

Local Control and Accountability Plan

Antelope Valley Union High



Introduction:

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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>Throughout the 2014-15 school year, the Antelope Valley Union High School District engaged in eliciting stakeholder feedback, progress monitoring of our current LCAP and continued to familiarize staff with the revisions and requirements of the Local Control Accountability Plan.</p> <p>Stakeholder Engagement: November 2014 – May 2015 – The following groups were engaged in discussing the LCAP; both progress of 2014-15 and revisions for 2015-16:</p> <p><u>District/Site, Student Visitations – 9/14 – 12/14:</u> A team from the district office partnered with site administration and instructional coaches to visit each of the comprehensive school sites. Classroom walk-throughs were conducted looking at evidence for the second LCAP goal of 21st Century environments and curriculum. Student panels were then convened to elicit qualitative data regarding the experiences and opportunities that students received for academic, collegiate, professional and personal growth.</p> <p><u>District English Learner Advisory Council (DELAC) – 11/4/14 and 5/12/15:</u> The DELAC met and discussed progress on the LCAP. Both quantitative and qualitative data was shared with this group and feedback was elicited.</p> <p><u>District Site and Leadership Team (DSLTL) – 12/4/14 and 5/14/15:</u> The DSLTL met and discussed progress on the LCAP. A great deal of data was reviewed at this meeting including: A-G rates, AP test scores and participation, CAHSEE test scores, professional development delivered, parent outreach conducted, etc. Each site brought data as evidence of the progress they made on the LCAP at their individual sites. This team developed the methodology for engaging stakeholders and determined that the current LCAP goals were successful. In the May meeting, all administration in the district reviewed feedback data and created actions for inclusion in to the Single Plan for Student Achievement (SPSA).</p> <p><u>District Parent Advisory Committee (DPAC) – 1/26/15 and 5/21/15:</u> The DPAC is composed of parent’s representative of the students of the AVUHSD, including specified subgroups. At each of these meetings, both quantitative and qualitative data was shared with this group and feedback was elicited.</p> <p><u>Regional Feedback Forums – 11/15 (North) and 12/6 (South):</u> Regional Feedback forums were held to share progress on our current LCAP and to elicit feedback for potential changes.</p> <p><u>Site Community Forums – 1/27 – 2/5:</u> Twelve Community forums were held at each of our</p>	<p>Parent and stakeholder input was received from approximately 15,000 participants through school site visitations, site based community forums, staff forums, two types of surveys and statutory Labor and Parent groups. Their input provided feedback for the actions and efforts that were implemented from the LCAP for 2014-15 as well as providing feedback and input for the actions and efforts that will be implemented in the 2015-16 LCAP.</p> <p>Based upon the feedback received, it was decided that the following goals, established from the 2014-15 LCAP, continued to accurately capture the desires and goals for the 2015-16 school year:</p> <ul style="list-style-type: none"> -Ensure that students are academically proficient and prepared for college and career ready. -Provide a 21st Century learning environment and rigorous curriculum that allows students to have multiple experiences and opportunities for academic, collegiate, professional and personal growth. -Cultivate a safe and secure, positive school culture that supports all students’

school sites. The events were advertised via school site and District website, as well as through municipal and corporate websites. In addition, phone messages were sent to all contacts for each site's respective meeting using a mass dialer system, in both Spanish and English. Personal phone invitations were also made to the parents and guardians of EL students and translation services were provided for anyone requiring them. The forums utilized a "World Café" protocol. The principal of each site shared about the goals of the LCAP. Tables were then organized according to each of the following LCAP goals:

- 1 – Ensure that students are academically proficient and prepared for college and career ready.
- 2 – Provide a 21st Century learning environment and rigorous curriculum that allows students to have multiple experiences and opportunities for academic, collegiate, professional and personal growth.
- 3 – Cultivate a safe and secure, positive school culture that supports all students' personal and academic growth.
- 4 – Communicate effectively with all stakeholders and continue to build relationships in the community that help provide our students with innovative educational opportunities.

Each group was asked the following questions:

- 1 – What might this look like?
- 2 – How are we already doing this?
- 3 – How might we do this better; what might be missing?

228 parents and community members participated in these forums. Each site shared specific data as to the progress that their school site made via the LCAP including quantitative data like graduation rate and A-G rate as well as qualitative data like professional development given to their teachers or parent information nights held.

The feedback from these nights was entered into a spreadsheet and was collected at the district level. All data was then analyzed and disaggregated by a data team and shared at a public work study of the Board of Trustees.

Staff Forums – 2/23 – 3/13: The aforementioned Community Forums and subsequent "World Café" protocols were replicated at each of the school sites. 590 teachers and staff participated in these forums. Each site shared specific data as to the progress that their school site made

personal and academic growth.

-Communicate effectively with all stakeholders and continue to build

relationships in the community that help to provide our students with innovative

educational opportunities.

There were no comments that required a response from the Superintendent.

Through the forums and surveys, parents made comments that we had recognized their input and listened to what they said.

These methodologies will continue to be a critical piece to continued parent and community involvement and support of our schools. In addition, there were no comments at the public hearing on June 3 and 8.

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Labor Groups – 2/25: The district met with representation from the Antelope Valley Teachers Association (AVTA) as well as the California School Employee Association (CSEA) to review the LCAP and efforts to involve stakeholders. At this meeting, both quantitative and qualitative data was shared and feedback was elicited.

Parent, Student and Community LCAP Surveys (Hanover) – 2/23 – 3/13: A survey was developed and administered to 439 parents, 3,338 students and 76 community members through an independent research company. Questions were asked centered around the 8 State Priorities and local LCAP goals. Responses were collected, analyzed and presented to the district and presented at a public work study of the Board of Trustees and to the DSLT on May 6 and May 14.

California Healthy Kids Survey (CHKS) – 1/5 – 2/6: This survey was taken by 8,856 students (9th and 11th grade; Continuation and CDS), 589 parents and 794 teachers. This survey asked participants many questions including data that is relevant to the LCAP. Examples of data used for the LCAP would be around 21st Century Learning (specifically, rigor, relevance and relationships), high expectations, conditions for learning, etc. This data was delivered to the district from WestEd and presented at a public work study of the Board of Trustees and to the DSLT on May 6 and May 14.

LCAP Stakeholder Video – May 2015: A video was created, in English and Spanish, which communicated the findings of the Stakeholder feedback as well as next steps for the 2015-16 LCAP.

Both videos can be seen at the following sites:

<https://www.youtube.com/watch?v=uWrEMWOjHSQ> (English Version)

<https://www.youtube.com/watch?v=NaWD7II5cLQ> (Spanish Version)

Board Engagement – October 2014 – June 2015: The Board of Trustees received regular updates

about the LCAP throughout the year.

Informational Meetings: The Board of Trustees received regular updates about the progress of the LCAP in the form of presentations on 10/15/14, 1/21/15 and 2/18/15.

Work-Study Sessions: The Board of Trustees participated in a work-study where quantitative and qualitative data was presented, along with feedback from various stakeholders, on 3/18/15, 5/6/15 and 5/20/15.

Review and Approval: The Board of Trustees reviewed the LCAP on June 3, 2015 and June 8, 2015. The Board then voted to approve the LCAP on June 8, 2015. On August 6, 2015 the Board received and amendment letter from the Los Angeles County of Education and considered those recommendations on August 19 (within the 15 day time frame). The Board then approved this amended LCAP on September 2, 2015.

Below is the data used to develop metrics for growth. (Note: this is lagging data and not necessarily a direct result of implementation of the LCAP and corresponding goals. i.e. – Graduation Rate grew in 2013-14, however the LCAP wasn't fully implemented until the 2014-15 school year)

Metric	2013-14	2012-13	2011-12	2010-11
API	n/a	701	695	689
CAHSEE Pass Rate				
ELA	77	78	77	79
Math	76	76	75	76
CAHSEE Proficiency Rate				
ELA	n/a	50.1	48	51.7
Math	n/a	48.7	47.8	42.8
AMAO 1	51.3/no	51.4/no	53.6/no	45.4/no

AMAO 2	7.7/41.5/no	12.4/40.5/no	12.6/41.9/no	12.6/36.5/no
AMAO 3	no/no	no/no	no/no	no/no
RFEF Rate	8.20%	17.40%	7.10%	13.40%
AP Sections offered	244 (25 IB)	219	209	191
AP exams taken	5435	4717	4167	3511
AP exams passed	1661	1483	1433	1207
EAP Participation Rate	93	88	87	83
% Students meeting A-G	29.5	29.5	36.1	23.5
Avg. Daily Attendance	91.40	91.40	92.11	92.68
Truancy Rate	51.59	56.18	no data	no data
Chronic Absenteeism	35%	Data Not Avail.	Data Not Avail.	Data Not Avail.
Dropout Rates	10.3	11.3	11	12.7
Graduation Rates	79.7	77.7	78.1	77.3
Suspension Rates	10.5	12.5	14.5	19.4
Expulsion Rates	0.5	0.9	1.2	1.2
Williams Text Sufficiency	0%	0%	0%	0%
Williams Teacher Misassignments	12	35	46	59
Williams Facilities Inspections	good/exmp.	good/exmp.	good/exmp.	good/exmp.

EAP College Readiness

	ELA			Math		
	College Ready	Conditional	Not Ready	College Ready	Conditional	Not Ready
2010/11	14	0	86	5	33	62
2011/12	14	13	73	5	40	55
2012/13	13	12	75	5	40	55
2013/14	16	12	72	3	26	70

Annual Update:

As a general rule, we presented updates to stakeholders at the same meetings where we elicited feedback and input for the 2015-16 LCAP. This helped to provide context for the conversation as well as evidence of successful and struggling efforts.

District/Site, Student Visitations – 9/14 – 12/14: A team from the district office partnered with site administration and instructional coaches to visit each of the comprehensive school sites. Classroom walk-throughs were conducted looking at evidence for the second LCAP goal of 21st Century environments and curriculum. Student panels were then convened to elicit qualitative data regarding the experiences and opportunities that students received for academic, collegiate, professional and personal growth.

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conducted, etc. Each site brought data as evidence of the progress they made on the LCAP at their individual sites. This team developed the methodology for engaging stakeholders and determined that the current LCAP goals were successful. In the May meeting, all administration in the district reviewed feedback data and created actions for inclusion in to the Single Plan for Student Achievement (SPSA).

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providing feedback and input for the actions and efforts that will be implemented in the 2015-16 LCAP.

Based upon the feedback received, it was decided that the following goals, established from the 2014-15 LCAP, continued to accurately capture the desires and goals for the 2015-16 school year:

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Work-Study Sessions: The Board of Trustees participated in a work-study where quantitative and qualitative data was presented, along with feedback from various stakeholders, on 3/18/15 and 5/6/15.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

identify the need(s).

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

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

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

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

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

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

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

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

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

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 1 0) What information was considered/reviewed for subgroups identified in Education Code section 5 2 0 5 2?
- 1 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 5 2 0 5 2, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 1 2) How do these actions/services link to identified goals and expected measurable outcomes?
- 1 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:

Goal #1: Ensure that students are academically proficient and prepared for college and career ready.

