

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>The LUSD LCAP Committee, consisting of the Superintendent and seven representatives from the budget and curriculum departments, provided training and information to all stakeholders, oversaw the gathering of input, shared critical information through updates and follow-up meetings, and produced the LCAP document. The steps followed during the LCAP process are as follows:</p> <ul style="list-style-type: none"> • The LCAP Committee, the EL LCAP Committee and Middle and High School students were consulted and provided input. • LCAP Information was shared with all stakeholders in various formats. The schedule of these meetings is located below. • During each meeting, an update on the implementation of the 14-15 LCAP was given. Input from those present was taken. Questions regarding LCFF funding, and LCAP Actions and Services were responded to. Some questions were saved for a later date in order to investigate and provide an accurate response. Available data relevant to the LCAP Actions and Services was also shared. • LUSD parents participated in the LCAP Committee, EL LCAP Committee, and Community forums. Each of the committees offered an opportunity for parents to give input. <p>Committees</p> <ul style="list-style-type: none"> • LCAP Committee Meeting <ul style="list-style-type: none"> ○ November 3, 2014 ○ April 4, 2015 • EL LCAP Committee <ul style="list-style-type: none"> ○ November 4, 2014 ○ April 8, 2015 • Student Meetings <ul style="list-style-type: none"> ○ A series of student meetings were held during the month of February, 2015, at each Middle School and High School campus. Students from each target group as well as mainstream and advanced courses were invited to participate in the LCAP meetings. Input from each of the meeting was compiled and shared with the School Board and the LCAP Committees. • Community Forums/Meetings <ul style="list-style-type: none"> ○ November 17, 2014 – Community Forum ○ November 20, 2014 – Community Forum ○ March 4, 2015 – Community Meeting @ Needham Elementary ○ March 4, 2015 – Community Meeting @ Ansel Adams Elementary ○ March 11, 2015 – Community Meeting @ Podesta Ranch ○ May 28, 2015 – Lao Community Meeting • Bargaining Units <ul style="list-style-type: none"> ○ January 15, 2015 	<p>Input gained from all avenues of input assisted in identifying critical issues.</p> <p>As the LCAP process evolved, changes were made based on input. Actions and services were added and implementation timelines were adjusted.</p> <p>Stakeholder input and feedback was most instrumental in the engagement section.</p> <p>The budget was modified as necessary.</p>

<ul style="list-style-type: none"> ○ February 5, 2015 ● Curriculum Council <ul style="list-style-type: none"> ○ December 4, 2014 ● Board of Education <ul style="list-style-type: none"> ○ January 13, 2015 – Regular Board Meeting ○ February 10, 2015 – Board Study Session ○ April 29, 2015 ○ June 2, 2015 – LCAP Public Hearing ○ June 16, 2015 – Board Approval 	
<p>Annual Update: As previously mentioned, an update on implementation of the 14-15 LCAP was given at each meeting. Providing data as it became available. This allowed the district to keep all stakeholders informed of the progress. It also allowed stakeholders the opportunity to give the district feedback regarding the implementation. In the fall 2015, a complete evaluation report will be provided to LCAP groups</p>	<p>Annual Update: The Annual Update made it apparent that clarity was essential. Actions/Services, budgeted amounts, timelines, etc. were adjusted based on review of the 14-15 LCAP. Some actions and services were realign to better address the goals. In addition, systems that were put in place to monitor implementation and expenditures were validated as the Estimated Actual Annual Expenditures was reviewed for adjustments if needed.</p>

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	<p>1. LUSD will promote and create learning environments with highly qualified personnel that will maximize access to the academic core for all, including Low Income, English Learners, Reclassified, Foster Youth and Special Education students, as well as provide enrichment opportunities to prepare our students to be college and career ready</p>	<p>Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3__ 4__ 5__ 6__ 7 <u>X</u> 8__ COE only: 9__ 10__ Local : Specify _____</p>
Identified Need :	<p>Data reviewed to identify needs under Goal 1 were:</p> <ul style="list-style-type: none"> • Williams report – 100% compliant in Common Core aligned or standards based instructional materials, no discrepancy in facilities and instructional materials, six teacher mis-assignments due to lacking appropriate EL authorization, and six teacher vacancies and no complaints received. • English Learner Authorization report – Six teachers not properly authorized • Professional Development schedules • School Site Master Schedule and Classroom Schedules <ul style="list-style-type: none"> ○ All schools are offering required courses ○ Classroom schedules address mandated minutes <p>After completing the review of data, LUSD has identified the following needs:</p> <ul style="list-style-type: none"> • Ensure that all teachers are appropriately assigned • Ensure that all teachers have an appropriate EL authorization, • Ensure all students have access to Common Core materials, as they become available, • Ensure that all teachers are highly trained to deliver instruction aligned to Common Core, including technology, • Ensure that all teachers are trained to deliver Integrated and Designated ELD, • Expand courses to provide options and access for students to enroll in a broad course of study, • Ensure that all facilities are maintained in accordance with industry standards. 	
Goal Applies to:	<p>Schools: ALL Applicable Pupil Subgroups: ALL</p>	

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:

- Six teachers were reported as missassigned, not properly authorized. LUSD will work toward 100% of teachers and staff to be appropriately assigned, as verified by the Williams report
- 100% of teachers servicing English Learners will have appropriate EL Authorization
- LUSD provides sufficient standards based instructional materials in all content areas for all students. The district will maintain the same level of sufficiency by ensuring that 100% of students will have access to Common Core and/or standards-based state board adopted instructional materials in all content areas, including English Learners, as verified by the Board approved sufficiency report.
- By the end of 15-16, 100% of teachers will be properly trained to deliver Common Core standards-based instruction in all content areas in the classroom, including Integrated and Designated English Language Development as verified by site and district observations.
- By the end of 15-16, 100% of students will receive Common Core standards- based instruction in all content areas, including Integrated and Designated English Language Development as verified by principal walk-throughs..
- LUSD provide integrated and designated ELD for all English Learners. By the end of 15-16, 100% of English Learners will receive integrated and designated English Language Development based on the 2012 ELA/ELD standards as verified by class/master schedules.
- Currently, all student have access to a broad course of study. LUSD will maintain the same level of access to ensure 100% of students K-12 will have access to and enroll in a broad course of study as described in Education code 51210 and 51220 and verified by class/Master schedules. Broad course of study is provided to all students including:
 - ELD daily for English Learners
 - Foster Youth will receive reading and math intervention when needed, as verified by assessment data.
 - Low Income students will receive reading and math intervention when needed, as verified by assessment data.
 - LUSD will continue reading intervention for Special Education students as based on the IEP.
- LUSD will maintain all facilities in accordance with industry standards as verified by the Williams report.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1.1a Recruit, hire and maintain highly qualified teachers and support staff dedicated to the learning outcomes, performance and achievement of students</p>	<p>ALL</p>	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>Base \$14,647,153 1XXX, 2XXX, 3XXX 4XXX, 5XXX Contracted Salaries/benefits Supplies/Material Contracted Services</p>
<p>1.1b Recruit, hire and maintain highly qualified teachers and support staff dedicated to the learning outcomes, performance and achievement of students</p>	<p>Districtwide</p>	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>Supplemental \$222,000 1XXX, 3XXX Salary/Benefits</p>

<p>1.2a Maintain Professional Development Coordinator to ensure Professional Development for staff on Common Core research-based strategies, integration of technology of English Language Development</p>	<p>ALL</p>	<p><u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Base \$70,454 1XXX, 3XX1 Salary/Benefits</p>
<p>1.2b Maintain Professional Development Coordinator to ensure Professional Development for staff on Common Core research-based strategies, integration of technology of English Language Development</p>	<p>Districtwide</p>	<p><u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Supplemental \$103,557 1XXX, 2XXX, 3XXX Salary/Benefits</p>
<p>1.3 Hire and maintain qualified and trained personnel to maintain facilities based on industry standards to enhance the learning environment</p>	<p>ALL</p>	<p><u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Base \$8,268,320 2XXX, 3XX2 5XXX 4XXX 6XXX Salary/Benefits Supplies/Material Contracted Services Equipment</p>
<p>1.4a Provide Common Core state standard based materials and textbooks in all areas of instruction: ELD/ELS, Math, Science and Social Science (ELA/ELD Adoption)</p>	<p>ALL</p>	<p><u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Base \$3,604,000 4XXX Supplies/Material</p>
<p>1.4b Provide Common Core state standard based materials and textbooks in all areas of instruction: ELD/ELS, Math, Science and Social Science (ELA/ELD Adoption)</p>	<p>Districtwide</p>	<p><u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Supplemental \$987,905 2XXX, 3XX2, 4XXX Salary/Benefits Supplies/Material</p>
<p>1.5 Purchase and maintain a variety of pupil devices and teacher technology enhanced work stations. (Refresh Plan)</p>	<p>ALL</p>	<p><u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Base \$1,200,000 4XXX, 6XXX Technology Equipment</p>

