and Laptops for the Project Lead the Way Classes • Online Strategic Support through Compass Learning • Online Accelerated Reader Program • Canvas Learning Management System for 7th and 8th grade students 	<p>All</p>	<p><u>X</u> ALL _____</p> <p>OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____ _____</p>	<p>Funding Source: 4310,4400,5800 Lottery, LCFF Base \$ 197,880</p> <p>Hardware for Students and Staff-</p> <ul style="list-style-type: none"> • Chromebooks • Desktops and Laptops • LCD Projectors • iPads • Other Technology in the classroom <p>Online Instructional Programs:</p> <ul style="list-style-type: none"> • Compass Learning • Accelerated Reader • Canvas
<p>3. <u>Use of Technology for Parent and Community Communications</u></p> <ul style="list-style-type: none"> • Districtwide Application for Communication- Entappia APP • Parent Portal, websites, and social media 	<p>All</p>	<p><u>X</u> ALL _____</p> <p>OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____ _____</p>	<p>Funding Source: 5800 LCFF Base \$6,000</p> <p>Use of technology to communicate via:</p> <ul style="list-style-type: none"> -Websites -Email -Social media -Entappia APP -Program for Robo phone calls and emails

Annual Update

Annual Update Instructions:

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

Guiding Questions:

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

Original GOAL from prior year LCAP:	Goal 1: Student Achievement: All LUSD Students will read at 1 st , write at 4 th grade, be Algebra ready at 8 th grade and College & Career ready with 21 st Century Skills by the end of 12 th grade.		Related State and/or Local Priorities: 1x 2x 3 4x 5x 6 7x 8x COE only: 9 10 Local : Specify _____
Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups:	All, including Focus Area Subgroups- Low Income pupils, English Learners, Foster Youth , Redesignated fluent English proficient, Other Subgroups:(Specify) Hispanic, Af. Am and Students with Disabilities	
Expected Annual Measurable Outcomes:	<p>-MAP, SBAC -Rigorous Curriculum Design (RCD): Common Core Units of Study -Compass Learning Differentiated instruction -STEM Project Lead the Way Program -ELD Program -Academic Support -Special Education Programs- RSP, SDC -Training for aides -IEP Goals Extra-Curricular Activities</p> <p>Metrics: -Standardized test results -EL progress towards English Proficiency -EL reclassification rate Implementation of academic & performance standards - EAP & API -Rate of teacher Misassignments -Student access to Instructional materials -School facilities in good repair -Student access to & enrollment in all required areas of study -Other indicators of student performance in required areas of study -School attendance rates</p>		<p>Actual Annual Measurable Outcomes:</p> <p>-MAP Assessment was used three times in 2014-15 to monitor students' academic progress in English Language Arts and Math. Currently, student progress is measured by using Measures of Academic Progress (MAP) for K-8 students which was 70% of students meeting their growth goal; high school students D and/or F rate which was 35%; CAHSEE Pass Rate Data which was 92% ELA and 89% Math; English Learner (ELL) reclassification rate through AMAO2 which was 29%; student attendance rate which was 97.4%, middle school dropout which were six students, and 12 students with chronic absenteeism. -No baseline data is available for CAASPP Assessment, pre and post assessments, Early College Program at Delta College, and Project Lead the Way as these programs are new to our school district. -Students continue to have access to a broad course of study, including CTE courses and AP Classes for high school -The unduplicated pupils have access to broad course of study including ELD programs, push in, pull out services, Ed One Stop as well as access to additional technology opportunities. District continues to maintain this level of service verified by class schedules and student participation. Students with exceptional needs have access to broad course of studies as well opportunities for push in, pull out services Ed One Stop, and reading recovery programs. District continues to maintain this level of service verified by class schedules, IEP reports, and student participation. -100% of the teachers are appropriately credentialed per Williams Act report and all staff is appropriately assigned. -All students have access to adequate instructional materials per Williams Act report. -No EAP and API data to report -For high school graduation and dropout rate, there will be no reportable data until 2016-17. -Current high quality school facilities meet 100% requirement of Williams Act All actions and services were assessed and determined to be effective except the following because it is too early to determine their effectiveness:</p> <ul style="list-style-type: none"> • Compass Learning because more time needs to be spent on progress monitoring of the data • Identification of student achievement goals with Measurables because CAASPP scores are not available and MAP is the only measurement exists currently

LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
			Estimated Actual Annual Expenditures	
	Budgeted Expenditures			
<p>-Transition to Common Core State Standards (teaching and learning) -RCD- CCSS prioritization and Units: Starting April, 2014 -Identification of student achievement goals with Measurables -Instructional Conversation and Connections to 21st Century Skills -Provide curriculum and adequate instructional materials -Professional development in incorporating technology into the classroom</p>		<p>Funding Source: 1000-5999 LCFF Base, Common Core Carryover, Lottery \$10,550,000 -Maintain teacher and classified salaries & benefits (Highly Qualified Staff) -MAP -Compass Learning -RCD Other Prof Dev: -Subs for other Trainings -Blended Learning -Project Lead the Way -Job Fairs & hire staff -Consumables and other Instructional Materials -Chromebooks and Other Technology</p>	<p>-Provided Rigorous Curriculum Design (RCD) professional development to the K-8 design team and high school teachers during summer 2014 -K-8 teachers created and implemented two CCSS Units of Study in ELA and two in Math -Provided curriculum and adequate instructional materials to implement the CCSS units of study -MAP was used three times in 2014-15 to monitor students' academic progress in English Language Arts and Math -K-8 students received strategic support through Compass Learning for 30-60 minutes per week -Students received intervention during electives and after school -Students received additional academic support in small groups based on their academic needs -Integrated blended learning and performance tasks into the units to provide 21st Century skills to the students -Provided professional development in incorporating technology into the classroom such as Google Docs, Google Classroom, GOORU, blended learning, etc.</p>	<p>Funding Source: 1000-5999 LCFF Base, Common Core Carryover, Lottery \$11,408,000 - Maintain teacher and classified salaries & benefits (Highly Qualified Staff) -MAP -Compass Learning -RCD Other Prof Dev: -Subs for other Trainings -Blended Learning -Project Lead the Way -Job Fairs & hire staff -Consumables and other Instructional Materials -Chromebooks and Other Technology</p>
Scope of service:	All	Scope of service:	All	
<u> X </u> ALL		<u> X </u> ALL		
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ ___ Redesignated fluent English proficient ___ ___ Other Subgroups:(Specify)___		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		

<p>-For Low Income, English Learners (EL), and redesignated students and Foster Youth- Provide After School Intervention and RTI services</p> <p>-For Low Income Students provide Internet Connections and subs for teacher collaboration at Title 1 School</p> <p>-For English learners and redesignated students provide Bilingual Assistant, monitor students and administer CELDT</p> <p>-For Foster Youth provide Psychology and behavioral health support</p> <p>-Meetings with foster parents of Foster Youth to reflect on their academic and social needs</p>	<p>Supplemental Funding \$338,846 1000-3xxx, 5499 obj</p> <p>After School Intervention, Internet Connections, -Subs for teacher collaboration at Title1 School -CELDT Administration & Redesignation Process</p> <p>-Meetings with foster parents of Foster Youth to reflect on their academic and social needs</p>	<p>-K-5 and high school English Language Learners (ELL) received ELD support through push in programs from teachers and Bilingual Instructional Assistants -6th-8th grade ELLs received ELD services for 45 minutes for four days per week from teachers -6th-8th grade students participated in PLTW elective classes such as Robotics and Automation and Design and Modeling</p> <p>- Provided Internet Connections Low Income Students -Provided subs for teacher collaboration at the Title 1 School as needed to analyze student assessment data (MAP and classroom assessments) and develop instructional plans</p> <p>-Provided Psychological and behavioral health support for Foster Youth as needed</p> <p>-Meetings with foster parents of Foster Youth to reflect on their academic and social needs by the school site and special education staff</p>	<p>Supplemental Funding \$338,846 1000-3xxx, 5499 obj</p> <p>After School Intervention, Internet Connections, -Subs for teacher collaboration at Title 1 School -CELDT Administration & Redesignation Process</p> <p>-Meetings with foster parents of Foster Youth to reflect on their academic and social needs</p>
<p>Scope of service: All</p>		<p>Scope of service: All</p>	
<p>__ALL</p>		<p>__ALL</p>	
<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" 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>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" 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>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Stakeholders kept the goal same as last year and suggested changes in the wording of the goal and expected measurable outcome has been made more specific based on the identified need with the focus on Common Core State Standards, student assessments, Career Technical Education and English Language Learners. Stakeholders determined that State Priority 7 was more closely associated with Goal 5; therefore, it was removed from this goal in 2015-16.</p>		