Related State and/or Local Priorities:
1_ 2_X 3_ 4_X 5_X 6_X 7_X 8_X
COE Only: 9_ 10_
Local: _____

Identified Need:

Need: Stakeholders indicated, through surveys and community forums, a need to expand college preparation and exposure opportunities. Additionally, the need to expand cross curricular collaboration developed to show connections between subjects and to careers. Finally, the need to enhance guidance services was recommended to help prepare and expose students to college and career options.

Goal Applies to:

Schools: All
Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:

Increase CAHSEE passing rate (+1% ELA)(+1%Math) based upon the following historical CAHSEE scores:

CAHSEE Pass Rate	2013-14	2012-13	2011-12	2010-11
ELA	77	78	77	79
Math	76	76	75	76

Increase students in AP sections (+3%) based upon the following data:

	2013-14	2012-13	2011-12	2010-11
AP Sections offered	244 (25 IB)	219	209	191

Increase EAP college/conditional readiness (+2% ELA) (+5% Math) based upon the following data:

EAP College Readiness

ELA

Math

	College Ready	Conditional	Not Ready	College Ready	Conditional	Not Ready
2010/11	14	0	86	5	33	62
2011/12	14	13	73	5	40	55
2012/13	13	12	75	5	40	55
2013/14	16	12	72	3	26	70

Increase A-G rate (+1%) based upon the following data:

	2013-14	2012-13	2011-12	2010-11
% Students meeting A-G	29.5	29.5	36.1	23.5

AMAO 1-Increase (+2%) based upon the following data:

	2013-14	2012-13	2011-12	2010-11
AMAO 1	51.3/no	51.4/no	53.6/no	45.4/no

AMAO 2- Increase to (12.4/42) based upon the following data:

	2013-14	2012-13	2011-12	2010-11
AMAO 2	7.7/41.5/no	12.4/40.5/no	12.6/41.9/no	12.6/36.5/no

Increase graduation rate (+1%) based upon the following data:

	2013-14	2012-13	2011-12	2010-11

Graduation Rates	79.7	77.7	78.1	77.3
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School wide average increase of 2 year reading level (SRI) for students receiving intensive literacy support based upon anticipated growth goals set by Scholastic.

School wide average increase of 1 year reading level (SRI) for students not receiving intensive literacy support based upon anticipated growth goals set by Scholastic.

RFEP increase rate by (+5%) based upon the following data:

	2013-14	2012-13	2011-12	2010-11
RFEP Rate	8.20%	17.40%	7.10%	13.40%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide students the opportunity to visit colleges and universities.	LEA-Wide	<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: _____	\$120,000 Services & Other Operating Expense by funding source LCFF Supplemental and Concentration funds \$25,500 Certificated Salaries by funding source LCFF Supplemental and Concentration funds \$4,500 Employee Benefits by funding source LCFF

			Supplemental and Concentration funds NOTE: \$5000 per trip, three trips per site = \$150,000
Administer PSAT for all students grades 10 and 11 as an indication of college readiness.	LEA-Wide; 10th and 11th grades	<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: _____	PSAT: \$130,000 Services & Other Operating Expense by funding source LCFF Supplemental and Concentration
Provide Shmoop test prep account for all students.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$350,000 Books and Supplies by funding source LCFF Supplemental and Concentration funds
Send requisite number of teachers to summer AP training to maintain appropriate levels of qualified staffing.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$63,303.13 Certificated Salaries funded by LCFF Supplemental and Concentration funds. Note: 39 teachers to AP by the Sea
Expand tutoring and remediation options outside of the regular school day to enhance academic support for all students.	LEA-Wide	<input type="checkbox"/> All ----- OR:	\$200,000 Certificated Salaries by funding

		<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: _____	source LCFF Supplemental and Concentration funds. NOTE: Hourly pay for teachers
Administer Scholastic Reading Indicator to all students 2 times per year.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	No impact on LCFF
Reduce class sizes to a 25:1 ratio for intensive ELA and literacy support classes.	LEA-Wide	<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Class size reduction: Total \$380,000 \$304,000 Certificated Salaries by funding source Title I \$76,000 Employee Benefits by funding source Title I
Reduce class sizes to 25:1 ration for intensive Algebra and support classes.	LEA-Wide	<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Class size reduction: Total \$395,000 \$316,000 Certificated Salaries by funding source Title I \$79,000 Employee Benefits by funding source Title I

Add additional summer hours for staff to administer CELDT test outside of the school year	Targeted	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$41,000 Classified Salaries funded through other State funds
Utilize counseling and goal setting strategies to encourage more students to challenge themselves with higher level courses through a review of PSAT scores.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	No impact on LCFF
One counselor from each site will be designated as a Foster Youth counselor. Counselor will track academic progress and monitor conduct and attendance for all targeted students.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	No impact on LCFF
Site EL Coordinator will provide two hour professional development trainings for all teachers on the proper identification and coding of EL and RFEP students in general education classes.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Professional Development delivered through staff meetings. No impact to funding
Designated EL counselor and EL Coordinator to monitor academic progress of all RFEP students for 2 years after reclassification.	Targeted	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	\$320,000 Certificated Salaries funded by LCFF Supplemental and Concentration

		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	funds \$80,000 Employee Benefits funded by LCFF Supplemental and Concentration funds
Three additional professional development days per teacher focused on best practices for LI, EL and FY student achievement (paid at per diem rate).	LEA-Wide	<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: _____	\$1,227,377 using Certificated Salaries by funding source LCFF Supplemental and Concentration funds \$188,035 using Employee Benefits by funding source LCFF Supplemental and Concentration funds
Provide above and beyond alternatives means for students to recapture credits after unsuccessful attempts above and beyond our core services and what is required (1/3 value of teacher)	LEA-Wide	<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$1,500,000 Certificated Salaries by funding source Supplemental and Concentration funds / \$850,226 Classified Salaries by funding source Supplemental and Concentration funds / \$969,519 Employee Benefits by funding source Supplemental and

			Concentration funds / \$92,274 Books and Supplies by funding source Supplemental and Concentration funds
Provide "Naviance" software to students to improve College and Career readiness.	LEA-Wide	<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$121,009 Books and Supplies by funding source Supplemental and Concentration funds

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase CAHSEE passing rate: ELA - (+1%) Math - (+1%)</p> <p>Increase students in AP sections (+3%)</p> <p>Increase EAP college/conditional readiness (+2% ELA) (+5% Math)</p> <p>Increase A-G rate (+1%)</p> <p>AMAO 1-Increase (+2%)</p> <p>AMAO 2- Increase to 14/45</p> <p>Increase graduation rate (+1%)</p> <p>School wide average increase of 2 year reading level (SRI) for students receiving intensive literacy support.</p>
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School wide average increase of 1 year reading level (SRI) for students not receiving intensive literacy support.

RFEP increase rate by 5%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide students the opportunity to visit colleges and universities.	LEA-Wide	<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: _____	\$120,000 Services & Other Operating Expense by funding source LCFF Supplemental and Concentration funds \$25,500 Certificated Salaries by funding source LCFF Supplemental and Concentration funds \$4,500 Employee Benefits by funding source LCFF Supplemental and Concentration funds
Administer PSAT for all students grades 10 and 11 as an indication of college readiness.	LEA-Wide	<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: _____	PSAT: \$130,000 Services & Other Operating Expense by funding source LCFF Supplemental and Concentration

Provide Shmoop test prep account for all students.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$350,000 Books and Supplies by funding source LCFF Supplemental and Concentration funds
Send requisite number of teachers to summer AP training to maintain appropriate levels of qualified staffing.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$65,000 Certificated Salaries funded by LCFF Supplemental and Concentration funds.
Expand tutoring and remediation options outside of the regular school day to enhance academic support for all students.	LEA-Wide	<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: _____	\$200,000 Certificated Salaries by funding source LCFF Supplemental and Concentration funds. NOTE: Hourly pay for teachers
Administer Scholastic Reading Indicator to all students 2 times per year.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	No impact on LCFF
Reduce class sizes to a 25:1 ratio for intensive ELA and literacy support classes.	LEA-Wide	<input type="checkbox"/> All ----- OR:	Class size reduction: Total \$380,000

		<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$304,000 Certificated Salaries by funding source Title I \$76,000 Employee Benefits by funding source Title I
Reduce class sizes to 25:1 ration for intensive Algebra and support classes.	LEA-Wide	<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Class size reduction: Total \$395,000 \$316,000 Certificated Salaries by funding Title I \$79,000 Employee Benefits by funding source Title I
Add additional summer hours for staff to administer CELDT test outside of the school year	Targeted	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$41,000 Classified Salaries funded through other State funds
Utilize counseling and goal setting strategies to encourage more students to challenge themselves with higher level courses through a review of PSAT scores.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	No impact on LCFF
Increase rates of student participation and demonstration of college preparedness in	LEA-Wide	<input checked="" type="checkbox"/> All -----	No impact on LCFF

Early Assessment Program.		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Utilize counseling and goal setting strategies to encourage more students to challenge themselves with higher level courses.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Additional counseling hours: \$16,000; Funding Source: LCFF Targeted; Note: Additional hours to pay counselors to host goal setting workshops for parents and students outside of the school day.
One counselor from each site will be designated as a Foster Youth counselor. Counselor will track academic progress and monitor conduct and attendance for all targeted students.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	No impact on LCFF
Site EL Coordinator will provide two hour professional development trainings for all teachers on the proper identification and coding of EL and RFEP students in general education classes.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Professional Development delivered through staff meetings. No impact to funding
Designated EL counselor and EL Coordinator to monitor academic progress of all RFEP	Targeted	<input type="checkbox"/> All -----	\$320,000 Certificated

students for 2 years after reclassification.		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Salaries funded by LCFF Supplemental and Concentration funds \$80,000 Employee Benefits funded by LCFF Supplemental and Concentration funds
Three additional professional development days per teacher focused on best practices for LI, EL and FY student achievement (paid at per diem rate).	LEA-Wide	<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: _____	\$1,227,377 using Certificated Salaries by funding source LCFF Supplemental and Concentration funds \$188,035 using Employee Benefits by funding source LCFF Supplemental and Concentration funds
Provide above and beyond alternatives means for students to recapture credits after unsuccessful attempts above and beyond our core services and what is required (1/3 value of teacher)	LEA-Wide	<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$1,500,000 Certificated Salaries by funding source Supplemental and Concentration funds / \$850,226 Classified Salaries by funding source Supplemental and Concentration funds / \$969,519

			Employee Benefits by funding source Supplemental and Concentration funds / \$92,274 Books and Supplies by funding source Supplemental and Concentration funds
Provide "Naviance" software to students to improve College and Career readiness.	LEA-Wide	<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$121,009 Books and Supplies by funding source Supplemental and Concentration funds

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<p>Increase CAHSEE passing rate: ELA - (+1%) Math - (+1%)</p> <p>Increase students in AP sections (+3%)</p> <p>Increase EAP college/conditional readiness (+2% ELA) (+5% Math)</p> <p>Increase A-G rate (+1%)</p> <p>AMAO 1-Increase (+2%)</p> <p>AMAO 2- Increase to 16/47</p> <p>Increase graduation rate (+1%)</p>
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School wide average increase of 2 year reading level (SRI) for students receiving intensive literacy support.