<p>1.6 Maintain Professional Development on the use and application of integrating technology to support college and career readiness. (Maintain at 14/15 year level)</p>	<p>Districtwide</p>	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>Supplemental \$25,000 1XXX, 2XXX, 3XXX 5XXX Salary/Benefits Contracted Services</p>
<p>1.7 Increase Library Media/Assistants to support technology and library access for all students</p>	<p>ALL</p>	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>Base \$861,801 2XXX, 3XX2 Salary/Benefits</p>
<p>1.8 Maintain 6th period days at MS for students to increase broad access to the curriculum (STEM). (Maintain at 14/15 year level)</p>	<p>Middle Schools</p>	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>Base \$349,651 1XXX, 3XX1 Salary/Benefits</p>
<p>1.9 Maintain FTE at HS to allow for additional electives AP, CTE/ROP courses, and transitioning to Math Common Core pathways. (Maintain at 14/15 year level)</p>	<p>Districtwide</p>	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>Supplemental \$313,916 1XXX, 3XX1 Salary/Benefits</p>
<p>1.10 Increase access to Elementary and Middle School Music program.</p>	<p>Grades K-8</p>	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>Base \$796,987 1XXX, 3XX1, 4XXX Salary/Benefits Supplies/Materials</p>
<p>1.11 Increase access to Middle School and High School Fine Arts program</p>	<p>Districtwide</p>	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>Base/ Supplemental 1.8, 1.10, 1.36</p>

<p>1.12 Increase counseling services.</p>	<p>Districtwide</p>	<p><u> X </u> ALL</p> <hr/> <p>OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Supplemental \$612,552</p> <p>1XXX, 3XX1, 5XXX Salary/Benefits Contracted Services</p>
<p>1.13 Increase Community Liaison support to all sites to bridge communication between home and school and monitor English Learner services.</p>	<p>Districtwide</p>	<p><u> X </u> ALL</p> <hr/> <p>OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Supplemental \$527,492</p> <p>2XXX, 3XX2 Salary/Benefits</p>
<p>1.14 All English Learners will receive integrated ELD in all content areas (access to core differentiated instruction, Language support) (See 1.2 Professional Development)</p>	<p>ALL</p>	<p><u>__</u> ALL</p> <hr/> <p>OR: __ Low Income pupils <u> X </u> English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Supplemental \$10,000</p> <p>1XXX, 3XX1 Salary/Benefits</p>
<p>1.15 All English Learner students will receive appropriate Language instructional materials utilizing 21st century technology</p>	<p>ALL</p>	<p><u>__</u> ALL</p> <hr/> <p>OR: __ Low Income pupils <u> X </u> English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Base \$75,000</p> <p>4XXX Supplies/Material</p>
<p>1.16 Maintain instruction/intervention in early literacy and mathematics for K-3 assessment data.</p>	<p>Districtwide</p>	<p><u> X </u> ALL</p> <hr/> <p>OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Supplemental \$161,000</p> <p>4XXX, 5XXX Supplies/Material Contracted Services</p>

<p>1.17 Maintain and increase intervention, acceleration, core replacement in reading and mathematics for 4-12 students based on assessment data</p>	<p>Districtwide</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Supplemental \$326,500 5XXX Contracted Services</p>
<p>1.18 Maintain reading and math intervention for K-12 students</p>	<p>Districtwide</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Supplemental \$1,710,723 1XXX, 2XXX, 3XXX 4XXX, 5XXX, 6XXX Salary/Benefits Supplies/Equipment Contracted Services</p>
<p>1.19 Maintain a K-12 articulation plan</p>	<p>ALL</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Base \$5,000 4XXX Supplies/Material</p>
<p>1.20a Maintain district assessment team to include ELA, Math and Language measures (CELDT)</p>	<p>ALL</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Base \$76,500 1XXX, 3XX1, 5XXX Salary Benefits Contracted Services</p>
<p>1.20b Maintain district assessment team to include ELA, Math and Language measures (CELDT)</p>	<p>Districtwide</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Supplemental \$76,500 1XXX, 3XX1, 5XXX Salary/Benefits Contracted Services</p>

<p>1.21 Maintain a comprehensive summer program to provide intervention, credit recovery and enrichment</p>	<p>Districtwide</p>	<p><u> X </u> ALL</p> <hr/> <p>OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>Supplemental \$2,082,021 1XXX, 2XXX, 3XXX 4XXX, 5XXX, 6XXX Salary/Benefits Supplies/Equipment Contracted Services</p>
<p>1.22 Maintain a Coordinator for Special Education to ensure Special Education students have maximum access to academic classes.</p>	<p>ALL</p>	<p><u> </u> ALL</p> <hr/> <p>OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> X </u> Other Subgroups:(Specify) <u> </u> Special Education _____</p>	<p>Base \$142,070 1XXX, 3XX1 Salary/Benefits</p>
<p>1.23 Psychologist services to ensure all students receive necessary instruction base on appropriate placement.</p>	<p>ALL</p>	<p><u> X </u> ALL</p> <hr/> <p>OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>Base \$2,942,743 1XXX, 3XX1 Salary/Benefits</p>
<p>1.24 Maintain Professional Development training for instructional aides supporting Special Education students.</p>	<p>ALL</p>	<p><u> </u> ALL</p> <hr/> <p>OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> X </u> Other Subgroups:(Specify) <u> </u> Special Education _____</p>	<p>Base \$10,000 5XXX Contracted Services</p>
<p>1.25 Increase efforts to recruit and retain a diverse work force</p>	<p>ALL</p>	<p><u> X </u> ALL</p> <hr/> <p>OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>Base \$5,000 4XXX, 5XXX Supplies/Materials Contracted Services</p>

<p>1.26 Explore avenues to build capacity among current staff to increase diversity</p>	<p>Districtwide</p>	<p><u> X </u> ALL</p> <hr/> <p>OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>Supplemental \$5,000</p> <p>4XXX, 5XXX Supplies/Material Contracted Services</p>
<p>1.27 Maintain class size reduction K-6 to increase student/teacher contact time. (K-3 24:1, 4-6 30:1)</p>	<p>Districtwide</p>	<p><u> X </u> ALL</p> <hr/> <p>OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>Supplemental \$6,731,377</p> <p>1XXX, 3XX1 Salary/Benefits</p>
<p>1.28 Maintain 2.5 days for teacher Professional Development in all content areas</p>	<p>Districtwide</p>	<p><u> X </u> ALL</p> <hr/> <p>OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>Supplemental \$1,219,619</p> <p>1XXX, 3XXX Salary/Benefits</p>
<p>1.29 Continue to review and revise district career technical courses and offerings to increase enrollment for all students.</p>	<p>Grades 9-12</p>	<p><u> X </u> ALL</p> <hr/> <p>OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>Base \$1,221,322</p> <p>1XXX, 2XXX, 3XXX 4XXX, 5XXX, 6XXX Salary/Benefits Supplies/Equipment Contracted Services</p>
<p>1.30 Maintain Professional Development targeting English Learner research based strategies for all teachers/classroom paraprofessionals at all schools, including but not limited to scaffolding lessons to address all EL proficiency levels during integrated ELD and Designated ELD</p>	<p>ALL</p>	<p><u>__</u> ALL</p> <hr/> <p>OR: __ Low Income pupils <u> X </u> English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>Supplemental \$35,000</p> <p>1XXX, 3XX1, 5XXX Salary/Benefits Contracted Services</p>

<p>1.31 Maintain Bilingual paraprofessionals to provide primary language support during content instruction (integrated ELD)</p>	<p>ALL</p>	<p><u> </u>ALL ----- OR: <u> </u>Low Income pupils <u> </u>X English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>Supplemental \$2,569,797 2XXX, 3XX2 Salary/Benefits</p>
<p>1.32 Continue additional support will be provided for EL students to ensure appropriate language instruction</p>	<p>ALL</p>	<p><u> </u>ALL ----- OR: <u> </u>Low Income pupils <u> </u>X English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>Supplemental \$734,076 1XXX, 2XXX, 3XXX Salary/Benefits</p>
<p>1.33 Schools will monitor reclassified students and provide additional support as needed. (See 1.14)</p>	<p>Districtwide</p>	<p><u> </u>ALL ----- OR: <u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>X Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>Supplemental \$55,853 2XXX, 3XXX Salary/Benefits</p>
<p>1.34 Investigate the establishment of a Newcomer Center/Intake Center to assess and provide instruction based on individual student needs (EL/EDY)</p>	<p>ALL</p>	<p><u> </u>ALL ----- OR: <u> </u>Low Income pupils <u> </u>X English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>Supplemental \$0.00</p>
<p>1.35 Continue to provide target groups with identified AVID-like strategies or AVID program</p>	<p>ALL</p>	<p><u> </u>ALL ----- OR: <u> </u>X Low Income pupils <u> </u>X English Learners <u> </u>X Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>Supplemental \$344,475 1XXX, 3XX1, 5XXX Salary/Benefits Contracted Services</p>