Original GOAL from prior year LCAP:	Goal 2: District Culture and Leadership: LUSD is committed to providing a culture of excellence in all classrooms by developing positive relationships between students, staff and parents.	Related State and/or Local Priorities: 1__ 2__ 3__ 4x 5x 6x 7__ 8x__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Schools	Applicable Pupil Subgroups: All pupils
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> -Walk Throughs Admin and teachers -Student Learning Board Workshop and Study Sessions -Student Performance and Student behavior -Professional Learning Communities (PLC) Meetings -Teacher Collaboration Time (TCT) -Instructional Data Team (IDT) Process with specific measurables -Data Teams-Building Data Team (BD & IDT) -Principals act as liaisons between the district and site staff -Staff recognition and celebrations (Breakfast) -New Staff Luncheon -Professional Development for staff -Ongoing Communications between Management and LTA/CSEA -Safety Table Top Exercises -Relay Recesses -Safety Drills, Crisis & Wellness Professional Developments -Work on publicity and advertisement campaign for school district -Social Media, Parent Meetings, Websites, Community District Meetings Metrics: <ul style="list-style-type: none"> -Standardized test results -a-g & CTE course sequence completion -EL progress towards English Proficiency and EL reclassification Rate -EAP results & API -Implementation of academic & performance standards -Other indicators of student performance in required areas of study -School attendance rates -Student suspension rates -Other local measure used to Ascertain perceptions of school safety and school Connectedness 	Actual Annual Measurable Outcomes: <ul style="list-style-type: none"> -Site and district administrators monitored and calibrated classroom instruction via walk throughs. Walking and Talking Instruction Data which showed 80% of teachers classified as “emerging, expanding, or bridging” -Teacher participation in teacher collaborations and implementation of Common Core Units of Study, which is 100% -Student suspension rate, which was 5% -Healthy Kids Survey Results at 81% of the students feeling safe at school. -School attendance rate is 97.4% -Middle School Dropout is 6 students -Chronic absenteeism rate is 12 students -High School dropout and graduation data will not be available until 2016-17 -0 expulsions -No EAP and API data is available -ELD instruction through push in and pull out services are offered daily to our English Learners allowing them access to the Common Core and ELD Standards. District continues to maintain this level of service for EL students as measured by classroom walk throughs and students’ performance on CELDT. English Learner (EL) reclassification rate is 29% as measured by AMAO 2. District continues to maintain this level of classification as measured through AMAO 2. 59.5% of the EL made progress towards English proficiency as measured by the CELDT scores. District continues to maintain this level of progress as measured by CELDT scores. -Implement district wide, computer adaptive, macro assessment to provide consistent data source for K-8 ELA and Math through Measures of Academic Progress (MAP) as measured by an increase of 5% from 70% to 75% of students meeting their Rausch Unit (RIT) Score for Spring MAP assessment by district, school site, grade level, student sub-groups, and Special Education (SPED), increase attendance rate from 97.4% to 97.5%, and increase CAHSEE passage rate from 92% in ELA to 93% and 89% in Math to 90%. CAASPP scores to be determined. All actions and services were assessed and determined to be effective except the following because it is too early to determine their effectiveness: <ul style="list-style-type: none"> • Instructional data teams process with specific measurables because it was not fully implemented • Publicity and advertisement campaign for the school district because it was fully implemented