School wide average increase of 1 year reading level (SRI) for students not receiving intensive literacy support.

RFEP increase rate by 5%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide students the opportunity to visit colleges and universities.	LEA-Wide	<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: _____	\$120,000 Services & Other Operating Expense by funding source LCFF Supplemental and Concentration funds \$25,500 Certificated Salaries by funding source LCFF Supplemental and Concentration funds \$4,500 Employee Benefits by funding source LCFF Supplemental and Concentration funds
Administer PSAT for all students grades 10 and 11 as an indication of college readiness.	LEA-Wide	<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	PSAT: \$130,000 Services & Other Operating Expense by funding source LCFF Supplemental and Concentration

		<u> </u> Other Subgroups: _____	
Provide Shmoop test prep account for all students.	LEA-Wide	<u> </u> All ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: _____	\$350,000 Books and Supplies by funding source LCFF Supplemental and Concentration funds
Send requisite number of teachers to summer AP training to maintain appropriate levels of qualified staffing.	LEA-Wide	<u> </u> All ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: _____	\$63,303.13 Certificated Salaries funded by LCFF Supplemental and Concentration funds. Note: 39 teachers to AP by the Sea
Expand tutoring and remediation options outside of the regular school day to enhance academic support for all students.	LEA-Wide	<u> </u> All ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: _____	\$200,000 Certificated Salaries by funding source LCFF Supplemental and Concentration funds. NOTE: Hourly pay for teachers
Administer Scholastic Reading Indicator to all students 2 times per year.	LEA-Wide	<u> </u> All ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: _____	No impact on LCFF

Reduce class sizes to a 25:1 ratio for intensive ELA and literacy support classes.	LEA-Wide	<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Class size reduction: Total \$380,000 \$304,000 Certificated Salaries by funding source Title I \$76,000 Employee Benefits by funding source Title I
Reduce class sizes to 25:1 ration for intensive Algebra and support classes.	LEA-Wide	<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Class size reduction: Total \$395,000 \$316,000 Certificated Salaries by funding Title I \$79,000 Employee Benefits by funding source Title I
Add additional summer hours for staff to administer CELDT test outside of the school year	Targeted	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$41,000 Classified Salaries funded through other State funds
Utilize counseling and goal setting strategies to encourage more students to challenge themselves with higher level courses through a review of PSAT scores.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	No impact on LCFF

<p>One counselor from each site will be designated as a Foster Youth counselor. Counselor will track academic progress and monitor conduct and attendance for all targeted students.</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>No impact on LCFF</p>
<p>Site EL Coordinator will provide two hour professional development trainings for all teachers on the proper identification and coding of EL and RFEP students in general education classes.</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>Professional Development delivered through staff meetings. No impact to funding</p>
<p>Designated EL counselor and EL Coordinator to monitor academic progress of all RFEP students for 2 years after reclassification.</p>	<p>Targeted</p>	<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>\$320,000 Certificated Salaries funded by LCFF Supplemental and Concentration funds \$80,000 Employee Benefits funded by LCFF Supplemental and Concentration funds</p>
<p>Provide above and beyond alternatives means for students to recapture credits after unsuccessful attempts above and beyond our core services and what is required (1/3 value of teacher)</p>	<p>LEA-Wide</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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>\$1,500,000 Certificated Salaries by funding source Supplemental and Concentration funds / \$850,226 Classified Salaries by funding source</p>

			Supplemental and Concentration funds / \$969,519 Employee Benefits by funding source Supplemental and Concentration funds / \$92,274 Books and Supplies by funding source Supplemental and Concentration funds
Provide "Naviance" software to students to improve College and Career readiness.	LEA-Wide	<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$121,009 Books and Supplies by funding source Supplemental and Concentration funds

GOAL: Goal #2: Provide a 21st Century learning environment and rigorous curriculum that allows students to have multiple experiences and opportunities for academic, collegiate, professional and personal growth.

Related State and/or Local Priorities: 1__ 2 X 3__ 4 X 5 X 6 X 7 X 8 X
 COE Only: 9__ 10__
 Local: Increase college and career ready

Identified Need: Need: Stakeholders indicated a need for updated curriculum that better aligns to the Common Core State Standards. In order to do this, professional development opportunities should be offered. Finally, stakeholders revealed the need for expanded technology access and proficiency.

Goal Applies to: Schools: All
 Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:

Increase number of AP exams taken (+5%) based upon the following data:

	2013-14	2012-13	2011-12	2010-11
AP exams taken	5 4 3 5	4 7 1 7	4 1 6 7	3 5 1 1

Increase the rate of students who pass an AP exam with a score of 3 or better (+3%) based upon the following data:

	2013-14	2012-13	2011-12	2010-11
AP exams passed	1 6 6 1	1 4 8 3	1 4 3 3	1 2 0 7

Implementation of revised Healthful Living curriculum.
 Base year for student technology skills assessment.
 Increase wireless saturation to 100% on each campus.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Expand infrastructure to implement and monitor 21st Century learning environments and enhancements.	LEA-Wide	<u>All</u> ----- OR:	\$560,000 Certificated Salaries by funding

		<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: _____	source LCFF Supplemental and Concentration funds \$240,000 Employee Benefits by funding source LCFF Supplemental and Concentration funds NOTE: Instructional Partners (formerly Instructional Coaches)
Augment Guidance services to ensure that students have multiple opportunities for academic, collegiate, professional and personal growth.	LEA-Wide	<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$672,000 Certificated Salaries by funding source LCFF Supplemental and Concentration funds \$288,000 Employee Benefits by funding source LCFF Supplemental and Concentration funds
Increase professional development opportunities using both internal and external expertise to further the development of Common Core State Standard curriculum.	LEA-Wide	<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	\$447,000 using Certificated Salaries by funding source LCFF Supplemental and Concentration

		<input type="checkbox"/> Other Subgroups: _____	funds \$30,000 using Employee Benefits by funding source LCFF Supplemental and Concentration funds \$20,000 using Books and Supplies by funding source LCFF Supplemental and Concentration funds \$30,000 using Services and Other Operating Expense by funding source LCFF Supplemental and Concentration funds
Utilize "DigiCOACH" classroom walk-through tool to gather evidence about Common Core implementation, 21st Century teaching practices (3 R's & 4 C's) and best practices for targeted students for coaching purposes.	LEA-Wide	<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: _____	\$14,815 Services and Other Operating Expense funded by LCFF Supplemental and Concentration funds NOTE: \$29,630.00 split between Title I and Targeted funding.
Utilize Catapult through "Literacy First in the	LEA-Wide	<input type="checkbox"/> All	\$116,145

Content Areas" which builds the capacity of teachers and school leadership to ensure the effective implementation of Literacy in the Content Areas for Common Core.		----- 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: _____	Services and Other Operating Expense funded by LCFF Supplemental and Concentration funds.
Increase the number of students who pass an AP exam with a score of 3 or better.	LEA-Wide	___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: _____	\$20,000 Certificated Salaries funded by LCFF Supplemental and Concentration funds NOTE: Additional hours for AP tutoring
Staff will engage in facilitated interdepartmental and cross curricular lesson design to improve student achievement on Next Generation Assessments.	LEA-Wide	___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: _____	\$150,000 Certificated Salaries and Employee Benefits by funding source LCFF Supplemental and Concentration funds NOTE: CCSS PD Hours
Increase the number of academy and pathway options and offerings available.	LEA-Wide; Lancaster HS, Eastside HS	___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: _____	\$5,000 Certificated Salaries funded by LCFF Supplemental and Concentration funds

The revised 9th Grade AVID Health Survey / Healthful Living curriculum will be implemented. (New AVID Health Survey class will be implemented focusing on technology and AVID skills).	LEA-Wide; 9th Grade	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$254,280 Certificated Salaries by funding source Supplemental and Concentration funds
Expand technology infrastructure, wireless capacity and online access and lower student:device ratio.	LEA-Wide	<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: _____	\$300,000 Books and Supplies by funding source Supplemental and Concentration funds \$200,000 Services and Other Operating Expenses by funding source Supplemental and Concentration funds
Conduct site, regional and District-wide STEM based expositions.	LEA-Wide	<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: _____	\$25,000 Books and Supplies funded by LCFF Supplemental and Concentration funds

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<p>Increase number of exams taken (+5%)</p> <p>Increase the rate of students who pass an AP exam with a score of 3 or better (+3%).</p>
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Implementation of revised Healthful Living curriculum.
 Growth from base year on student technology skills assessment.
 Maintain wireless saturation to 100% on each campus.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Expand infrastructure to implement and monitor 21st Century learning environments and enhancements.	LEA-Wide	__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: _____	\$560,000 Certificated Salaries by funding source LCFF Supplemental and Concentration funds \$240,000 Employee Benefits by funding source LCFF Supplemental and Concentration funds NOTE: Instructional Partners (formerly Instructional Coaches)
Augment Guidance services to ensure that students have multiple opportunities for academic, collegiate, professional and personal growth.	LEA-Wide	__All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$672,000 Certificated Salaries by funding source LCFF Supplemental and Concentration funds \$288,000

			Employee Benefits by funding source LCFF Supplemental and Concentration funds
Increase professional development opportunities using both internal and external expertise to further the development of Common Core State Standard curriculum.	LEA-Wide	<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: _____	\$447,000 using Certificated Salaries by funding source LCFF Supplemental and Concentration funds \$30,000 using Employee Benefits by funding source LCFF Supplemental and Concentration funds \$20,000 using Books and Supplies by funding source LCFF Supplemental and Concentration funds \$30,000 using Services and Other Operating Expense by funding source LCFF Supplemental and Concentration funds
Utilize "DigiCOACH" classroom walk-through tool to gather evidence about Common Core	LEA-Wide	<input type="checkbox"/> All -----	\$14,815 Services and Other