<p>1.36 Reduce secondary class size to a level of 31:1.</p>	<p>Districtwide</p>	<p><u> X </u> ALL</p> <hr/> <p>OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>Supplemental \$3,332,367</p> <p>1XXX, 3XX1 Salary/Benefits</p>
<p>1.37 Expand Summer School to include an English Language Development Institute</p>	<p>ALL</p>	<p><u> </u> ALL</p> <hr/> <p>OR: __ Low Income pupils <u> X </u> English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>Supplemental \$240,569</p> <p>1XXX, 2XXX, 3XXX Salary/Benefits</p>
<p>1.38 Special education services are provided to students based on their individual identified need. These interventions are designed to help learners with special needs achieve a higher level of personal self-sufficiency and success in school beyond what is available in the traditional classroom.</p>	<p>ALL</p>	<p><u> </u> ALL</p> <hr/> <p>OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient <u> X </u> Other Subgroups:(Specify) <u> Special Education </u></p>	<p>Base, State & Federal \$48,118,989</p> <p>1XXX, 2XXX, 3XXX 4XXX, 5XXX, 6XXX 7XXX Salary/Benefits Supplies/Equipment Contracted Services Indirect Costs</p>
<p>1.39 Restricted Federal and State funds will be used to supplement the base program. Guidelines will be followed to ensure appropriateness of expenditures.</p>	<p>ALL</p>	<p><u> </u> ALL</p> <hr/> <p>OR: <u> X </u> Low Income pupils <u> X </u> English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>State & Federal \$15,246,962</p> <p>1XXX, 2XXX, 3XXX 4XXX, 5XXX, 6XXX 7XXX Salary/Benefits Supplies/Equipment Contracted Services Indirect Costs</p>

<p>1.40 The LUSD core program provides staff, services and systems that support the four Local Control Accountability Plan Goals of the Lodi Unified School District. This includes ensuring that highly qualified staff, and support structures/systems are in place that include teachers, classified, administration, district office staff, support and operations staff.</p>	<p>ALL</p>	<p><u>X</u> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Base \$155,787,044 1XXX, 2XXX, 3XXX 4XXX, 5XXX, 6XXX 7XXX Salary/Benefits Supplies/Equipment Contracted Services Indirect Costs</p>
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LCAP Year 2: 2016-2017

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Six teachers were reported as missassigned, not properly authorized. LUSD will work toward 100% of teachers and staff to be appropriately assigned, as verified by the Williams report • 100% of teachers servicing English Learners will have appropriate EL Authorization • LUSD provides sufficient standards based instructional materials in all content areas for all students. The district will maintain the same level of sufficiency by ensuring that 100% of students will have access to Common Core and/or standards-based state board adopted instructional materials in all content areas, including English Learners, as verified by the Board approved sufficiency report. • By the end of 15-16, 100% of teachers will be properly trained to deliver Common Core standards-based instruction in all content areas in the classroom, including Integrated and Designated English Language Development as verified by site and district observations. • By the end of 15-16, 100% of students will receive Common Core standards- based instruction in all content areas, including Integrated and Designated English Language Development as verified by principal walk-throughs.. • LUSD provide integrated and designated ELD for all English Learners. By the end of 15-16, 100% of English Learners will receive integrated and designated English Language Development based on the 2012 ELA/ELD standards as verified by class/master schedules. • Currently, all student have access to a broad course of study. LUSD will maintain the same level of access to ensure 100% of students K-12 will have access to and enroll in a broad course of study as described in Education code 51210 and 51220 and verified by class/Master schedules. Broad course of study is provided to all students including: <ul style="list-style-type: none"> ○ ELD daily for English Learners ○ Foster Youth will receive reading and math intervention when needed, as verified by assessment data. ○ Low Income students will receive reading and math intervention when needed, as verified by assessment data. ○ LUSD will continue reading intervention for Special Education students as based on the IEP. • LUSD will maintain all facilities in accordance with industry standards as verified by the Williams report.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1.1a Recruit, hire and maintain highly qualified teachers and support staff dedicated to the learning outcomes, performance and achievement of students</p>	<p>ALL</p>	<p><u> X </u> ALL</p> <hr/> <p>OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	<p>Base \$14,647,153 1XXX, 2XXX, 3XXX 4XXX, 5XXX Contracted Salaries/benefits Supplies/Material Contracted Services</p>
<p>1.1b Recruit, hire and maintain highly qualified teachers and support staff dedicated to the learning outcomes, performance and achievement of students</p>	<p>Districtwide</p>	<p><u> X </u> ALL</p> <hr/> <p>OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	<p>Supplemental \$222,000 1XXX, 3XXX Salary/Benefits</p>
<p>1.2a Continue to provide ongoing Professional Development for staff on Common Core research-based strategies, integration of technology of English Language Development</p>	<p>ALL</p>	<p><u> X </u> ALL</p> <hr/> <p>OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	<p>Base \$72,927 1XXX, 3XX1 Salary/Benefits</p>
<p>1.2b Continue to provide ongoing Professional Development for staff on Common Core research-based strategies, integration of technology of English Language Development</p>	<p>Districtwide</p>	<p><u> X </u> ALL</p> <hr/> <p>OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	<p>Supplemental \$107,371 1XXX, 2XXX, 3XXX Salary/Benefits</p>
	<p>ALL</p>	<p><u> X </u> ALL</p>	<p>Base</p>

<p>1.3 Hire and maintain qualified and trained personnel to maintain facilities based on industry standards to enhance the learning environment</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$8,482,256 2XXX, 3XX2, 5XXX, 4XXX, 6XXX Salary/Benefits Supplies/Material Contracted Servicess Equipment</p>
<p>1.4a Provide Common Core state standard based materials and textbooks in all areas of instruction: ELD/ELS, Math, Science and Social Science (History /Social Science Adoption)</p>	<p>ALL</p>	<p><u> X </u> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Base \$3,625,000 4XXX Supplies/Material</p>
<p>1.4b Provide Common Core state standard based materials and textbooks in all areas of instruction: ELD/ELS, Math, Science and Social Science (History /Social Science Adoption)</p>	<p>Districtwide</p>	<p><u> X </u> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Supplemental \$989,305 2XXX, 3XX2, 4XXX Salary/Benefits Supplies/Material</p>
<p>1.5 Purchase and maintain a variety of pupil devices and teacher technology enhanced work stations. (Refresh Plan – Year 2 of 3-year plan)</p>	<p>ALL</p>	<p><u> X </u> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Base \$2,000,000 4XXX, 6XXX Technology Equipment</p>
<p>1.6 Continue to provide Professional Development on the use and application of integrating technology to support college and career readiness. (Maintain at 14/15 year level)</p>	<p>Districtwide</p>	<p><u> X </u> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Supplemental \$25,000 1XXX, 2XXX, 3XXX, 5XXX Salary/Benefits Contracted Services</p>

<p>1.7 Increase Library Media/Assistants to support technology and library access for all students. (Year 2 of 3-year plan)</p>	<p>ALL</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Base \$896,704 2XXX, 3XX2 Salary/Benefits</p>
<p>1.8 Maintain 6th period days at MS for students to increase broad access to the curriculum (STEM). (Maintain at 14/15 year level)</p>	<p>Middle Schools</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Base \$361,924 1XXX, 3XX1 Salary/Benefits</p>
<p>1.9 Maintain FTE at HS to allow for additional electives AP, CTE/ROP courses, and transitioning to Math Common Core pathways. (Maintain at 14/15 year level)</p>	<p>Districtwide</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Supplemental \$324,934 1XXX, 3XX1 Salary/Benefits</p>
<p>1.10 Increase FTE to provide greater access to Elementary and Middle School Music program.</p>	<p>Grades K-8</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Base \$655,205 1XXX, 3XX1, 4XXX Salary/Benefits Supplies/Materials</p>
<p>1.11 Maintain access to Middle School and High School Fine Arts program. (Maintain at 14-15 level) (See 1.8, 1.10, 1.36)</p>	<p>Districtwide</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Base/ Supplemental 1.8, 1.10, 1.36</p>
<p>1.12 Increase counseling services.</p>	<p>Districtwide</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Supplemental \$918,828 1XXX, 3XX1, 5XXX Salary/Benefits Contracted Services</p>

<p>1.13 Increase Community Liaison support to all sites to bridge communication between home and school and monitor English Learner services. (Year 2 of 3-year plan)</p>	<p>Districtwide</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>Supplemental \$788,738 2XXX, 3XX2 Salary/Benefits</p>
<p>1.14 All English Learners will receive integrated ELD in all content areas (access to core differentiated instruction, Language support) (Maintain at 14-15 level) (See 1.2 Professional Development)</p>	<p>ALL</p>	<p><u>__</u> ALL ----- OR: __ Low Income pupils <u> X </u> English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>Supplemental \$10,000 1XXX, 3XX1 Salary/Benefits</p>
<p>1.15 All English Learner students will receive appropriate Language instructional materials utilizing 21st century technology</p>	<p>ALL</p>	<p><u>__</u> ALL ----- OR: __ Low Income pupils <u> X </u> English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>Base \$75,000 4XXX Supplies/Material</p>
<p>1.16 Maintain instruction/intervention in early literacy and mathematics for K-3 assessment data.</p>	<p>Districtwide</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>Supplemental \$161,000 4XXX, 5XXX Supplies/Material Contracted Services</p>
<p>1.17 Maintain intervention, acceleration, core replacement in reading and mathematics for 4-12 students based on assessment data</p>	<p>Districtwide</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>Supplemental \$326,500 5XXX Contracted Services</p>
<p>1.18 Maintain reading and math intervention for K-12 students</p>	<p>Districtwide</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>Supplemental \$1,652,612 1XXX, 2XXX, 3XXX 4XXX, 5XXX, 6XXX Salary/Benefits Supplies/Equipment Contracted Services</p>