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
-Professional Learning Community Development and Institutional Excellence -Principals as Instructional Leaders Collaborating teaching learning expectations -Healthy staff & Students- Wellness and Safety Activities -Employee Relations and Recognitions - Student recognitions -Extra Curricular Activities for Students	Funding Source: 1000-3xxx, 4310 LCFF Base, Common Core Carryover \$345,000 -Walk-Throughs: Subs for teachers -Early Release Fridays -PLC Meeting Sub -Safety Activities, Drills & Trainings -Wellness Activities -Staff breakfast, luncheon, recognitions	-Site and district administrators conducted walk throughs and calibrated instruction by using a scoring guide that focused on Standard and Measurable Objectives (SMO) and student engagement -PLC teacher leaders also received training in the Walking & Talking Instruction and will start to participate in May 2015 -Teachers collaborated on Fridays and focused their work on the CCSS Units of Study and student assessment data -Staff members had the opportunity to mingle during the district sponsored breakfast and lunch on professional development days -New staff members were welcomed in August 2014 during the New Staff Luncheon -Parent workshops were held throughout the year to educate parents on Common Core State Standards, MAP, Compass Learning, GOORU, etc. -New district website has been developed to better communicate with the parents -Districtwide Entappia APP has been developed to make information easily accessible for the parents -District and schools communicated with stakeholders via phone, email, social media, website, edulink, etc. -Safe Schools and Wellness Plans have been revised and approved by the School District Governing Board -School site representatives provided safety updates during the monthly safety meetings --School site representatives and the Director of Food Service provided monthly wellness updated during the wellness meetings	Funding Source: 1000-3xxx, 4310 LCFF Base, Common Core Carryover \$351,900 -Walk-Throughs: Subs for teachers -Early Release Fridays -PLC Meeting Sub -Safety Activities, Drills & Trainings -Wellness Activities -Staff breakfast, luncheon, recognitions
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)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Overall Goal is the same but wording in the goal and expected measurable outcome has been made more specific based on the identified need with the focus on data from student assessments and classroom instruction as suggested by the stakeholders. Stakeholders determined that State Priorities 4, 5, and 8 were more closely associated with Goals 1 and 5; therefore, they were removed from this goal in 2015-16. Additionally, Stakeholders determined that State Priority 2 should be associated with this goal, so it was added in 2015-16.	

Original GOAL from prior year LCAP:	Goal 3: Fiscal Strength: LUSD's goal is to meet the needs of students and have a balanced budget.		Related State and/or Local Priorities: 1x 2__ 3__ 4x 5__ 6__ 7x 8x COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Schools	Applicable Pupil Subgroups:	All, including Focus Area Subgroups- Low Income pupils, English Learners, Foster Youth , Redesignated fluent English proficient, Other Subgroups:(Specify) Hispanic, Af. Am and Students with Disabilities
Expected Annual Measurable Outcomes:	<p>--Rate of teacher Misassignments -School facilities in good repair - Implementation of academic & performance standards -Students have access to instructional materials -Standardized test results -EL progress towards English Proficiency -EL reclassification rate -EAP results & API (NA) -Other indicators of student performance in required areas of study</p> <p>Metrics: -Standardized test results -EL progress towards English Proficiency -EL reclassification rate Implementation of academic & performance standards -EAP & API -Rate of teacher Misassignments -Student access to Instructional materials -School facilities in good repair -Other indicators of student performance in required areas of study</p>		<p>Actual Annual Measurable Outcomes:</p> <p>Currently, student progress is measured by using Measures of Academic Progress (MAP) for K-8 students which was 70% of students meeting their growth goal; high school students D and/or F rate which was 35%; CAHSEE Pass Rate Data which was 92% ELA and 89% Math; English Learner (ELL) reclassification rate through AMAO2 was 29% and 59.5% of the ELs met language proficiency as measured by the CELDT scores Williams Settlement report had no complaints in regards to the textbooks and instructional materials, teacher vacancy or misassignment, and facilities conditions -100% of the teachers met the highly qualified requirements -100% of the students had access to the instructional materials -100% of the school facilities have been well-maintained -Teacher participation in teacher collaborations and implementation of Common Core Units of Study, which is 100% -No reportable data for high school graduation and achievement other than CAHSEE scores until 2016-17</p> <p>All actions and services were assessed and determined to be effective except the following because it is too early to determine their effectiveness:</p> <ul style="list-style-type: none"> • EL reclassification rate based on AMAO2 because the scores are not available yet for the current school year • No CAASPP scores have been available yet for the current or previous school year