<p>implementation, 21st Century teaching practices (3 R's & 4 C's) and best practices for targeted students for coaching purposes.</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: _____</p>	<p>Operating Expense funded by LCFF Supplemental and Concentration funds</p> <p>NOTE: \$29,630.00 split between Title I and Targeted funding.</p>
<p>Utilize Catapult through "Literacy First in the Content Areas" which builds the capacity of teachers and school leadership to ensure the effective implementation of Literacy in the Content Areas for Common Core.</p>	<p>LEA-Wide</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: _____</p>	<p>\$116,145 Services and Other Operating Expense funded by LCFF Supplemental and Concentration funds.</p>
<p>Increase the number of students who pass an AP exam with a score of 3 or better.</p>	<p>LEA-Wide</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: _____</p>	<p>\$20,000 Certificated Salaries funded by LCFF Supplemental and Concentration funds</p> <p>NOTE: Additional hours for AP tutoring</p>
<p>Staff will engage in facilitated interdepartmental and cross curricular lesson design to improve student achievement on Next Generation Assessments.</p>	<p>LEA-Wide</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: _____</p>	<p>\$150,000 Certificated Salaries and Employee Benefits by funding source LCFF Supplemental and Concentration</p>

			funds NOTE: CCSS PD Hours
Increase the number of academy and pathway options and offerings available.	LEA-Wide	<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: _____	\$5,000 Certificated Salaries funded by LCFF Supplemental and Concentration funds
The revised 9th Grade AVID Health Survey / Healthful Living curriculum will be implemented. (New AVID Health Survey class will be implemented focusing on technology and AVID skills).	LEA-Wide; 9th grade	<input checked="" type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$254,280 Certificated Salaries by funding source Supplemental and Concentration funds
Expand technology infrastructure, wireless capacity and online access and lower student:device ratio.	LEA-Wide	<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: _____	\$300,000 Books and Supplies by funding source Supplemental and Concentration funds \$200,000 Services and Other Operating Expenses by funding source Supplemental and Concentration funds
Conduct site, regional and Districtwide STEM	LEA-Wide	<input type="checkbox"/> All	\$25,000 Books

based expositions.		----- 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: _____	and Supplies funded by LCFF Supplemental and Concentration funds
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LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Increase number of exams taken (+5%) Increase the rate of students who pass an AP exam with a score of 3 or better (+3%). Implementation of revised Healthful Living curriculum. Growth from base year on student technology skills assessment. Maintain wireless saturation to 100% on each campus.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Expand infrastructure to implement and monitor 21st Century learning environments and enhancements.	LEA-Wide	<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: _____	\$560,000 Certificated Salaries by funding source LCFF Supplemental and Concentration funds \$240,000 Employee Benefits by funding source LCFF Supplemental and Concentration funds NOTE: Instructional Partners (formerly

			Instructional Coaches)
<p>Augment Guidance services to ensure that students have multiple opportunities for academic, collegiate, professional and personal growth.</p>	<p>LEA-Wide</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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>\$672,000 Certificated Salaries by funding source LCFF Supplemental and Concentration funds \$288,000 Employee Benefits by funding source LCFF Supplemental and Concentration funds</p>
<p>Increase professional development opportunities using both internal and external expertise to further the development of Common Core State Standard curriculum.</p>	<p>LEA-Wide</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: _____</p>	<p>\$447,000 using Certificated Salaries by funding source LCFF Supplemental and Concentration funds \$30,000 using Employee Benefits by funding source LCFF Supplemental and Concentration funds \$20,000 using Books and Supplies by funding source LCFF Supplemental and Concentration funds</p>

			\$30,000 using Services and Other Operating Expense by funding source LCFF Supplemental and Concentration funds
Utilize "DigiCOACH" classroom walk-through tool to gather evidence about Common Core implementation, 21st Century teaching practices (3 R's & 4 C's) and best practices for targeted students for coaching purposes.	LEA-Wide	<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: _____	\$14,815 Services and Other Operating Expense funded by LCFF Supplemental and Concentration funds NOTE: \$29,630.00 split between Title I and Targeted funding.
Utilize Catapult through "Literacy First in the Content Areas" which builds the capacity of teachers and school leadership to ensure the effective implementation of Literacy in the Content Areas for Common Core.	LEA-Wide	<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: _____	\$116,145 Services and Other Operating Expense funded by LCFF Supplemental and Concentration funds.
Increase the number of students who pass an AP exam with a score of 3 or better.	LEA-Wide	<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: _____	\$20,000 Certificated Salaries funded by LCFF Supplemental and Concentration funds NOTE: Additional

			hours for AP tutoring
Staff will engage in facilitated interdepartmental and cross curricular lesson design to improve student achievement on Next Generation Assessments.	LEA-Wide	<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: _____	\$150,000 Certificated Salaries and Employee Benefits by funding source LCFF Supplemental and Concentration funds NOTE: CCSS PD Hours
Increase the number of academy and pathway options and offerings available.	LEA-Wide	<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: _____	\$5,000 Certificated Salaries funded by LCFF Supplemental and Concentration funds
The revised 9th Grade AVID Health Survey / Healthful Living curriculum will be implemented. (New AVID Health Survey class will be implemented focusing on technology and AVID skills).	LEA-Wide; 9th grade	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$254,280 Certificated Salaries by funding source Supplemental and Concentration funds
Expand technology infrastructure, wireless capacity and online access and lower student:device ratio.	LEA-Wide	<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	\$300,000 Books and Supplies by funding source Supplemental and Concentration funds

		<input type="checkbox"/> Other Subgroups: _____	\$200,000 Services and Other Operating Expenses by funding source Supplemental and Concentration funds
Conduct site, regional and Districtwide STEM based expositions.	LEA-Wide	<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: _____	\$25,000 Books and Supplies funded by LCFF Supplemental and Concentration funds

GOAL:

Goal #3: Cultivate a safe and secure, positive school culture that supports all students' personal and academic growth.

Related State and/or Local Priorities:
1 X 2 X 3 4 X 5 X 6 X 7 X 8 X
COE Only: 9 10
Local: _____

Identified Need:

Need: Stakeholder feedback indicated the need to expand diversity training and awareness. There was also a strong sense that we need to beautify and rejuvenate our campuses to create a better learning environment. Furthermore, feedback indicated that we should enhance our professional development to classified staff, including campus supervisors.

Goal Applies to:

Schools: All
Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:

ADA will increase by (+1%) based upon the following data:

	2013-14	2012-13	2011-12	2010-11
Avg. Daily Attendance	91.40	91.40	92.11	92.68

Decrease Chronic Absenteeism by (-5%) based upon the following data:

	2013-14	2012-13	2011-12	2010-11
Chronic Absenteeism	35%	Data Not Avail.	Data Not Avail.	Data Not Avail.

High School Dropout rate will decrease by (-1%) based upon the following data:

	2013-14	2012-13	2011-12	2010-11
Dropout Rates	10.3	11.3	11	12.7

Student days of suspension will decrease by (-1.5%)

	2013-14	2012-13	2011-12	2010-11
Suspension Rates	10.5	12.5	14.5	19.4

Expulsion rates will remain at .5% or lower based upon the following data:

	2013-14	2012-13	2011-12	2010-11
Expulsion Rates	0.5	0.9	1.2	1.2

100% Textbook Sufficiency

Satisfactory facilities reviews at all sites

Reduce teacher misassignments to 10 teachers or less

Improve "High Expectations and Caring Relationships" on CHKS from 201 to 250

Improve "School Connectedness" on CHKS from 253 to 300

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase staff and student awareness of our diverse student and community populations	LEA-Wide	<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: _____	\$7000 using Certificated Salaries by funding source LCFF Supplemental and Concentration funds \$3000 using Employee Benefits by funding source LCFF Supplemental

			and Concentration funds \$5000 using Books and Supplies by funding source LCFF Supplemental and Concentration funds \$10,000 using Services and Other Operating Expense by funding source LCFF Supplemental and Concentration funds
Full compliance with instructional materials sufficiency as defined by Williams legislation.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	No impact on LCFF
Full compliance with facilities inspections as defined by Williams legislation. This includes Restricted Maintenance and Operational expenses to maintain safe and secure, positive learning environments.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$9,882,809 Classified Salaries by funding source LCFF Base Funds / \$5,353,546 Employee Benefits by funding source LCFF Base Funds / \$14,109,992 Services and Other Operating Expense

			by funding source LCFF Base Grant
Reduce rate of teacher misassignment as defined by Williams legislation and NCLB HQT requirements (Highly Qualified Teachers).	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$53,918,414 Certificated Salaries by funding source LCFF Base Funds / \$17,065,398 Employee Benefits by funding source LCFF Base Funds
Increase Average daily attendance through increased contact with parents. See Goal #4 Action/Expenditure for "Parent Link"	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	No impact on LCFF
Administer California Healthy Kids survey to students and staff.	LEA-Wide	<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$7,500 Services and Other Operating Expense funded by LCFF Supplemental and Concentration funds.
Reduce expulsion rates by implementing Other Means of Correction (OMC) strategies.	LEA-Wide	<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: _____	No impact to LCFF funding.

Reduce suspension rates through implementation and support of Positive Behavior Intervention and Support (PBIS) strategies.Reduce suspension rates through implementation of Positive Behavior Intervention and Support (PBIS) strategies.	LEA-Wide	<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: _____	No impact to LCFF Targeted funding.
Expand professional development opportunities for classified staff.	LEA-Wide	<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: _____	No impact on LCFF; to be completed within the regular work day
Additional staff to ensure a positive learning environment.	LEA-Wide	<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: _____	\$280,000 Classified Salaries by funding source LCFF Supplemental and Concentration funds \$120,000 Employee Benefits by funding source LCFF Supplemental and Concentration funds NOTE: (1) additional Classified staff per site
Provide release periods at the Comprehensive Sites for Administrative Interns to provide for a safer and more secure environment.	LEA-Wide; Quartz Hill, Lancaster, Antelope Valley, Eastside,	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	\$168,000 Certificated Salaries by funding source LCFF

	Littlerock, Knight, Palmdale, Highland	<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Supplemental and Concentration funds \$72,000 Employee Benefits by funding source LCFF Supplemental and Concentration funds
Add administrative support to each comprehensive site to monitor additional actions contained within Goal #3.	LEA-Wide; Quartz Hill, Lancaster, Antelope Valley, Eastside, Littlerock, Knight, Palmdale, Highland	<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$720,000 Certificated Salaries by funding source LCFF Supplemental and Concentration funds \$240,000 Employee Benefits by funding source LCFF Supplemental and Concentration funds
Utilize Community Attendance Workers to improve attendance rates and lower Chronic Absenteeism.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$546,000 Classified Salaries funded by LCFF Supplemental and Concentration funds \$234,000 Employee Benefits funded by LCFF Supplemental and Concentration funds

Campus improvements	LEA-Wide	<u>X</u> All ----- OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups: _____	No impact on LCFF funds
Provide teachers and staff to fulfill the requirements of our Special Education program.	LEA-Wide	_All ----- OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient <u>X</u> Other Subgroups: <u>Special Education</u>	\$17,639,500 Certificated Salaries by funding source LCFF Base Funds / \$8,639,246 Classified Salaries by funding source LCFF Base Funds / \$10,634,777 Employee Benefits by funding source LCFF Base Funds
Provide supplies, services and other operating expenditures to meet the needs of our Special Education program.	LEA-Wide	_All ----- OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient <u>X</u> Other Subgroups: <u>Special Education</u>	\$553,930 Books and Supplies by funding source LCFF Base Funds / \$7,687,508 Services and Other Operating Expense by funding source LCFF Base Funds
Provide Teachers and staff for Career Technical Education programs to prepare students for careers.	LEA-Wide	<u>X</u> All ----- OR: _Low Income pupils _English Learners _Foster Youth	\$1,640,964 Certificated Salaries by funding source LCFF Base Funds / \$198,077