<p>1.19 Maintain a K-12 articulation plan</p>	<p>ALL</p>	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	<p>Base \$5,000 4XXX Supplies/Material</p>
<p>1.20a Maintain district assessment team to include ELA, Math and Language measures (CELDT)</p>	<p>ALL</p>	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	<p>Base \$76,500 1XXX, 3XX1, 5XXX Salary/Benefits Contracted Services</p>
<p>1.20b Maintain district assessment team to include ELA, Math and Language measures (CELDT)</p>	<p>Districtwide</p>	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	<p>Supplemental \$76,500 1XXX, 3XX1, 5XXX Salary/Benefits Contracted Services</p>
<p>1.21 Maintain a comprehensive summer program to provide intervention, credit recovery and enrichment</p>	<p>Districtwide</p>	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	<p>Supplemental \$1,950,315 1XXX, 2XXX, 3XXX, 4XXX, 5XXX, 6XXX Salary/Benefits Supplies/Equipment Contracted Services</p>
<p>1.22 Maintain a Coordinator for Special Education to ensure Special Education students have maximum access to academic classes.</p>	<p>ALL</p>	<p><u> </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> X </u> Other Subgroups:(Specify) <u> </u> Special Education_____</p>	<p>Base \$147,057 1XXX, 3XX1 Salary/Benefits</p>

<p>1.23 Maintain Psychologist services to ensure all students receive necessary instruction base on appropriate placement.</p>	<p>ALL</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>Base \$3,046,033 1XXX, 3XX1 Salary/Benefits</p>
<p>1.24 Maintain Professional Development training for instructional aides supporting Special Education students.</p>	<p>ALL</p>	<p><u> </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient <u> X </u> Other Subgroups:(Specify) <u> Special Education </u></p>	<p>Base \$10,000 5XXX Contracted Services</p>
<p>1.25 Continue efforts to recruit and retain a diverse work force</p>	<p>ALL</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>Base \$5,000 4XXX, 5XXX Supplies/Materials Contracted Services</p>
<p>1.26 Continue to explore avenues to build capacity among current staff to increase diversity</p>	<p>Districtwide</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>Supplemental \$5,000 4XXX, 5XXX Supplies/Materials Contracted Services</p>
<p>1.27 Maintain class size reduction K-6 to increase student/teacher contact time. (K-3 24:1, 4-6 30:1) (Maintain at 14-15 level)</p>	<p>Districtwide</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>Supplemental \$6,967,648 1XXX, 3XX1 Salary/Benefits</p>
<p>1.28 Maintain 2.5 days for teacher Professional Development in all content areas</p>	<p>Districtwide</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>Supplemental \$1,262,428 1XXX, 3XX1 Salary/Benefits</p>

<p>1.29 Continue to review and revise district career technical courses and offerings to increase enrollment for all students.</p>	<p>Grades 9-12</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Base \$1,425,178 1XXX, 2XXX, 3XXX 4XXX, 5XXX, 6XXX Salary/Benefits Supplies/Equipment Contracted Services</p>
<p>1.30 Maintain Professional Development targeting English Learner research based strategies for all teachers/classroom paraprofessionals at all schools, including but not limited to scaffolding lessons to address all EL proficiency levels during integrated ELD and Designated ELD</p>	<p>ALL</p>	<p><input type="checkbox"/> ALL</p> <hr/> <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:(Specify)_____</p>	<p>Supplemental \$35,000 1XXX, 3XX1, 5XXX Salary/Benefits Contracted Services</p>
<p>1.31 Maintain Bilingual paraprofessionals to provide primary language support during content instruction (integrated ELD)</p>	<p>ALL</p>	<p><input type="checkbox"/> ALL</p> <hr/> <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:(Specify)_____</p>	<p>Supplemental \$2,673,874 2XXX, 3XX2 Salary/Benefits</p>
<p>1.32 Continue additional support will be provided for EL students to ensure appropriate language instruction</p>	<p>ALL</p>	<p><input type="checkbox"/> ALL</p> <hr/> <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:(Specify)_____</p>	<p>Supplemental \$762,794 1XXX, 2XXX, 3XXX Salary/Benefits</p>
<p>1.33 Schools will monitor reclassified students and provide additional support as needed. (See 1.14, 3.4)</p>	<p>Districtwide</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Supplemental \$58,115 2XXX, 3XXX Salary/Benefits</p>
<p>1.34 Investigate the establishment of a Newcomer Center/Intake Center to assess and provide instruction based on individual student needs (EL/EDY)</p>	<p>ALL</p>	<p><input type="checkbox"/> ALL</p> <hr/> <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:(Specify)_____</p>	<p>Supplemental \$58,115</p>

<p>1.35 Continue to provide target groups with identified AVID-like strategies or AVID program</p>	<p>ALL</p>	<p><u> </u>ALL</p> <hr/> <p>OR: <u> </u>X Low Income pupils <u> </u>X English Learners <u> </u>X Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>Supplemental \$396,036 1XXX, 3XX1,5XXX Salary/Benefits Contracted Services</p>
<p>1.36 Reduce secondary class size by 2 students to a level of 31:1.</p>	<p>Districtwide</p>	<p><u> </u>X ALL</p> <hr/> <p>OR: <u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>Supplemental \$3,441,003 1XXX, 3XX1 Salary/Benefits</p>
<p>1.37 Expand Summer School to include an English Language Development Institute</p>	<p>ALL</p>	<p><u> </u>ALL</p> <hr/> <p>OR: <u> </u>Low Income pupils <u> </u>X English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>Supplemental \$247,784 1XXX, 2XXX, 3XXX Salary/Benefits</p>
<p>1.38 Special education services are provided to students based on their individual identified need. These interventions are designed to help learners with special needs achieve a higher level of personal self-sufficiency and success in school beyond what is available in the traditional classroom.</p>	<p>ALL</p>	<p><u> </u>ALL</p> <hr/> <p>OR: <u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>X Other Subgroups:(Specify) <u> </u>Special Education_____</p>	<p>Base, State & Federal 48,698,817 1XXX, 2XXX, 3XXX 4XXX, 5XXX, 6XXX 7XXX Salary/Benefits Supplies/Equipment Contracted Services Indirect Costs</p>

<p>1.39 Restricted Federal and State funds will be used to supplement the base program. Guidelines will be followed to ensure appropriateness of expenditures.</p>	<p>ALL</p>	<p><u> </u>ALL</p> <hr/> <p>OR: <u> </u>X Low Income pupils <u> </u>X English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>State & Federal \$15,246,962 1XXX, 2XXX, 3XXX 4XXX, 5XXX, 6XXX 7XXX Salary/Benefits Supplies/Equipment Contracted Services Indirect Costs</p>
<p>1.40 The LUSD core program provides staff, services and systems that support the four Local Control Accountability Plan Goals of the Lodi Unified School District. This includes ensuring that highly qualified staff, and support structures/systems are in place that include teachers, classified, administration, district office staff, support and operations staff.</p>	<p>ALL</p>	<p><u> </u>X ALL</p> <hr/> <p>OR: <u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>Base \$161,434,060 1XXX, 2XXX, 3XXX 4XXX, 5XXX, 6XXX 7XXX Salary/Benefits Supplies/Equipment Contracted Services Indirect Costs</p>

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:

- Six teachers were reported as missassigned, not properly authorized. LUSD will work toward 100% of teachers and staff to be appropriately assigned, as verified by the Williams report
- 100% of teachers servicing English Learners will have appropriate EL Authorization
- LUSD provides sufficient standards based instructional materials in all content areas for all students. The district will maintain the same level of sufficiency by ensuring that 100% of students will have access to Common Core and/or standards-based state board adopted instructional materials in all content areas, including English Learners, as verified by the Board approved sufficiency report.
- By the end of 15-16, 100% of teachers will be properly trained to deliver Common Core standards-based instruction in all content areas in the classroom, including Integrated and Designated English Language Development as verified by site and district observations.
- By the end of 15-16, 100% of students will receive Common Core standards- based instruction in all content areas, including Integrated and Designated English Language Development as verified by principal walk-throughs..
- LUSD provide integrated and designated ELD for all English Learners. By the end of 15-16, 100% of English Learners will receive integrated and designated English Language Development based on the 2012 ELA/ELD standards as verified by class/master schedules.
- Currently, all student have access to a broad course of study. LUSD will maintain the same level of access to ensure 100% of students K-12 will have access to and enroll in a broad course of study as described in Education code 51210 and 51220 and verified by class/Master schedules. Broad course of study is provided to all students including:
 - ELD daily for English Learners
 - Foster Youth will receive reading and math intervention when needed, as verified by assessment data.
 - Low Income students will receive reading and math intervention when needed, as verified by assessment data.
 - LUSD will continue reading intervention for Special Education students as based on the IEP.
- LUSD will maintain all facilities in accordance with industry standards as verified by the Williams report.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1.1a Recruit, hire and maintain highly qualified teachers and support staff dedicated to the learning outcomes, performance and achievement of students</p>	<p>ALL</p>	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify) _____</p>	<p>Base \$14,647,153 1XXX, 2XXX, 3XXX 4XXX, 5XXX Contracted Salaries/benefits Supplies/Material Contracted Services</p>
<p>1.1b Recruit, hire and maintain highly qualified teachers and support staff dedicated to the learning outcomes, performance and achievement of students</p>	<p>Districtwide</p>	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify) _____</p>	<p>Supplemental \$222,000 1XXX, 3XXX Salary /Benefits</p>