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>-Create an org. chart to clearly identify roles & resp. & staffing needs for high school/K-8/District Office, including</p> <p>-Certificated/Classified salaries and benefits, books/supplies, services/operating expenditures.</p> <p>-Potential student transportation</p> <p>-Identify priorities for aide training</p> <p>-Facilities Maintenance</p>	<p>Funding Source 1000-5999 LCFF Base, Community Facilities District, State Funding \$16,400,000 Balanced Budget</p>	<p>-Human Resource Department made sure of the teachers and classified staff met the highly qualified requirements</p> <p>-All students received necessary instructional materials</p> <p>-School facilities have been well-maintained throughout the school year</p> <p>- Units of Study are currently in development to implement of the Common Core State Standards</p> <p>-All K-8 students took the MAP test and 3rd-8th grade and 11th grade students to CAASPP this year</p> <p>-High School has received initial WASC Accreditation</p> <p>-High School is in the process of submitting course outlines and syllabus for a-g approval</p> <p>-Budget alignment to strategic plan and goals</p> <p>-Position control, organizational chart, roles and responsibilities</p> <p>-State reports and budget</p>	<p>Funding Source 1000-5999 LCFF Base, Community Facilities District, State Funding \$17,501,000 Balanced Budget</p> <p>-Certificated/Classified salaries and benefits, books/supplies, services/operating expenditures.</p>
Scope of service:	All	Scope of service:	All
<u> X </u> ALL		<u> X </u> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Overall Goal is the same. As recommended by the stakeholders, wording in the goal and expected measurable outcome has been made more specific based on the identified need and related State Priorities. Stakeholders determined that State Priorities 4, 7, and 8 were more closely associated with other goals; therefore, they were removed from this goal in 2015-16.		