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Classified Salaries by funding source LCFF Base Funds / \$677,693 Employee Benefits by funding source LCFF Base Funds
<p>The district and sites will be given an allocation to account for expenses/actions that arise from the following themes and which are principally directed to unduplicated students:</p> <ul style="list-style-type: none"> -College trips -Tutoring / Remediation -Professional Development and Training -EL Services -STEM Expos -Parent Engagement Activities -Additional staffing to meet the needs of targeted students -Curriculum and Assessment directed at improving the achievement of targeted students 	LEA-Wide	<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$500,000 Certificated Salaries by funding source Supplemental and Concentration funds / \$250,000 Classified Salaries by funding source Supplemental and Concentration funds / \$150,000 Employee Benefits by funding source Supplemental and Concentration funds / \$800,000 Books and Supplies by funding source Supplemental and Concentration funds / \$800,000 Services and Other Operating Expenses by funding source Supplemental and

			Concentration funds
Transportation will be provided to students, above and beyond what is required, who need assistance getting to school or to school events	LEA-Wide	<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$653,000 Services and Other Operating Expenses by funding source Supplemental and Concentration funds

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	ADA will increase by (+1%) Decrease Chronic Absenteeism by (-5%) High School Dropout rate will decrease by (-1%) Student days of suspension will decrease by (-1.5%) Expulsion rates will remain at .5% or lower 100% Textbook Sufficiency Satisfactory facilities reviews at all sites Reduce teacher misassignments to 10 teachers or less Improve "High Expectations and Caring Relationships" on CHKS from 250 to 300 Improve "School Connectedness" on CHKS from 300 to 325
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase staff and student awareness of our diverse student and community populations	LEA-Wide	<input type="checkbox"/> All -----	No impact on LCFF

		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: _____	
Full compliance with instructional materials sufficiency as defined by Williams legislation.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	No impact on LCFF
Full compliance with facilities inspections as defined by Williams legislation. This includes Restricted Maintenance and Operational expenses to maintain safe and secure, positive learning environments.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$9,882,809 Classified Salaries by funding source LCFF Base Funds / \$5,353,546 Employee Benefits by funding source LCFF Base Funds / \$14,109,992 Services and Other Operating Expense by funding source LCFF Base Grant
Reduce rate of teacher misassignment as defined by Williams legislation and NCLB HQT requirements (Highly Qualified Teachers).	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$53,918,414 Certificated Salaries by funding source LCFF Base Funds / \$17,065,398 Employee Benefits by funding source LCFF Base Funds

Increase Average daily attendance through increased contact with parents. See Goal #4 Action/Expenditure for "Parent Link"	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	No impact on LCFF
Administer California Healthy Kids survey to students and staff.	LEA-Wide	<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$7,500 Services and Other Operating Expense funded by LCFF Supplemental and Concentration funds.
Reduce expulsion rates by implementing Other Means of Correction (OMC) strategies.	LEA-Wide	<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: _____	No impact to LCFF funding.
Reduce suspension rates through implementation and support of Positive Behavior Intervention and Support (PBIS) strategies.Reduce suspension rates through implementation of Positive Behavior Intervention and Support (PBIS) strategies.	LEA-Wide	<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: _____	No impact to LCFF Targeted funding.
Expand professional development opportunities for classified staff.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth	No impact on LCFF; to be completed within the regular work day

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Additional staff to ensure a positive learning environment.	LEA-Wide	<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: _____	\$280,000 Classified Salaries by funding source LCFF Supplemental and Concentration funds \$120,000 Employee Benefits by funding source LCFF Supplemental and Concentration funds NOTE: (1) additional Classified staff per site
Provide release periods at Comprehensive Sites for Administrative Interns to provide for a safer and more secure environment.	LEA-Wide; Quartz Hill, Lancaster, Antelope Valley, Eastside, Littlerock, Knight, Palmdale, Highland	<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: _____	\$168,000 Certificated Salaries by funding source LCFF Supplemental and Concentration funds \$72,000 Employee Benefits by funding source LCFF Supplemental and Concentration funds
Add administrative support to each comprehensive site to monitor additional actions contained within Goal #3.	LEA-Wide; Quartz Hill, Lancaster, Antelope Valley,	<input type="checkbox"/> All ----- OR:	\$720,000 Certificated Salaries by funding

	Eastside, Littlerock, Knight, Palmdale, Highland	<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	source LCFF Supplemental and Concentration funds \$240,000 Employee Benefits by funding source LCFF Supplemental and Concentration funds
Utilize Community Attendance Workers to improve attendance rates and lower Chronic Absenteeism.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$546,000 Classified Salaries funded by LCFF Supplemental and Concentration funds \$234,000 Employee Benefits funded by LCFF Supplemental and Concentration funds
Campus improvements	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	No impact on LCFF funds
Provide teachers and staff to fulfill the requirements of our Special Education program.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	\$17,639,500 Certificated Salaries by funding source LCFF Base Funds /

		<input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Special Education</u>	\$8,639,246 Classified Salaries by funding source LCFF Base Funds / \$10,634,777 Employee Benefits by funding source LCFF Base Funds
Provide supplies, services and other operating expenditures to meet the needs of our Special Education program.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Special Education</u>	\$553,930 Books and Supplies by funding source LCFF Base Funds / \$7,687,508 Services and Other Operating Expense by funding source LCFF Base Funds
Provide Teachers and staff for Career Technical Education programs to prepare students for careers.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$1,640,964 Certificated Salaries by funding source LCFF Base Funds / \$198,077 Classified Salaries by funding source LCFF Base Funds / \$677,693 Employee Benefits by funding source LCFF Base Funds
The district and sites will be given an allocation to account for expenses/actions that arise from the following themes and which are principally directed to unduplicated students:	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth	\$500,000 Certificated Salaries by funding source Supplemental and

<ul style="list-style-type: none"> -College trips -Tutoring / Remediation -Professional Development and Training -EL Services -STEM Expos -Parent Engagement Activities -Additional staffing to meet the needs of targeted students -Curriculum and Assessment directed at improving the achievement of targeted students 		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Concentration funds / \$250,000 Classified Salaries by funding source Supplemental and Concentration funds / \$150,000 Employee Benefits by funding source Supplemental and Concentration funds / \$800,000 Books and Supplies by funding source Supplemental and Concentration funds / \$800,000 Services and Other Operating Expenses by funding source Supplemental and Concentration funds
Transportation will be provided to students, above and beyond what is required, who need assistance getting to school or to school events	LEA-Wide	<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$653,000 Services and Other Operating Expenses by funding source Supplemental and Concentration funds

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

- ADA will increase by (+1%)
- Decrease Chronic Absenteeism by (-5%)
- High School Dropout rate will decrease by (-1%)
- Student days of suspension will decrease by (-1.5%)
- Expulsion rates will remain at .5% or lower
- 100% Textbook Sufficiency
- Satisfactory facilities reviews at all sites
- Reduce teacher misassignments to 10 teachers or less
- Improve "High Expectations and Caring Relationships" on CHKS from 300 to 325
- Improve "School Connectedness" on CHKS from 325 to 350

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase staff and student awareness of our diverse student and community populations	LEA-Wide	<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: _____	No impact on LCFF
Full compliance with instructional materials sufficiency as defined by Williams legislation.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	No impact on LCFF

Full compliance with facilities inspections as defined by Williams legislation. This includes Restricted Maintenance and Operational expenses to maintain safe and secure, positive learning environments.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$9,882,809 Classified Salaries by funding source LCFF Base Funds / \$5,353,546 Employee Benefits by funding source LCFF Base Funds / \$14,109,992 Services and Other Operating Expense by funding source LCFF Base Grant
Reduce rate of teacher misassignment as defined by Williams legislation and NCLB HQT requirements (Highly Qualified Teachers).	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$53,918,414 Certificated Salaries by funding source LCFF Base Funds / \$17,065,398 Employee Benefits by funding source LCFF Base Funds
Increase Average daily attendance through increased contact with parents. See Goal #4 Action/Expenditure for "Parent Link"	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	No impact on LCFF
Administer California Healthy Kids survey to students and staff.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth	\$7,500 Services and Other Operating Expense funded by LCFF Supplemental and

		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Concentration funds.
Reduce expulsion rates by implementing Other Means of Correction (OMC) strategies.	LEA-Wide	<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: _____	No impact to LCFF funding.
Reduce suspension rates through implementation and support of Positive Behavior Intervention and Support (PBIS) strategies.Reduce suspension rates through implementation of Positive Behavior Intervention and Support (PBIS) strategies.	LEA-Wide	<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: _____	No impact to LCFF Targeted funding.
Expand professional development opportunities for classified staff.	LEA-Wide	<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: _____	No impact on LCFF; to be completed within the regular work day
Additional staff to ensure a positive learning environment.	LEA-Wide	<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: _____	\$280,000 Classified Salaries by funding source LCFF Supplemental and Concentration funds \$120,000 Employee Benefits by funding source LCFF Supplemental

			and Concentration funds NOTE: (1) additional Classified staff per site
Provide release periods at Comprehensive Sites for Administrative Interns to provide for a safer and more secure environment.	LEA-Wide; Quartz Hill, Lancaster, Antelope Valley, Eastside, Littlerock, Knight, Palmdale, Highland	<u> </u> All ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: _____	\$168,000 Certificated Salaries by funding source LCFF Supplemental and Concentration funds \$72,000 Employee Benefits by funding source LCFF Supplemental and Concentration funds
Add administrative support to each comprehensive site to monitor additional actions contained within Goal #3.	LEA-Wide; Quartz Hill, Lancaster, Antelope Valley, Eastside, Littlerock, Knight, Palmdale, Highland	<u> </u> All ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: _____	\$720,000 Certificated Salaries by funding source LCFF Supplemental and Concentration funds \$240,000 Employee Benefits by funding source LCFF Supplemental and Concentration funds
Utilize Community Attendance Workers to improve attendance rates and lower Chronic	LEA-Wide	<u> </u> All -----	\$546,000 Classified Salaries

Absenteeism.		OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	funded by LCFF Supplemental and Concentration funds \$234,000 Employee Benefits funded by LCFF Supplemental and Concentration funds
Campus improvements	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	No impact on LCFF funds
Provide teachers and staff to fulfill the requirements of our Special Education program.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Special Education</u>	\$17,639,500 Certificated Salaries by funding source LCFF Base Funds / \$8,639,246 Classified Salaries by funding source LCFF Base Funds / \$10,634,777 Employee Benefits by funding source LCFF Base Funds
Provide supplies, services and other operating expenditures to meet the needs of our Special Education program.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	\$553,930 Books and Supplies by funding source LCFF Base Funds /

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Special Education</u>	\$7,687,508 Services and Other Operating Expense by funding source LCFF Base Funds
Provide Teachers and staff for Career Technical Education programs to prepare students for careers.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$1,640,964 Certificated Salaries by funding source LCFF Base Funds / \$198,077 Classified Salaries by funding source LCFF Base Funds / \$677,693 Employee Benefits by funding source LCFF Base Funds
The district and sites will be given an allocation to account for expenses/actions that arise from the following themes and which are principally directed to unduplicated students: - College trips - Tutoring / Remediation - Professional Development and Training - EL Services - STEM Expos - Parent Engagement Activities - Additional staffing to meet the needs of targeted students - Curriculum and Assessment directed at improving the achievement of targeted students	LEA-Wide	<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$500,000 Certificated Salaries by funding source Supplemental and Concentration funds / \$250,000 Classified Salaries by funding source Supplemental and Concentration funds / \$150,000 Employee Benefits by funding source Supplemental and Concentration funds / \$800,000 Books and