1.2a Maintain Professional Development Coordinator to ensure Professional Development for staff on Common Core research-based strategies, integration of technology of English Language Development	ALL	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Base \$75,487 1XXX, 3XX1 Salary /Benefits
1.2b Maintain Professional Development Coordinator to ensure Professional Development for staff on Common Core research-based strategies, integration of technology of English Language Development	Districtwide	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Supplemental \$111,050 1XXX, 2XXX, 3XXX Salary /Benefits
1.3 Hire and maintain qualified and trained personnel to maintain facilities based on industry standards to enhance the learning environment	ALL	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Base \$8,694,625 2XXX, 3XX2, 5XXX 4XXX, 6XXX Salary/Benefits Supplies/Material Contracted Services Equipment
1.4a Provide Common Core state standard based materials and textbooks in all areas of instruction: ELD/ELS, Science and Social Science	ALL	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Base \$3,625,000 4XXX Supplies/Material
1.4b Provide Common Core state standard based materials and textbooks in all areas of instruction: ELD/ELS, Science and Social Science	Districtwide	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Supplemental \$990,475 2XXX, 3XX2, 4XXX Salary/Benefits Supplies/Material
1.5 Purchase and maintain a variety of pupil devices and teacher technology enhanced work stations. (Refresh Plan – Year 3 of 3-year plan)	ALL	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Base \$2,000,000 4XXX, 6XXX Technology Equipment

<p>1.6 Maintain Professional Development on the use and application of integrating technology to support college and career readiness. (Maintain at 14/15 year level)</p>	<p>Districtwide</p>	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>Supplemental \$25,000 1XXX, 2XXX, 3XXX 5XXX Salary/Benefits Contracted Services</p>
<p>1.7 Increase Library Media/Assistants to support technology and library access for all students (Year 3 of 3-year plan)</p>	<p>ALL</p>	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>Base \$925,847 2XXX, 3XX2 Salary/Benefits</p>
<p>1.8 Maintain 6th period days at MS for students to increase broad access to the curriculum (STEM). (Maintain at 14/15 year level)</p>	<p>Middle Schools</p>	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>Base \$374,627 1XXX, 3XX1 Salary/Benefits</p>
<p>1.9 Maintain FTE at HS to allow for additional electives AP, CTE/ROP courses, and transitioning to Math Common Core pathways. (Maintain at 14/15 year level)</p>	<p>Districtwide</p>	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>Supplemental \$336,340 1XXX, 3XX1 Salary/Benefits</p>
<p>1.10 Increase access to Elementary and Middle School Music program.</p>	<p>Grades K-8</p>	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>Base \$678,203 1XXX, 3XX1 Salary/Benefits</p>
<p>1.11 Increase access to Middle School and High School Fine Arts program (See 1.8, 1.10, 1.36)</p>	<p>Districtwide</p>	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>Supplemental Base/ Supplemental 1.8, 1.10, 1.36</p>

<p>1.12 Increase counseling services.</p>	<p>Districtwide</p>	<p><u> X </u> ALL</p> <hr/> <p>OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	<p>Supplemental \$950,658 1XXX, 3XX1, 5XXX Salary/Benefits Contracted Services</p>
<p>1.13 Increase Community Liaison support to all sites to bridge communication between home and school and monitor English Learner services.</p>	<p>Districtwide</p>	<p><u> X </u> ALL</p> <hr/> <p>OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	<p>Supplemental \$814,209 2XXX, 3XX2 Salary/Benefits</p>
<p>1.14 All English Learners will receive integrated ELD in all content areas (access to core differentiated instruction, Language support) (See 1.2 Professional Development)</p>	<p>ALL</p>	<p><u>__</u> ALL</p> <hr/> <p>OR: ___ Low Income pupils <u> X </u> English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	<p>Supplemental \$10,000 1XXX, 3XX1 Salary/Benefits</p>
<p>1.15 All English Learner students will receive appropriate Language instructional materials utilizing 21st century technology</p>	<p>ALL</p>	<p><u>__</u> ALL</p> <hr/> <p>OR: ___ Low Income pupils <u> X </u> English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	<p>Base \$75,000 4XXX Supplies/Material</p>
<p>1.16 Maintain instruction/intervention in early literacy and mathematics for K-3 assessment data.</p>	<p>Districtwide</p>	<p><u> X </u> ALL</p> <hr/> <p>OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	<p>Supplemental \$161,000 4XXX, 5XXX Supplies/Material Contracted Services</p>
<p>1.17 Maintain and increase intervention, acceleration, core replacement in reading and mathematics for 4-12 students based on assessment data</p>	<p>Districtwide</p>	<p><u> X </u> ALL</p> <hr/> <p>OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	<p>Supplemental \$326,500 5XXX Contracted Services</p>

<p>1.18 Maintain reading and math intervention for K-12 students</p>	<p>Districtwide</p>	<p><u> X </u> ALL</p> <hr/> <p>OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>Supplemental \$1,664,387 1XXX, 2XXX, 3XXX 4XXX, 5XXX, 6XXX Salary/Benefits Supplies/Equipment Contracted Services</p>
<p>1.19 Maintain a K-12 articulation plan</p>	<p>ALL</p>	<p><u> X </u> ALL</p> <hr/> <p>OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>Base \$5,000 4XXX Supplies/Material</p>
<p>1.20a Maintain district assessment team to include ELA, Math and Language measures (CELDT)</p>	<p>ALL</p>	<p><u> X </u> ALL</p> <hr/> <p>OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>Base \$76,500 1XXX, 3XX1, 5XXX Salary/Benefits Contracted Services</p>
<p>1.20b Maintain district assessment team to include ELA, Math and Language measures (CELDT)</p>	<p>Districtwide</p>	<p><u> X </u> ALL</p> <hr/> <p>OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>Supplemental \$76,500 1XXX, 3XX1, 5XXX Salary/Benefits Contracted Services</p>
<p>1.21 Maintain a comprehensive summer program to provide intervention, credit recovery and enrichment</p>	<p>Districtwide</p>	<p><u> X </u> ALL</p> <hr/> <p>OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>Supplemental \$1,953,419 1XXX, 2XXX, 3XXX 4XXX, 5XXX, 6XXX Salary/Benefits Supplies/Equipment Contracted Services</p>

<p>1.22 Maintain a Coordinator for Special Education to ensure Special Education students have maximum access to academic classes.</p>	<p>ALL</p>	<p><u>__</u>ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>Special Education</u></p>	<p>Base \$152,218 1XXX, 3XX1 Salary/Benefits</p>
<p>1.23 Psychologist services to ensure all students receive necessary instruction base on appropriate placement.</p>	<p>ALL</p>	<p><u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____</p>	<p>Base \$3,152,949 1XXX, 3XX1 Salary/Benefits</p>
<p>1.24 Maintain Professional Development training for instructional aides supporting Special Education students.</p>	<p>ALL</p>	<p><u>__</u>ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>Special Education</u></p>	<p>Base \$10,000 5XXX Contracted Services</p>
<p>1.25 Increase efforts to recruit and retain a diverse work force</p>	<p>ALL</p>	<p><u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____</p>	<p>Base \$5,000 4XXX, 5XXX Supplies/Materials Contracted Services</p>
<p>1.26 Explore avenues to build capacity among current staff to increase diversity</p>	<p>Districtwide</p>	<p><u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____</p>	<p>Supplemental \$5,000 4XXX, 5XXX Supplies/Materials Contracted Services</p>
<p>1.27 Maintain class size reduction K-6 to increase student/teacher contact time. (K-3 24:1, 4-6 30:1)</p>	<p>Districtwide</p>	<p><u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____</p>	<p>Supplemental \$7,212,213 1XXX, 3XX1 Salary/Benefits</p>