Original GOAL from prior year LCAP:	Goal 4: Parent and Community Relationship: LUSD will involve parents and community and develop positive relationships in order to meet students' needs, provide a safe learning environment and extra-curricular activities and make students College and Career Ready.		Related State and/or Local Priorities: 1__ 2__ 3x 4x 5x 6__ 7__ 8x COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools:	All Schools Applicable Pupil Subgroups: All, including Focus Area Subgroups- Low Income pupils, English Learners, Foster Youth , Redesignated fluent English proficient, Other Subgroups:(Specify) Hispanic, Af. Am and Students with Disabilities	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> - Parent input for decisions at district and school site - Promotion of participation of parents representing unduplicated pupil groups and Individuals With Exceptional Needs -Standardized test results -a-g & CTE course sequence completion -EL progress towards English Proficiency -EL reclassification rate -Advanced Placement scores of 3 or higher -EAP results & API (NA) -Other indicators of student performance in required areas of study -School attendance rates <p>Metrics:</p> <ul style="list-style-type: none"> - Parent input for decisions at district and school site - Promotion of participation of parents representing unduplicated pupil groups and Individuals With Exceptional Needs -Standardized test results -EL progress towards English Proficiency -EL reclassification rate Implementation of academic & performance standards -EAP & API -a-g & CTE course sequence completion -Other indicators of student performance in required areas of study -School attendance rates -Student suspension rates -Other local measure used to ascertain perceptions of school safety and school connectedness 		<p>Actual Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> -Parents are educated throughout the year through parent workshops on Common Core State Standards, MAP, Compass Learning, GOORU, etc. -Increased communication with the parents at the district and school level via social media, Entappia APP, website, edulink, AERIES Portal, Canvas, robo calls and emails, social media and websites to determine that 85% of the parents use different technological resources linked to the schools and district, 55% of the parents attend site and district meetings, events, and workshops, -Based on AMAO 2 report the English Language Learners (ELL) reclassification rate is 29% and 59.5% of the ELs met language proficiency as measured by the CELDT scores. 70% of the ELLs meet their RIT score target in MAP -Student suspension rate, which was 5% -Healthy Kids Survey Results at 81% of the students feeling safe at school. -School attendance rate is 97.4% -Middle School Dropout is 6 students -Chronic absenteeism rate is 12 students -High School dropout and graduation data will not be available until 2016-17 -0 expulsions -No EAP and API data is available <p>All actions and services were assessed and determined to be effective except the following because it is too early to determine their effectiveness:</p> <ul style="list-style-type: none"> • EL reclassification rate based on AMAO2 because the scores are not available yet for the current school year

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
		Estimated Actual Annual Expenditures	
Budgeted Expenditures			
<ul style="list-style-type: none"> -District Advisory Committee (DAC) -District-level English Learner Advisory Committee (DELAC) -Certificated and Classified and materials for extra-curricular programs - Boosters -Sports Volunteers -Foundations -School Site Council 	<p>Funding Source: 1000-4310, LCFF Base \$17,000</p> <p>Extra-Curricular Programs</p> <p>Parent Surveys/ Meetings</p>	<ul style="list-style-type: none"> -Certificated/Classified salaries and materials for extra-curricular programs, such as band, elementary and high school coaching, including transporting from outside vendor -Parent workshops were held throughout the year to educate parents on Common Core State Standards, MAP, Compass Learning, GOORU, etc. -New district website has been developed to better communicate with the parents -Districtwide Entappia APP has been developed to make information easily accessible for the parents -District and schools communicate with stakeholders via phone, email, social media, website, edulink, etc. -Safe Schools and Wellness Plans have been revised and approved by the board -School site representatives provided safety updates during the monthly safety meetings --School site representatives and the Director of Food Service provided monthly wellness updated during the wellness meetings -Parents helped coach academic and sports extra-curricular activities 	<p>Funding Source: 1000-4310, 5800 LCFF Base \$260,000</p> <ul style="list-style-type: none"> -Certificated and classified salaries and benefit costs for staff who participate in the parent committees and groups -Stipends for staff and fees for Extra-Curricular Programs -Transportation for high school music and athletic programs -Parent surveys, meetings and workshops
<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 <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		