			Supplies by funding source Supplemental and Concentration funds / \$800,000 Services and Other Operating Expenses by funding source Supplemental and Concentration funds
Transportation will be provided to students, above and beyond what is required, who need assistance getting to school or to school events	LEA-Wide	<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$653,000 Services and Other Operating Expenses by funding source Supplemental and Concentration funds

GOAL:	Goal #4: Communicate effectively with all stakeholders and continue to build relationships in the community that help provide our students with innovative educational opportunities.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE Only: 9__ 10__ Local: _____
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Identified Need:	Need: Stakeholders indicated a desire to increase and improve parent/teacher communication. In doing this, it was recommended that we expand the methods by which we communicate with families and the community. Finally, there was a continued desire to increase parent workshops and informational meetings.
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Goal Applies to:	Schools: <input checked="" type="checkbox"/> All Applicable Pupil Subgroups: <input checked="" type="checkbox"/> All
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Increase parent outreach opportunities (See action) Publish digital LCAP progress updates districtwide. Parent satisfaction survey growth metric to be developed based on results.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Contract with Hanover Research to gather quantitative and qualitative data from all stakeholders.	LEA-Wide	__All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups: _____	\$35,000 Services & Other Operating Expenses funded by LCFF Supplemental and Concentration funds
Add "Parent Link" system for messaging families (phone, text and email), creating a digital app and coordinating Social Media. This should provide more information to families in multiple formats.	LEA-Wide	__All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups: _____	\$37,823 Services and Other Operating Expense funded by LCFF Supplemental and Concentration funds NOTE: \$75,646

			split funded Title I and Targeted 50/50.
Conduct college information, goal setting and financial aid workshops for non English speaking parents of EL students.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$30,000 Services and Other Operating Expenses funded by LCFF Supplemental and Concentration funds NOTE: Includes CAFE
Contract with local Spanish language radio station to host radio program that informs listeners of district programs and highlights.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$10,000 Services and Other Expenditures funded by LCFF Supplemental and Concentration funds
Increase contact and interaction with students parents/guardians of targeted groups through technology, face to face meetings and workshops intended to foster parent involvement.	LEA-Wide	<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$35,000 Certificated Salaries, Classified Salaries and Employee Benefits funded by LCFF Supplemental and Concentration funds
Hire a Director of Communications to better engage the families and community partners of the District and individual schools	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	\$70,000 Classified Salaries by funding source LCFF Supplemental

		<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	and Concentration funds \$30,000 Employee Benefits by funding source LCFF Supplemental and Concentration funds
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LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Maintain previous year's parent outreach opportunities. Publish digital LCAP progress updates districtwide. Parent satisfaction survey growth metric to be developed based on results.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Contract with Hanover Research to gather quantitative and qualitative data from all stakeholders.	LEA-Wide	<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$35,000 Services & Other Operating Expenses funded by LCFF Supplemental and Concentration funds
Add "Parent Link" system for messaging families (phone, text and email), creating a digital app and coordinating Social Media. This should provide more information to families in multiple formats.	LEA-Wide	<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$37,823 Services and Other Operating Expense funded by LCFF Supplemental and Concentration funds NOTE: \$75,646 split funded Title I and Targeted

			50/50.
Conduct college information, goal setting and financial aid workshops for non English speaking parents of EL students.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$30,000 Services and Other Operating Expenses funded by LCFF Supplemental and Concentration funds NOTE: Includes C A B E
Contract with local Spanish language radio station to host radio program that informs listeners of district programs and highlights.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$10,000 Services and Other Expenditures funded by LCFF Supplemental and Concentration funds
Increase contact and interaction with students parents/guardians of targeted groups through technology, face to face meetings and workshops intended to foster parent involvement.	LEA-Wide	<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$35,000 Certificated Salaries, Classified Salaries and Employee Benefits funded by LCFF Supplemental and Concentration funds
Employ a Director of Communications to better engage the families and community partners of the District and individual schools	LEA-Wide	<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 checked="" type="checkbox"/> Redesignated fluent English proficient	\$70,000 Classified Salaries by funding source LCFF Supplemental and Concentration funds

		__Other Subgroups: _____	\$30,000 Employee Benefits by funding source LCFF Supplemental and Concentration funds
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LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Maintain previous year's parent outreach opportunities. Publish digital LCAP progress updates districtwide. Parent satisfaction survey growth metric to be developed based on results.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Contract with Hanover Research to gather quantitative and qualitative data from all stakeholders.	LEA-Wide	__All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups: _____	\$35,000 Services & Other Operating Expenses funded by LCFF Supplemental and Concentration funds
Add "Parent Link" system for messaging families (phone, text and email), creating a digital app and coordinating Social Media. This should provide more information to families in multiple formats.	LEA-Wide	__All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups: _____	\$37,823 Services and Other Operating Expense funded by LCFF Supplemental and Concentration funds NOTE: \$75,646 split funded Title I and Targeted 50/50.

<p>Conduct college information, goal setting and financial aid workshops for non English speaking parents of EL students.</p>	<p>LEA-Wide</p>	<p><u> </u>All ----- OR: <u> </u>Low Income pupils <u> </u>X English Learners <u> </u>Foster Youth <u> </u>X Redesignated fluent English proficient <u> </u>Other Subgroups: _____</p>	<p>\$30,000 Services and Other Operating Expenses funded by LCFF Supplemental and Concentration funds NOTE: Includes C A B E</p>
<p>Contract with local Spanish language radio station to host radio program that informs listeners of district programs and highlights.</p>	<p>LEA-Wide</p>	<p><u> </u>All ----- OR: <u> </u>Low Income pupils <u> </u>X English Learners <u> </u>Foster Youth <u> </u>X Redesignated fluent English proficient <u> </u>Other Subgroups: _____</p>	<p>\$10,000 Services and Other Expenditures funded by LCFF Supplemental and Concentration funds</p>
<p>Increase contact and interaction with students parents/guardians of targeted groups through technology, face to face meetings and workshops intended to foster parent involvement.</p>	<p>LEA-Wide</p>	<p><u> </u>All ----- OR: <u> </u>X Low Income pupils <u> </u>X English Learners <u> </u>X Foster Youth <u> </u>X Redesignated fluent English proficient <u> </u>Other Subgroups: _____</p>	<p>\$35,000 Certificated Salaries, Classified Salaries and Employee Benefits funded by LCFF Supplemental and Concentration funds</p>
<p>Employ a Director of Communications to better engage the families and community partners of the District and individual schools</p>	<p>LEA-Wide</p>	<p><u> </u>All ----- OR: <u> </u>X Low Income pupils <u> </u>X English Learners <u> </u>X Foster Youth <u> </u>X Redesignated fluent English proficient <u> </u>Other Subgroups: _____</p>	<p>\$70,000 Classified Salaries by funding source LCFF Supplemental and Concentration funds \$30,000 Employee Benefits by funding</p>

			source LCFF Supplemental and Concentration funds
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Annual Update

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

Guiding Questions:

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

Original GOAL from prior year LCAP:	Goal #1: Ensure that students are academically proficient and prepared for college and career ready.	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u> </u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8 <u>X</u> COE Only: 9 <u> </u> 10 <u> </u> Local: _____
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Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	<p>Increase CAHSEE passing rate: - ELA- 2% - Math- 3%</p> <p>Increase EAP participation rates by 2%</p> <p>AMAO 1- Increase by 2%</p> <p>AMAO 2- Increase to 13.4/42</p> <p>Base year- SRI</p> <p>Base year- CELDT Testing</p> <p>API/CASSP data not available</p>	Actual Annual Measurable Outcomes:	<p>CAHSEE Pass Rate</p> <p>- ELA: 77% (-1% from prior year) - Goal not met</p> <p>- Math: 76% (same as prior year) - Goal not met</p> <p>EAP participation rate 93% (+5% from prior year) - Goal met</p> <p>AMAO 1 - 51.3% (-.1 from prior year) - Goal not met</p> <p>AMAO 2 - 7.7 / 41.5 (-4.7 / +1.0 from prior year) - Goal not met</p> <p>Base year SRI - TBD</p> <p>Base year CELDT - 2013-14</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Performance Level</th> <th>9th</th> <th>10th</th> <th>11th</th> <th>12th</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Advanced</td> <td>12 (12%)</td> <td>7 (8%)</td> <td>9 (12%)</td> <td>12 (19%)</td> <td>40 (12%)</td> </tr> <tr> <td>Early Advanced</td> <td>26 (26%)</td> <td>21 (25%)</td> <td>22 (30%)</td> <td>23 (36%)</td> <td>92 (28%)</td> </tr> <tr> <td>Intermediate</td> <td>18 (18%)</td> <td>16 (19%)</td> <td>17 (23%)</td> <td>17 (27%)</td> <td>68 (21%)</td> </tr> <tr> <td>Early Intermediate</td> <td>11 (11%)</td> <td>12 (14%)</td> <td>9 (12%)</td> <td>4 (6%)</td> <td>36 (11%)</td> </tr> <tr> <td>Beginning</td> <td>34 (34%)</td> <td>29 (34%)</td> <td>16 (22%)</td> <td>8 (13%)</td> <td>87 (27%)</td> </tr> </tbody> </table>	Performance Level	9th	10th	11th	12th	Total	Advanced	12 (12%)	7 (8%)	9 (12%)	12 (19%)	40 (12%)	Early Advanced	26 (26%)	21 (25%)	22 (30%)	23 (36%)	92 (28%)	Intermediate	18 (18%)	16 (19%)	17 (23%)	17 (27%)	68 (21%)	Early Intermediate	11 (11%)	12 (14%)	9 (12%)	4 (6%)	36 (11%)	Beginning	34 (34%)	29 (34%)	16 (22%)	8 (13%)	87 (27%)
Performance Level	9th	10th	11th	12th	Total																																		
Advanced	12 (12%)	7 (8%)	9 (12%)	12 (19%)	40 (12%)																																		
Early Advanced	26 (26%)	21 (25%)	22 (30%)	23 (36%)	92 (28%)																																		
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Early Intermediate	11 (11%)	12 (14%)	9 (12%)	4 (6%)	36 (11%)																																		
Beginning	34 (34%)	29 (34%)	16 (22%)	8 (13%)	87 (27%)																																		

		Total	101	85	73	64	323
		API / CAASP - Not Available					

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Provide Shmoop test prep account for all students.</p>	<p>Provide Shmoop test preparation account for all students to access.: \$462,000; Funding Source: LCFF Targeted; Note: SHMOOP schoolwide implementation with PD for teachers to take effect by 8/13.</p> <p>Targeted CAHSEE Support: \$22,000; Funding Source: LCFF Targeted; Note: Offer intensive CAHSEE support and tutoring</p>	<p>Shmoop accounts were provided to every student.</p> <ul style="list-style-type: none"> - 16 total training's occurred at individual sites by a certified Shmoop trainer. - 7,722 high school students are actively using test prep courses (7,743 hours) - 412 teachers are actively using 	<p>\$290,000 Books and Supplies by funding source LCFF Supplemental and Concentration funds</p>

	outside of the school.		
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<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: _____	
Increase rates of student participation and demonstration of college preparedness in Early Assessment Program.		Data from 2013-14 showed an increase in participation rate. It is believed that this rate will continue to grow and/or remain fixed now that the state has opted to use the 11th grade Smarter Balanced Assessments as the EAP. Therefore, we will remove participation rate as a goal for the out years.	
Scope of Service:	LEA-Wide	Scope of Service:	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Send requisite number of teachers to summer AP training to maintain appropriate levels of qualified staffing.	AP by the Sea: \$88,000.	Teachers sent to AP by the Sea training.	AP by the Sea: 36,183.75 by funding source Services & Other Operating Expense by funding source LCFF Supplemental and

			Concentration funds
Scope of Service: LEA-Wide		Scope of Service: LEA-Wide	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Utilize counseling and goal setting strategies to encourage more students to challenge themselves with higher level courses.	Additional counseling hours: \$16,000; Funding Source: LCFF Targeted; Note: Additional hours to pay counselors to host goal setting workshops for parents and students outside of the school day.	Sites accomplished this goal through several different avenues including: workshops, expos, collaboration with Institutes of Higher Learning, counseling services, etc.	\$24,323.67 funded through Certificated Salaries by funding source LCFF Supplemental and Concentration funds
Scope of Service: LEA-Wide		Scope of Service: LEA-Wide	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Administer Scholastic Reading Indicator to all students 2 times per year.		Scholastic Reading Inventory (SRI) given to students twice a year in either the Fall, Winter or Spring.	