<p>1.28 Maintain 2.5 days for teacher Professional Development in all content areas</p>	<p>Districtwide</p>	<p><u> X </u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	<p>Supplemental \$1,306,739 1XXX, 3XXX Salary/Benefits</p>
<p>1.29 Continue to review and revise district career technical courses and offerings to increase enrollment for all students.</p>	<p>Grades 9-12</p>	<p><u> X </u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	<p>Base \$1,425,178 1XXX, 2XXX, 3XXX 4XXX, 5XXX 6XXX Salary/Benefits Supplies/Equipment Contracted Services</p>
<p>1.30 Maintain Professional Development targeting English Learner research based strategies for all teachers/classroom paraprofessionals at all schools, including but not limited to scaffolding lessons to address all EL proficiency levels during integrated ELD and Designated ELD</p>	<p>ALL</p>	<p>___ ALL ----- OR: ___ Low Income pupils ___ X English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	<p>Supplemental \$35,000 1XXX, 3XX1, 5XXX Salary/Benefits Contracted Services</p>
<p>1.31 Maintain Bilingual paraprofessionals to provide primary language support during content instruction (integrated ELD)</p>	<p>ALL</p>	<p>___ ALL ----- OR: ___ Low Income pupils ___ X English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	<p>Supplemental \$2,760,775 2XXX, 3XX2 Salary/Benefits</p>
<p>1.32 Continue additional support will be provided for EL students to ensure appropriate language instruction</p>	<p>ALL</p>	<p>___ ALL ----- OR: ___ Low Income pupils ___ X English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	<p>Supplemental \$786,772 1XXX, 2XXX, 3XXX Salary/Benefits</p>

<p>1.33 Schools will monitor reclassified students and provide additional support as needed. (1.14)</p>	<p>Districtwide</p>	<p><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:(Specify)_____</p>	<p>Supplemental \$60,004 2XXX, 3XXX Salary/Benefits</p>
<p>1.34 Investigate the establishment of a Newcomer Center/Intake Center to assess and provide instruction based on individual student needs (EL/EDY)</p>	<p>ALL</p>	<p><u> </u>ALL ----- OR: <u> </u>Low Income pupils <u> </u>X English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>Supplemental \$0.00</p>
<p>1.35 Continue to target groups with identified AVID-like strategies or AVID program</p>	<p>ALL</p>	<p><u> </u>ALL ----- OR: <u> </u>X Low Income pupils <u> </u>X English Learners <u> </u>X Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>Supplemental \$397,652 1XXX, 3XX1, 5XXX Salary/Benefits Contracted Services</p>
<p>1.36 Reduce secondary class size by 2 students to a level of 31:1.</p>	<p>Districtwide</p>	<p><u> </u>X 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:(Specify)_____</p>	<p>Supplemental \$3,561,782 1XXX, 3XX1 Salary/Benefits</p>
<p>1.37 Expand Summer School to include an English Language Development Institute</p>	<p>Grades 9-11</p>	<p><u> </u>ALL ----- OR: <u> </u>Low Income pupils <u> </u>X English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>Supplemental \$255,253 1XXX, 2XXX, 3XXX Salary/Benefits</p>

<p>1.38 Special education services are provided to students based on their individual identified need. These interventions are designed to help learners with special needs achieve a higher level of personal self-sufficiency and success in school beyond what is available in the traditional classroom.</p>	<p>ALL</p>	<p><u> </u>ALL</p> <hr/> <p>OR: <u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> X</u> Other Subgroups:(Specify) <u> </u>Special Education</p>	<p>Base, State & Federal 49,300,135 1XXX, 2XXX, 3XXX 4XXX, 5XXX, 6XXX 7XXX Salary/Benefits Supplies/Equipm ent Contracted Services Indirect Costs</p>
<p>1.39 Restricted Federal and State funds will be used to supplement the base program. Guidelines will be followed to ensure appropriateness of expenditures.</p>	<p>ALL</p>	<p><u> </u>ALL</p> <hr/> <p>OR: <u> X</u> Low Income pupils <u> X</u> English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify) _____</p>	<p>State & Federal \$15,246,962 1XXX, 2XXX, 3XXX 4XXX, 5XXX, 6XXX 7XXX Salary/Benefits Supplies/Equipm ent Contracted Services Indirect Costs</p>
<p>1.40 The LUSD core program provides staff, services and systems that support the four Local Control Accountability Plan Goals of the Lodi Unified School District. This includes ensuring that highly qualified staff, and support structures/systems are in place that include teachers, classified, administration, district office staff, support and operations staff.</p>	<p>ALL</p>	<p><u> X</u> ALL</p> <hr/> <p>OR: <u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify) _____</p>	<p>Base \$166,453,533 1XXX, 2XXX, 3XXX 4XXX, 5XXX, 6XXX 7XXX Salary/Benefits Supplies/Equipm ent Contracted Services Indirect Costs</p>

GOAL:	2. All students including targeted students will demonstrate proficiency in literacy, mathematics and technology to prepare student to be college and career ready.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7__ 8_X COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Data reviewed to identify needs under Goal 2 were: <ul style="list-style-type: none"> • Standardized tests <ul style="list-style-type: none"> ◦ SBAC, CAPA, CAHSEE, Science • Annual Measurable Achievement Objectives – AMAO 1 – Not Met, AMAO 2 – Not Met, AMAO 3 • Reclassification rate • Advanced Placement scores • Early Assessment Program scores for College Readiness • A-G Completion • Enrollment in Career Technical Classes <p>After completing the review of data, LUSD has identified the following needs:</p> <ul style="list-style-type: none"> • Ensure students meet proficiency in literacy, mathematics and technology, • Ensure English Learners are meeting benchmarks toward Reclassification, • Ensure English Learners meet targets AMAO’s 1, 2, and 3, • Decrease the number of Long Term English Learners • Ensure High School students receive appropriate instruction and support to enroll and complete A-G, Advanced Placement, and CTE courses.
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Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: ALL
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Based on SBAC data, LUSD will: <ul style="list-style-type: none"> • Increase percentage of ALL students meeting proficiency, once a base line has been established. • Increase percentage of Low Income students meeting proficiency at a greater rate than all students, once a base line has been established • Increase percentage of English Learner students meeting proficiency at a greater rate than all students, once a base line has been established Currently LUSD has not met all three AMAO targets. 58% of ELS made progress toward English Proficiency. 9% of ELS were reclassified. LUSD will <ul style="list-style-type: none"> • Increase percent of English Learners growing 1 or more levels per year by 2%, based on CELDT. • Increase reclassification rate of English Learners 5 years or less by 1%, based on CELDT and reclassification rate. • Increase reclassification rate of Long Term English Learners by 2%, based on CELDT and reclassification rate. 57% of students passed the AP exam with a score of 3 or higher. LUSD will <ul style="list-style-type: none"> • Increase number of students with qualified scores by 3% on Advanced Placement tests, as verified by AP results. • Increase AP enrollment of English Learners and Low Income students by 2% (ALL students) as verified by AP enrollment. 25% of 11 th grade students scored “ready” on the ELA EAP to assess college readiness. LUSD will <ul style="list-style-type: none"> • Increase number of “ready” students in ELA or Math by 5% (ALL students) as verified by EAP results. • Increase number of students participating in EAP (ALL students) as verified by EAP results 28% of high school students completed A-G courses. LUSD will <ul style="list-style-type: none"> • Increase number of A-G completers by 3% (ALL students) as verified by grades. 1% of students completed a CTE 4year pathway . LUSD will <ul style="list-style-type: none"> • Increase percent of students completing a CTE 4 year pathway as verified by State priority snapshot.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1a Maintain a data management system to collect and monitor student achievement data	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Base \$167,000 1XXX, 3XXX, 5XXX Salary/Benefits Contracted Services
2.1b Maintain a data management system to collect and monitor student achievement data	Districtwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Supplemental \$30,190 2XXX, 3XXX Salary/Benefits
2.2 Provide PD in technology for teachers in all content areas	Districtwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Supplemental 1.2b
2.3 Maintain Library Media/Assistants to support technology and library access for all students	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Base 1.7
2.4 Maintain Instructional Coach Support system	Districtwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Supplemental \$153,425 1XXX, 3XX1 Salary/Benefits

<p>2.5 Maintain Professional Learning Communities staff sessions</p>	<p>Districtwide</p>	<p><u> X </u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	<p>Supplemental \$0.00</p>
<p>2.6 Increase access and opportunities to all High Schools for intervention and enrichment in all content areas</p>	<p>Schoolwide Lodi High Tokay Bear Creek McNair</p>	<p><u> X </u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	<p>Supplemental \$500,000 1XXX, 2XXX, 3XXX 4XXX, 5XXX Salary/Benefits Supplies/Materia l Contracted Services</p>
<p>2.7 Teacher technology support for K-12 school sites following 1:1 Implementation Plan with compensation</p>	<p>Districtwide</p>	<p><u> X </u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	<p>Supplemental \$30,000 1XXX, 3XXX Salary/Benefits</p>
<p>2.8 Maintain itinerant technology Coaches to integrate technology in all content areas</p>	<p>ALL</p>	<p><u> X </u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	<p>Base \$515,926 1XXX, 3XXX Salary/Benefits</p>
<p>2.9 Maintain access to literacy and mathematics intervention integrating technology for targeted students</p>	<p>ALL</p>	<p>___ ALL ----- OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	<p>Supplemental 1.16, 1.17, 1.18</p>

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:

- Based on SBAC data, LUSD will:
- Increase percentage of ALL students meeting proficiency, once a base line has been established.
 - Increase percentage of Low Income students meeting proficiency at a greater rate than all students, once a base line has been established
 - Increase percentage of English Learner students meeting proficiency at a greater rate than all students, once a base line has been established
- Currently LUSD has not met all three AMAO targets. 58% of ELS made progress toward English Proficiency. 9% of ELS were reclassified. LUSD will
- Increase percent of English Learners growing 1 or more levels per year by 2%, based on CELDT.
 - Increase reclassification rate of English Learners 5 years or less by 1%, based on CELDT and reclassification rate.
 - Increase reclassification rate of Long Term English Learners by 2%, based on CELDT and reclassification rate.
- 57% of students passed the AP exam with a score of 3 or higher. LUSD will
- Increase number of students with qualified scores by 3% on Advanced Placement tests, as verified by AP results.
 - Increase AP enrollment of English Learners and Low Income students by 2% (ALL students) as verified by AP enrollment.
- 25% of 11th grade students scored “ready” on the ELA EAP to assess college readiness. LUSD will
- Increase number of “ready” students in ELA or Math by 5% (ALL students) as verified by EAP results.
 - Increase number of students participating in EAP (ALL students) as verified by EAP results
- 28% of high school students completed A-G courses. LUSD will
- Increase number of A-G completers by 3% (ALL students) as verified by grades.
- 1% of students completed a CTE 4year pathway . LUSD will
- Increase percent of students completing a CTE 4 year pathway as verified by State priority snapshot.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1a Maintain a data management system to collect and monitor student achievement data	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Base \$167,000 1XXX, 3XXX, 5XXX Salary/Benefits Contracted Services
2.1b Maintain a data management system to collect and monitor student achievement data	Districtwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Supplemental \$31,413 2XXX, 3XXX Salary/Benefits
2.2 Provide PD in technology for teachers in all content areas	Districtwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Supplemental 1.2b
	ALL	<input checked="" type="checkbox"/> ALL	Base

<p>2.3 Maintain Library Media/Assistants to support technology and library access for all students</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>1.7</p>
<p>2.4 Maintain Instructional Coach Support system</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Supplemental \$158,810 1XXX, 3XX1 Salary/Benefits</p>
<p>2.5 Continue Professional Learning Communities staff sessions</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Supplemental \$0.00</p>
<p>2.6 Increase access and opportunities to all High Schools for intervention and enrichment in all content areas (Maintain at 15-16 level)</p>	<p>Schoolwide Lodi High Tokay Bear Creek McNair</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Supplemental \$1,000,000 1XXX, 2XXX, 3XXX 4XXX, 5XXX Salary/Benefits Supplies/Material Contracted Services</p>
<p>2.7 Teacher technology support for K-12 school sites following 1:1 Implementation Plan with compensation</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Supplemental \$45,000 1XXX, 3XXX Salary/Benefits</p>
<p>2.8 Maintain itinerant technology Coaches to integrate technology in all content areas</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Base \$534,035 1XXX, 3XXX Salary/Benefits</p>

<p>2.9 Maintain access to literacy and mathematics intervention integrating technology for targeted students</p>	<p>ALL</p>	<p><u> </u>ALL ----- OR: <u> </u>X Low Income pupils <u> </u>X English Learners <u> </u>X Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>Supplemental 1.16, 1.17, 1.18</p>
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LCAP Year 3: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>Based on SBAC data, LUSD will:</p> <ul style="list-style-type: none"> • Increase percentage of ALL students meeting proficiency, once a base line has been established. • Increase percentage of Low Income students meeting proficiency at a greater rate than all students, once a base line has been established • Increase percentage of English Learner students meeting proficiency at a greater rate than all students, once a base line has been established <p>Currently LUSD has not met all three AMAO targets. 58% of ELS made progress toward English Proficiency. 9% of ELS were reclassified. LUSD will</p> <ul style="list-style-type: none"> • Increase percent of English Learners growing 1 or more levels per year by 2%, based on CELDT. • Increase reclassification rate of English Learners 5 years or less by 1%, based on CELDT and reclassification rate. • Increase reclassification rate of Long Term English Learners by 2%, based on CELDT and reclassification rate. <p>57% of students passed the AP exam with a score of 3 or higher. LUSD will</p> <ul style="list-style-type: none"> • Increase number of students with qualified scores by 3% on Advanced Placement tests, as verified by AP results. • Increase AP enrollment of English Learners and Low Income students by 2% (ALL students) as verified by AP enrollment. <p>25% of 11th grade students scored “ready” on the ELA EAP to assess college readiness. LUSD will</p> <ul style="list-style-type: none"> • Increase number of “ready” students in ELA or Math by 5% (ALL students) as verified by EAP results. • Increase number of students participating in EAP (ALL students) as verified by EAP results <p>28% of high school students completed A-G courses. LUSD will</p> <ul style="list-style-type: none"> • Increase number of A-G completers by 3% (ALL students) as verified by grades. <p>1% of students completed a CTE 4year pathway . LUSD will</p> <ul style="list-style-type: none"> • Increase percent of students completing a CTE 4 year pathway as verified by State priority snapshot.
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<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>2.1a Maintain a data management system to collect and monitor student achievement data</p>	<p>ALL</p>	<p><u> </u>X 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:(Specify)_____</p>	<p>Base \$167,000 1XXX, 3XXX, 5XXX Salary/Benefits Contracted Services</p>
<p>2.1b Maintain a data management system to collect and monitor student achievement data</p>	<p>Districtwide</p>	<p><u> </u>X 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:(Specify)_____</p>	<p>Supplemental \$32,434 2XXX, 3XXX Salary/Benefits</p>

<p>2.2 Provide PD in technology for teachers in all content areas</p>	<p>Districtwide</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>Supplemental 1.2b</p>
<p>2.3 Maintain Library Media/Assistants to support technology and library access for all students</p>	<p>ALL</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>Base 1.7</p>
<p>2.4 Maintain Instructional Coach Support system</p>	<p>Districtwide</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>Supplemental \$164,384 1XXX, 3XXX Salary/Benefits</p>
<p>2.5 Maintain Professional Learning Communities staff sessions</p>	<p>Districtwide</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>Supplemental \$0.00</p>
<p>2.6 Increase access and opportunities to all High Schools for intervention and enrichment in all content areas</p>	<p>Schoolwide Lodi High Tokay Bear Creek McNair</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>Supplemental \$1,000,000 1XXX, 2XXX, 3XXX 4XXX, 5XXX Salary/Benefits Supplies/Materia l Contracted Services</p>
<p>2.7 Teacher technology support for K-12 school sites following 1:1 Implementation Plan with compensation</p>	<p>Districtwide</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>Supplemental \$45,000 1XXX, 3XXX Salary/Benefits</p>

<p>2.8 Maintain itinerant technology Coaches to integrate technology in all content areas</p>	<p>ALL</p>	<p><u> X </u> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p>	<p>Base \$552,780 1XXX, 3XXX Salary/Benefits</p>
<p>2.9 Maintain access to literacy and mathematics intervention integrating technology for targeted students</p>	<p>ALL</p>	<p>___ ALL OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p>	<p>Supplemental 1.16, 1.17, 1.18</p>

<p>GOAL:</p>	<p>3. LUSD schools will be positive and supportive learning environments that provide maximum opportunities for each student to succeed.</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3_ X _ 4__ 5_ X _ 6_ X _ 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>
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<p>Identified Need :</p>	<p>Data reviewed to identify needs under Goal 3 were:</p> <ul style="list-style-type: none"> • School Attendance Review Board data for Chronic Absenteeism • School Attendance rates • High School Drop-out rate • High School Graduation rate • Suspension rate • Expulsion rate • Currently, baseline data for Middle School Dropout Rate is insufficient to provide a clear and consistent Middle School rate. <p>After completing the review of data, LUSD has identified the following needs:</p> <ul style="list-style-type: none"> • Ensure proper monitoring of student attendance, graduation, suspension and expulsion rates, chronic absenteeism • Create an efficient system to connect home and school to improve student academic success and parent involvement • Foster a partnership with the community to address specific student needs, • Provide Professional Development for all staff to a effectively address student needs.
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<p>Goal Applies to:</p>	<p>Schools:</p>	<p>ALL</p>	<p>Applicable Pupil Subgroups:</p>	<p>ALL</p>
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:

Currently, Middle School dropout rate is .3% for ELS, .6% of SED, 0% for Foster Youth. LUSD will

- Investigate and implement an electronic monitoring system to decrease Middle School dropout weight, as verified by the State Priority Snapshot

Currently, LUSD attendance rate is 95.86%. LUSD will

- Continue district incentive to maintain attendance rates as verified by Aeries.

Currently, LUSD Chronic absenteeism rate is not available. LUSD will

- Establish baseline data for 15-16 as verified by Aeries.

Currently, the High school dropout rate is 12.3%. LUSD will

- Decrease dropout rate by 1 %, as verified by Dataquest or CALPADS.

Currently, the High School graduation rate is 80.6%. LUSD will

- Increase graduation rate by 1 %, as verified by Dataquest or CALPADS.

Currently, the suspension rate is 6.9%. LUSD will

- Decrease suspension rate by 1%, as verified by Dataquest or CALPADS.