<p>-For English learners and redesignated students provide Bilingual Assistant, monitor students and administer CELDT and staff communicates CELDT scores with the parents</p> <p>-For Foster Youth provide Psychology and behavioral health support</p> <p>-District-level English Learner Advisory Committee (DELAC)</p> <p>-Parent workshops for parents of EL and low income students</p> <p>-Meetings with foster parents of Foster Youth to reflect on their academic and social needs</p>	<p>Supplemental Funding \$440,931 1000-3xxx, 5499 obj Internet Connections,</p> <p>-DELAC and ELAC meetings</p> <p>-Parent workshops for parents of EL, foster youth and low income students</p>	<p>-Unduplicated pupil groups parents were reached out by using robo phone calls, emails and informal conversations for participation in the DELAC, ELAC, DAC, GATE, Music and Art Committee meetings</p> <p>-For English learners students, provided additional support through Bilingual Assistant, monitored students' academic progress on CELDT and MAP</p> <p>-Communicated CELDT scores and redesignation status with the parents</p> <p>-Meetings with foster parents of Foster Youth to reflect on their academic and social needs by the district special education staff and site staff members</p>	<p>Supplemental Funding \$440,931 1000-3xxx, 5499 obj Internet Connections, -Administrative staff and Bilingual Instructional Assistants' salaries and benefits -DELAC and ELAC meetings</p> <p>-Parent workshops for parents of EL, foster youth and low income students</p>
<p>Scope of service: All</p>		<p>Scope of service: All</p>	
<p><u> </u> ALL</p>		<p><u> </u> 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>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>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Per stakeholders' recommendation, overall Goal is the same. Details in the goal and expected measurable outcome has been made more specific based on the identified need to focus on ongoing consistent communications with the parents and increase efforts to recruit more parents from the Focus Area Subgroups. Stakeholders determined that State Priorities 4, 5, and 8 were more closely associated with goals 1 and 5; therefore, they were removed from this goal in 2015-16 and left the State Priority 3 with goal 4.</p>		

Original GOAL from prior year LCAP:	Goal 5: 21 st Century Skills: College and Career: LUSD is committed to provide 21 st Century skills to all students in order to prepare them for College and Careers.		Related State and/or Local Priorities: 1__ 2__ 3__ 4x 5__ 6__ 7x 8x COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Schools	Applicable Pupil Subgroups:	All, including Focus Area Subgroups- Low Income pupils, English Learners, Foster Youth , Redesignated fluent English proficient, Other Subgroups:(Specify) Hispanic, Af. Am and Students with Disabilities
Expected Annual Measurable Outcomes:	<p>1:1 Chromebooks Initiative for High School students 3:1 Chromebooks for K-8 students -Online Assessments- MAP, SBAC -Blended Learning -Compass Learning -GOORU Learning Other online resources -Chromebook carts for K-8 classrooms to share -Project Lead the Way - Engineering, Bio Med & Computer Science Pathway 9-12 -Technology/ Engineering and Bio Med Pathway 9-12 -Students' Academic Pathways, goals, courses, Monitor Student Progress</p> <p>Metrics: -Standardized test results -EL progress towards English Proficiency -EL reclassification rate Implementation of academic & performance standards -EAP & API -a-g & CTE course sequence completion -Other indicators of student performance in required areas of study -Student access to & enrollment in all required areas of study</p>	Actual Annual Measurable Outcomes:	<p>-All students received some 21st Century Learning Skills through Compass, GOORU, Project Lead the Way, Canvas and other online resources -Engineering, Bio Medical, and Computer Science Pathways were implemented at the high school -6th-8th grade students received STEM education through Robotics and Automation and Design and Modeling Project Lead the Way Gateway Program -Chromebook to student ratio 3:1 in K-7 and 1:1 in 8th grade and high school -Classrooms with 90% of the students meeting identified time for technology usage -40% student participation in extracurricular activities, leadership activities, academic competitions, etc. - No baseline data is available for CAASPP Interim Assessment, pre and post assessments, and Early College Program at Delta College as these programs are new to our school district - ELD instruction through push in and pull out services are offered daily to our English Learners allowing them access to the Common Core and ELD Standards. District will maintain this level of service for EL students as measured by classroom walk throughs and students' performance on CELDT. English Learner (EL) reclassification rate is 29% as measured by AMAO 2. District will maintain this level of classification as measured through AMAO 2. 59.5% of the EL made progress towards English proficiency as measured by the CELDT scores. District will maintain this level of progress as measured by CELDT scores. -The unduplicated pupils have access to broad course of study including ELD programs, push in, pull out services, Ed One Stop as well as access to additional technology opportunities. District will maintain this level of service verified by class schedules and student participation. Students with exceptional needs have access to broad course of studies as well opportunities for push in, pull out services Ed One Stop, and reading recovery programs. District will maintain this level of service verified by class schedules, IEP reports, and student participation. All actions and services were assessed and determined to be effective except the following because it is too early to determine their effectiveness: -The percentage of pupils who will be college and Career Ready after successfully completing courses that satisfy the requirements for entrance into UC or CSU, or career technical education sequences or programs of study that align with state board approved career technical education standards and frameworks will not be available until after 2015-16, the first year the district will offer 12th grade.</p>