Scope of Service:		LEA-Wide	Scope of Service:		LEA-Wide
<u>X</u> All				<u>X</u> All	
-----				-----	
OR:				OR:	
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____				<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Reduce class sizes to a 25:1 ratio for intensive ELA and literacy support classes.	Class size reduction: \$170,000; Funding Source: LCFF Targeted; Note: 4:1 section buy down= \$19,000. 2 FTE total buydown.	Class sizes were reduced in Intensive ELA and Literacy Support classes at one high school (Palmdale High School) using targeted funds. The other sites did buy down these courses at their sites, however they used Title I funds.		\$50,797.85	Certificated Salaries by funding source LCFF Supplemental and Concentration funds
Scope of Service:		LEA-Wide	Scope of Service:		Targeted
<u>X</u> All				<u> </u> All	
-----				-----	
OR:				OR:	
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____				<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: _____	
Reduce class sizes to 25:1 ration for intensive Algebra and support classes.	Class size reduction- Algebra: \$208,000; Funding Source: LCFF Targeted; Note: 4:1 section buy down= \$19,000. 2.4 FTE	Class sizes were reduced in Intensive Algebra and Support classes at one high school (Palmdale High School) using targeted funds. The other sites did buy down these courses at their sites, however they used Title I funds.		\$43,000	Certificated Salaries by funding source LCFF Supplemental and Concentration funds

	total buy down.		
Scope of Service:	LEA-Wide	Scope of Service:	Targeted
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
One counselor from each site will be designated as a Foster Youth counselor. Counselor will track academic progress and monitor conduct and attendance for all targeted students.		A counselor from each site has been designated as the Foster Youth counselor. These counselors track academic progress and monitor conduct and attendance for Foster Youth. Additionally, these counselors meet together through Student Services to train, share best practices and collaborate.	
Scope of Service:	LEA-Wide	Scope of Service:	Targeted
<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Site EL Coordinator will provide two hour professional development trainings for all teachers on the proper identification and coding of EL and RFEP students in general education classes.	Professional Development Hours: \$29,700; Funding Source: LCFF Targeted.	Site EL Coordinators provided professional development trainings for all teachers on the proper identification and coding of EL and RFEP students in general education classes.	These trainings were all done within the regular confines on the contract day - no additional cost
Scope of Service:		Scope of Service:	LEA-Wide
<input type="checkbox"/> All		<input type="checkbox"/> All	

<p>-----</p> <p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>		<p>-----</p> <p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	
<p>Designated EL counselor and EL Coordinator to monitor academic progress of all RFEP students for 2 years after reclassification.</p>	<p>Additional hours: \$31,350; Funding Source: LCFF Targeted; Note: \$33/hr, 2hrs/student additional hours outside of the school day. Approximately 475 students district wide to monitor.</p>	<p>EL Site Advisers evaluate RFEP data quarterly and complete an RFEP Monitoring Form. The EL Site Adviser and EL counselor then meet with any struggling students.</p>	<p>EL Coordinator 1/6 and additional hours: \$396,505.25 Certificated Salaries and Employee Benefits by funding source LCFF Supplemental and Concentration funds</p>
Scope of Service:		Targeted	
<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The general feedback that we received from all stakeholders regarding our goals was to: maintain the progress we've made in year one of implementation; expand infrastructure to support all of these goals; and clarify expenditures that emerged after first year of implementation. For Goal #1, we will add the goal of expanding College field trips to all students, expanding tutoring, and providing more professional development to specifically address the needs of Low Income, English Learners and Foster Youth.</p>		

Original GOAL from prior year LCAP:	Goal #2: Provide a 21st Century learning environment and rigorous curriculum that allows students to have multiple experiences and opportunities for academic, collegiate, professional and personal growth.	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u> </u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8 <u>X</u> COE Only: 9 <u> </u> 10 <u> </u> Local: <u>Increase college and career ready</u>
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Goal Applies to:	Schools: <u>All</u>	Applicable Pupil Subgroups: <u>All</u>
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Expected Annual Measurable Outcomes:	Increase collaborative/CCSS lesson design professional development hours by 1600 hours. Develop survey for student and staff technology proficiency.	Actual Annual Measurable Outcomes:	1,181 hours utilized for collaborative/CCSS lesson design professional development - Goal Not Met* (* The aforementioned hours were funded with Targeted dollars. Many more hours were dedicated to the same goal from Federal Title I and II money as well as State Common Core money. Therefore, the professional development goal was actually exceeded) Survey developed and piloted at one of the High Schools (Palmdale HS)
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Increase the number of students who pass an AP exam with a score of 3 or better.	Additional hours for AP tutoring: \$19,800; Funding Source: LCFF Targeted.; Note: 600 hrs @ \$33/hr.	The number of students who passed the AP exam with a score of 3 or better increased by 178 (1483 in 2012-13; 1661 in 2013-14)	N/A
Scope of Service:	<u>LEA-Wide</u>	Scope of Service:	<u>LEA-Wide</u>
<u>X All</u>		<u>X All</u>	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Staff will engage in facilitated interdepartmental and cross curricular lesson design to improve student achievement on Next Generation Assessments.	CCSS PD Hours: \$200,000; Funding Source: LCFF Targeted; Note: District wide and site facilitated pd. \$33/hrx 6 hrs/teacher.	Sites and the District engaged in facilitated interdepartmental and cross curricular lesson design to improve student achievement on Next Generation Assessments.	1,181 hrs x \$33 = \$38,973 Certificated Salaries and Employee Benefits by funding source LCFF Supplemental and Concentration funds
Scope of Service:		Scope of Service:	
LEA-Wide		LEA-Wide	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<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: _____	
Increase the number of academy and pathway options and offerings available.	Collaboration and planning hours.: \$3,300; Funding Source: LCFF Targeted; Note: \$33/hr X 100 hrs.	Different Academies and Pathways were considered with action being taken on Knight Prep Academy	Collaboration and planning hours: \$1,991.32 Certificated Salaries and Employee Benefits by funding source LCFF Supplemental and Concentration

		funds	
Scope of Service: LEA-Wide		Scope of Service: LEA-Wide	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<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: _____	
The 9th Grade Healthful Living curriculum will be revised to include basic technology skills instruction and early college, career and life goal setting and mapping.	Release time for teachers: \$5,280; Funding Source: LCFF Targeted; Note: \$33/hr x 160 hours of release time for curriculum.	9th grade Healthful Living curriculum and course were revise to include basic technology skills instruction and early college, career and life goal setting and mapping. The new course is divided into two semesters. Semester 1 is called "AVID Health Survey" and semester 2 is called "Healthful Living"	Funded through other state source
Scope of Service: LEA-Wide		Scope of Service: LEA-Wide	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Develop and administer student and staff survey to indicate basic technology proficiency and skills.	Release time/Add'l Hours to develop survey: \$1,650; Funding Source: LCFF Targeted; Note: \$33/hr x 50. Release time/ Additional hours to develop staff survey: \$1,650; Funding	Survey developed by the District Digital Literacy Team and piloted at one of the High Schools (Palmdale HS)	No Cost

	Source: LCFF Targeted; Note: \$33/hr x 50hrs,.		
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Expand technology infrastructure, wireless capacity and online access and lower student:device ratio.	Expand wireless infrastructure/capabilities: \$100,000; Funding Source: LCFF Targeted/RDA Funding.	Wireless capacity was addressed but funded through State Common Core funds Sites invested heavily in improving technology infrastructure, online access and lower student:device ratio. Furthermore, sites invested in creating 21st Century learning environments.	\$469,345.49 Books and Supplies by funding source LCFF Supplemental and Concentration funds
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Conduct site, regional and District wide STEM based expositions.	Materials and supplies: \$25,000; Funding Source: LCFF Targeted.	Site and District wide STEM expos were held	\$6,032.23 Books and Supplies by funding source LCFF Supplemental and Concentration funds

Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The general feedback that we received from all stakeholders regarding our goals was to: maintain the progress we've made in year one of implementation; expand infrastructure to support all of these goals; and clarify expenditures that emerged after first year of implementation. For Goal #2, we will be adding additional guidance counselors to improve services and monitoring of progress. Furthermore, we will be adding a classroom observation tool to monitor implementation of professional development towards accomplishing this goal along with Instructional Partners to carry this out. Additionally, feedback indicated the need to continue to expand technology at all of the sites.		