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
-21 st Century Technology Access -Online Assessments- MAP, CAASPP -Online Strategic Instruction Pilot	Funding Source: \$162,000 Lottery, LCFF Base 4400-5800 -Chromebooks: -Online Instructional Programs, Canvas, Blended Learning, Project Lead the Way -Laptops -LCD Projectors -Other Technology	-1:1 Chromebooks initiative was implemented to provide 21 st Century Learning Skills to High School students -K-8 students received blended learning environment and preparation for the online assessments through 3:1 Chromebooks -Twelve K-8 classrooms also piloted 1:1 Chromebooks -All students received some 21 st Century Learning Skills through Compass, GOORU, Project Lead the Way, and other online resources - Engineering, Bio Medical, and Computer Science Pathways were implemented at the high school -6 th -8 th grade students received STEM education through Robotics and Automation and Design and Modeling Project Lead the Way Gateway Program	Funding Source: \$259,000 Lottery, LCFF Base 4400-5800 -Chromebooks: -Online Instructional Programs, Canvas, Blended Learning, Project Lead the Way -Laptops -LCD Projectors -Other Technology
Scope of service:	All	Scope of service:	All
<u> X </u> ALL		<u> X </u> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	4 th -8 th grade students will receive additional Chromebooks with a possible ratio of 2:1. Project Lead the Way options will be increased for middle and high school students. iPads will be bought for the K-5 students in order to implement the Launch Program. Depending on the student success and interest of the Launch Program at Altamont School, other K-8 school might offer the PLTW Launch program as well. High school students will have an opportunity to pursue CISCO Certification. Stakeholders determined that State Priority 2 should be associated with this goal, so this was added in 2015-16.		

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$804,452
Business Department calculated 2015/16 funds pursuant to 5 CCR 15496(a)(5) which is \$ 804,452. Services provided include bilingual aide instruction in the classroom and after school interventions for English learners, foster and low income pupils. For the foster youth and low income pupils, as needed, the district will continue to provide internet connectivity for low income families along with after school interventions to meet their English and math academic needs. For Foster Youth, district provides mental health services, such as counseling and social skills as needed.	

- 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.

2.92	%	Minimum Proportionality Percentage for unduplicated pupils as compared to the services provided to pupil in ELL, Low Income and Foster Youth groups is 2.92%. MAP Score evaluation will help to monitor students’ academic progress of low income and foster youth and develop an action plan to meet their needs. The use of CAASPP, MAP, and CELDT scores of the English Language Learners and redesignated will assist with determination of ELD Services to offer to those English learners and redesignated. EL, Foster Youth and Low Income Students’ scores and action plan to meet their needs will be shared with the parents. LUSD will provide additional interventions and academic support in English and Math through RTI during and after school intervention, ELD and Differentiated Instruction Programs for Unduplicated
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Pupils. ELL, Foster youth and low income students will also receive additional social services as needed. District will communicate with the parents of Unduplicated Pupils and ask for their input throughout the year during parent conferences, parents workshops, DELAC and ELAC meetings. District will continue to provide internet connectivity to the students from low-income families as needed. Social Services and counseling will continue by our psychologist and behavior specialist for our Foster Youth. We will be hiring a psychologist in 2015-16 to meet the needs of Foster Youth and other special education students.

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

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

8-22-14 [California Department of Education]