Original GOAL from prior year LCAP:	Goal #3: Cultivate a safe and secure, positive school culture that supports all students' personal and academic growth.	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 checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE Only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: _____
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Goal Applies to:	Schools: <input checked="" type="checkbox"/> All	Applicable Pupil Subgroups: <input checked="" type="checkbox"/> All
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Expected Annual Measurable Outcomes:	<p>Student days of suspension will decrease by 2%</p> <p>Expulsion rates will decrease by 3%</p> <p>100% Textbook Sufficiency</p> <p>Satisfactory facilities reviews at all sites</p> <p>Establish Chronic Absenteeism measure</p>	Actual Annual Measurable Outcomes:	<p>Suspension Rate - 10.5% in 2013-14 (-2.0% from 2012-13) - Goal Met</p> <p>Expulsion Rate - 0.5% in 2013-14 (-0.4 from 2012-13) - Goal Met *Goal was to decrease by 3% mistakenly written instead of 0.3%</p> <p>100% Textbook Sufficiency - Goal Met in 2013-14</p> <p>Satisfactory Facilities Reviews at All Sites - Goal Met in 2013-14</p> <p>Chronic Absenteeism measure established - Students enrolled in a minimum of 45 school days; absent a minimum of 10% of days enrolled.</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Full compliance with instructional materials sufficiency as defined by Williams legislation.		District was in full compliance with Instructional Materials sufficiency.	
Scope of Service:	<input checked="" type="checkbox"/> LEA-Wide	Scope of Service:	<input checked="" type="checkbox"/> LEA-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		

Full compliance with facilities inspections as defined by Williams legislation.		District was in full compliance with William's facilities inspections.	
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____		<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	
Reduce rate of teacher misassignment as defined by Williams legislation and NCLB HQT requirements.		The misassignment rate decreased from 35 teachers in 2012-13 to 12 teachers in 2013-14.	
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____		<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	
Increase Average daily attendance through increased contact with parents.		The average daily attendance for the district remained 91.40 from 2012-13 to 2013-14.	
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____		<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	
Improve campus climate and reduce incidents of on-campus discipline through the implementation		CRT strategies were embedded in training done through Integrated Curriculum Teams and our	

of Culturally Responsive Teaching strategies.		ELA/ELD framework training.	
Scope of Service:		LEA-Wide	Scope of Service:
LEA-Wide		LEA-Wide	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Administer California Healthy Kids survey to students and staff.	Survey: \$7,260; Funding Source: LCFF Targeted; Note: \$.33/survey x 22000 students.	California Healthy Kids Survey was administered to all 9th and 11th grade students, students in Community Day School and Continuation School, parents and staff.	Survey: \$6,431.80 Report Cards for Sites: \$900 Services & Other Operating Expense by funding source LCFF Supplemental and Concentration funds
Scope of Service:		LEA-Wide	Scope of Service:
LEA-Wide		LEA-Wide	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<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: _____	
Reduce expulsion rates by implementing Other Means of Correction (OMC) strategies.		Expulsion rates reduced from 0.9% in 2012-13 to 0.5% in 2013-14.	
Scope of Service:		LEA-Wide	Scope of Service:
LEA-Wide		LEA-Wide	

<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>
<p>Reduce suspension rates through implementation and support of Positive Behavior Intervention and Support (PBIS) strategies.</p>	<p>Suspension rates reduced from 12.5% in 2012-13 to 10.5% in 2013-14.</p>
<p>Scope of Service:</p>	<p>LEA-Wide</p>
<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The general feedback that we received from all stakeholders regarding our goals was to: maintain the progress we've made in year one of implementation; expand infrastructure to support all of these goals; and clarify expenditures that emerged after first year of implementation. Staffing will be enhanced at the sites, both through administration and classified staff to grow in areas where shortcomings were identified. Class sizes will also be reduced to improve relationships between teachers and students.</p>

Original GOAL from prior year LCAP:	Goal #4: Communicate effectively with all stakeholders and continue to build relationships in the community that help provide our students with innovative educational opportunities.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE Only: 9__ 10__ Local: _____
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Goal Applies to:	Schools: <input checked="" type="checkbox"/> All	Applicable Pupil Subgroups: <input checked="" type="checkbox"/> All
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Expected Annual Measurable Outcomes:	Increase parent outreach opportunities (See action) Conduct two regional LCAP progress updates districtwide. Develop and give parent satisfaction survey.	Actual Annual Measurable Outcomes:	Parent Outreach Opportunities expanded district wide - Goal Met Two Regional LCAP progress update meetings held on 11/5/14 and 12/6/14. - Goal Met Parent Satisfaction Survey developed and administered 2/23/15 - 3/13/15 - Goal Met
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LCAP Year: 2014-15

Planned Actions/Services	Actual Actions/Services
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	Budgeted Expenditures		Estimated Actual Annual Expenditures
Sites will conduct parent outreach/informational workshops.	Additional hours, materials and supplies: \$8,000; Funding Source: LCFF Targeted.	There were at least 33 different parent outreach/informational workshops among all of our high schools according to the DSLT	No Cost

Scope of Service:	<input checked="" type="checkbox"/> LEA-Wide	Scope of Service:	<input checked="" type="checkbox"/> LEA-Wide
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<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____
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<p>Sites will host evening/weekend events to showcase programs and specialized programs unique to their sites.</p>	<p>Additional hours, materials and supplies: \$4,000; Funding Source: LCFF Targeted.</p>	<p>Sites hosted several evening events to highlight school success and special programs.</p>	<p>\$12,720.22 Certificated Salaries, Classified Salaries and Employee Benefits by funding source LCFF Supplemental and Concentration funds</p>	
<p>Scope of Service:</p>		<p>LEA-Wide</p>	<p>Scope of Service:</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: _____</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: _____</p>		
<p>Conduct college information, goal setting and financial aid workshops for non English speaking parents of EL students.</p>	<p>EL Parent workshops: \$2,400; Funding Source: LCFF Targeted; Note: Additional hours for staff to plan and conduct EL parent informational workshops.</p>	<p>College information, goal setting and financial aid workshops for non English speaking parents of EL students were conducted.</p>	<p>No Targeted funds were expended on this action</p>	

Scope of Service:		LEA-Wide	Scope of Service:		LEA-Wide
<u>X</u> All			__ All		
-----			-----		
OR: __ Low Income pupils <u>X</u> English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____			OR: __ Low Income pupils <u>X</u> English Learners __ Foster Youth <u>X</u> Redesignated fluent English proficient __ Other Subgroups: _____		
Contract with local Spanish language radio station to host radio program that informs listeners of district programs and highlights.	Annual purchase of airtime: \$10,000; Funding Source: LCFF Targeted; Note: 20 one hour segments @ \$500 ea.		Contract with "Cafe con Leche"	\$9,500 Services & Other Operating Expense by funding source LCFF Supplemental and Concentration funds	
Scope of Service:		LEA-Wide	Scope of Service:		LEA-Wide
<u>X</u> All			__ All		
-----			-----		
OR: __ Low Income pupils <u>X</u> English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____			OR: __ Low Income pupils <u>X</u> English Learners __ Foster Youth <u>X</u> Redesignated fluent English proficient __ Other Subgroups: _____		
Increase contact and interaction with students parents/guardians of targeted groups through technology, face to face meetings and workshops intended to foster parent involvement.	Parent involvement: \$12,000; Funding Source: LCFF Targeted; Note: Additional hours for		Targeted group outreach was conducted through several fronts, including EL parent meetings and conferences, community forums and Foster collaboratives.	Community forums, CAFE trainings and workshops - \$93,583.20 Certificated Salaries, Classified	

	classified and certificated staff to conduct plan and parent workshops.		Salaries, Employee Benefits, and Services & Other Operating Expense by funding source LCFF Supplemental and Concentration funds
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input checked="" type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The general feedback that we received from all stakeholders regarding our goals was to: maintain the progress we've made in year one of implementation; expand infrastructure to support all of these goals; and clarify expenditures that emerged after first year of implementation. Staff will be enhanced to better communicate between the community and the schools. Technology will also be enhanced to improve communication between families and the schools.		

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:	\$22,700,291
<p>The Antelope Valley Union High School District is receiving a projected \$22,700,291 in supplemental and concentration grant funding. The District has approximately 65.43% of our enrollment qualified as an unduplicated pupil count for the purposes of LCFF funding.</p> <p>The AVUHSD administration and staff worked collaboratively with parents from all represented students groups and bargaining units to write this LCAP to meet the needs of all of our students, with emphasis on students that are English Learners, Low Income and Foster Youth and support and monitoring for students recently Reclassified English Proficient. On a district wide basis this plan supports:</p> <ul style="list-style-type: none">• Increasing overall student achievement• Increasing students college and career readiness• Increasing parent involvement• Full implementation of CCSS• Supporting appropriate levels of funding to maintain or improve for facilities, materials, and highly qualified teachers• Increasing student engagement. <p>In order to meet the unique needs of the schools in the district, a portion of LCFF Supplemental and Concentration grant funds will be directed toward the sites as well as expended at the district level for direct support. These activities are principally directed at Unduplicated Pupils at each site and meet the specific needs of each given site. The plan includes, but is not limited to, the following:</p> <ul style="list-style-type: none">• College trips	

- Tutoring / Remediation
- Professional Development and Training
- EL Services
- STEM Expos
- Parent Engagement Activities

Additional funds are expended by the sites according to the goals in the LCAP and must be justified according to an approval process that ensures that the funds are principally directed at the targeted subgroups and in line with the stated goals in the LCAP.

Furthermore, the district will use Supplemental and Concentration funds principally directed at targeted students that benefit each of the schools in the district. These actions and expenditures include, but are not limited to, the following:

- Three days of targeted professional development
- Additional staffing to meet the needs of targeted students
- Contracted services targeted at improving literacy of targeted students
- Curriculum and Assessment directed at improving the achievement of targeted students as well as College/Career Readiness
- Professional development
- Alternative programs for Credit Retrieval
- Expanded technology
- Additional transportation costs

These activities were selected by stakeholders to improve student achievement for targeted students but will benefit all students.

Additional funds are expended by the district according to the goals in the LCAP and must be justified according to an approval process that ensures that the funds are principally directed at the targeted subgroups and in line with the stated goals in the LCAP.

As a result of the revised budget, this plan will continue to be revisited with all stakeholders to ensure that any remaining funds are accounted for.

Quartz Hill High School does not currently meet the 40% threshold for unduplicated student counts, but the district feels that these strategies and supports are proven to be beneficial to all students, not just those historically underrepresented, and will implement this plan as appropriate to meet the needs of their students as well.

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.

13.61	%
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The Antelope Valley Union High School District's projected proportionality is 13.61% for budget year 2015-16.

All services funded by Supplemental and Concentration funds in the AVUHSD LCAP are based on the premise that they increase and/or improve services to English Learners, Foster Youth and Low Income students. A portion of these funds will be distributed to sites and a portion will be used to support student achievement at the district level. The targeted funds will be used to provide additional monitoring, products and services that include academic support and intervention as well as community outreach, information and support for parents and guardians.

The district will support school sites by ensuring that supplemental funds are targeted at increasing academic and social support, school attendance and offering additional support to students and families where there is an identified need. Increases in student attendance rates will have an overall impact on student engagement, student achievement and school climate. Furthermore, the services that these funds provide will increase graduation rates by creating opportunities for students to retrieve credit that may be lost.

One of the key services that we provide to targeted students is highly trained teachers. Our Unduplicated Pupil count is nearly 2/3 of our student population which means two out of every three kids in a class are a targeted student. Providing professional development and targeted training to our teachers to meet the unique needs of our targeted students benefits every classroom directly and helps our non-targeted students as well.

In addition to this, we provide academic intervention and opportunities to retrieve credit if they are unsuccessful the first time. Our EL students and other Intervention students receive specialized curriculum in classes that are 30%-60% smaller than classes offered to other students. Our students who require even more intervention receive 55 minutes of additional instruction per day than their contemporaries to help them rise to grade level academic mastery. Students who are deficient in credits and at risk of not graduating have several opportunities afforded to them through the use of these funds to get caught up on credits and to graduate on time. Programs ranging from Continuation School to On-Site Continuation provide differentiated opportunities for our students to get back on track academically and to earn credits at a rate 50%-75% faster than their peers.

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.