Currently, the expulsion rate is .4%. LUSD will

- Maintain expulsion rate, as verified by Dataquest or CALPADS.

LUSD prides itself on seeking parent input. Parents are encouraged to participate in the decision making process through the following opportunities:

- LCAP meetings
- District Advisory Committee
- Advisory meetings
- School Site Council
- Parent Surveys
- Board meetings
- Back to School, Open house

Based on sign in sheets, survey results and parent attendance records, LUSD parents are taking advantage of the participation opportunities provided district wide. Moving forward, LUSD intends to increase parent participation.

Parents of unduplicated pupils have access to the same parent participation opportunities provided district wide including

- English Learner Advisory Committee
- District English Learner Advisory Committee
- Title 1 Parent meeting
- English Learner LCAP Committee

Parents of Special Education pupils have access to the same parent participation opportunities provided district wide including

- 504 meetings
- Student Success Teams
- Individual Education Plan meetings

Annually, LUSD provides the parents with a survey regarding school safety and connectedness. Data is available at the district and site level. 94% of parents feel that their schools are safe. 94% elementary and 80% high school parents feel connected. LUSD will increase by each area by 1% as measured by the annual survey.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Recruit, hire and maintain highly qualified teachers and support staff dedicated to the learning outcomes, performance and achievement of students.	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Base 1.1a

<p>3.2 Maintain support to address the needs of students experiencing behavioral difficulty</p>	<p>Districtwide</p>	<p><u> X </u> ALL</p> <hr/> <p>OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Supplemental \$313,916</p> <p>1XXX, 3XXX Salary/Benefits</p>
<p>3.3 Community outreach program to include committees to address needs of specific student populations</p>	<p>Districtwide</p>	<p><u> X </u> ALL</p> <hr/> <p>OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Supplemental \$10,000</p> <p>4XXX Supplies/Materials</p>
<p>3.4 Provide customer service training. Ensure that all visitors are received in a welcoming manner at all district facilities</p>	<p>Districtwide</p>	<p><u> X </u> ALL</p> <hr/> <p>OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Supplemental \$5,000</p> <p>5XXX Contracted Services</p>
<p>3.5 Continue to increase staff to provide additional parent contact to address attendance difficulties (CWA)</p>	<p>Districtwide</p>	<p><u> X </u> ALL</p> <hr/> <p>OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Supplemental \$636,555</p> <p>1XXX, 2XXX, 3XXX 4XXX, 5XXX, 6XXX Salary/Benefits Supplies/Equipment Contracted Services</p>

<p>3.6 Identify options for Middle school and High school students in target groups who are at risk of failing</p>	<p>Grades 7-12</p>	<p><u> </u>ALL</p> <hr/> <p>OR: <u> </u>X Low Income pupils <u> </u>X English Learners <u> </u>X Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>Supplemental \$421,938 1XXX, 2XXX, 3XXX 4XXX, 5XXX, 6XXX Salary/Benefits Supplies/Equipment Contracted Services</p>
<p>3.7 Maintain a consistent and systematic support system to address core issues affecting our target groups (EL, FY EDY) of the Delta Sierra attendance area, in order to improve students’ academic success through increased parent involvement, (Area Pilot Program)</p>	<p>Grades K-8 Delta Sierra Creekside Oakwood Parklane Sutherland Wagner Holt</p>	<p><u> </u>ALL</p> <hr/> <p>OR: <u> </u>X Low Income pupils <u> </u>X English Learners <u> </u>X Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>Supplemental \$265,000 5XXX Contracted Services</p>
<p>3.8 Maintain additional services to support students experiencing attendance difficulties.</p>	<p>ALL</p>	<p><u> </u>ALL</p> <hr/> <p>OR: <u> </u>X Low Income pupils <u> </u>X English Learners <u> </u>X Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>Supplemental \$337,740 1XXX, 2XXX, 3XXX 4XXX, 5XXX Salary/Benefits Supplies/Material Contracted Services</p>
<p>3.9 Increase parent knowledge regarding specific needs to target groups through parent workshops</p>	<p>ALL</p>	<p><u> </u>ALL</p> <hr/> <p>OR: <u> </u>X Low Income pupils <u> </u>X English Learners <u> </u>X Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>Supplemental 4.2</p>

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:

Currently, Middle School dropout rate is .3% for ELS, .6% of SED, 0% for Foster Youth. LUSD will

- Investigate and implement an electronic monitoring system to decrease Middle School dropout weight, as verified by the State Priority Snapshot

Currently, LUSD attendance rate is 95.86%. LUSD will

- Continue district incentive to maintain attendance rates as verified by Aeries.

Currently, LUSD Chronic absenteeism rate is not available. LUSD will

- Establish baseline data for 15-16 as verified by Aeries.

Currently, the High school dropout rate is 12.3%. LUSD will

- Decrease dropout rate by 1 %, as verified by Dataquest or CALPADS.

Currently, the High School graduation rate is 80.6%. LUSD will

- Increase graduation rate by 1 %, as verified by Dataquest or CALPADS.

Currently, the suspension rate is 6.9%. LUSD will

- Decrease suspension rate by 1%, as verified by Dataquest or CALPADS.

Currently, the expulsion rate is .4%. LUSD will

- Maintain expulsion rate, as verified by Dataquest or CALPADS.

LUSD prides itself on seeking parent input. Parents are encouraged to participate in the decision making process through the following opportunities:

- LCAP meetings
- District Advisory Committee
- Advisory meetings
- School Site Council
- Parent Surveys
- Board meetings
- Back to School, Open house

Based on sign in sheets, survey results and parent attendance records, LUSD parents are taking advantage of the participation opportunities provided district wide. Moving forward, LUSD intends to increase parent participation.

Parents of unduplicated pupils have access to the same parent participation opportunities provided district wide including

- English Learner Advisory Committee
- District English Learner Advisory Committee
- Title 1 Parent meeting
- English Learner LCAP Committee

Parents of Special Education pupils have access to the same parent participation opportunities provided district wide including

- 504 meetings
- Student Success Teams
- Individual Education Plan meetings

Annually, LUSD provides the parents with a survey regarding school safety and connectedness. Data is available at the district and site level. 94% of parents feel that their schools are safe. 94% elementary and 80% high school parents feel connected. LUSD will increase by each area by 1% as measured by the annual survey.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Recruit, hire and maintain highly qualified teachers and support staff dedicated to the learning outcomes, performance and achievement of students.	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Base 1.1a

<p>3.2 Maintain support to address the needs of students experiencing behavioral difficulty</p>	<p>Districtwide</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>Supplemental \$324,934 1XXX, 3XXX Salary/Benefits</p>
<p>3.3 Continue community outreach program to include committees to address needs of specific student populations</p>	<p>Districtwide</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>Supplemental \$15,000 4XXX Supplies/Materials</p>
<p>3.4 Continue customer service training. Ensure that all visitors are received in a welcoming manner at all district facilities</p>	<p>Districtwide</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>Supplemental \$5,000 5XXX Contracted Services</p>
<p>3.5 Maintain staff to provide additional parent contact to address attendance difficulties (CWA) (Maintain at 15-16 level)</p>	<p>Districtwide</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>Supplemental \$660,918 1XXX, 2XXX, 3XXX 4XXX, 5XXX 6XXX Salary/Benefits Supplies/Equipment Contracted Services</p>

<p>3.6 Identify options for Middle school and High school students in target groups who are at risk of failing</p>	<p>Grades 7-12</p>	<p><u> </u>ALL</p> <hr/> <p>OR: <u> </u>X Low Income pupils <u> </u>X English Learners <u> </u>X Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>Supplemental \$425,000 1XXX, 2XXX, 3XXX 4XXX, 5XXX 6XXX Salary/Benefits Supplies/Equipment Contracted Services</p>
<p>3.7 Maintain a consistent and systematic support system to address core issues affecting our target groups (EL, FY EDY) of the Delta Sierra attendance area, in order to improve students' academic success through increased parent involvement, (Area Pilot Program) Expand to Area 2.</p>	<p>Grades K-8 Delta Sierra Creekside Oakwood Parklane Sutherland Wagner Holt</p>	<p><u> </u>ALL</p> <hr/> <p>OR: <u> </u>X Low Income pupils <u> </u>X English Learners <u> </u>X Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>Supplemental \$530,000 5XXX Contracted Services</p>
<p>3.8 Maintain additional services to support students experiencing attendance difficulties.</p>	<p>ALL</p>	<p><u> </u>ALL</p> <hr/> <p>OR: <u> </u>X Low Income pupils <u> </u>X English Learners <u> </u>X Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>Supplemental \$349,068 1XXX, 2XXX, 3XXX 4XXX, 5XXX Salary/Benefits Supplies/Material Contracted Services</p>
<p>3.9 Increase parent knowledge regarding specific needs to target groups through parent workshops (See 3A 4.2)</p>	<p>ALL</p>	<p><u> </u>ALL</p> <hr/> <p>OR: <u> </u>X Low Income pupils <u> </u>X English Learners <u> </u>X Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>Supplemental 4.2</p>

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:

Currently, Middle School dropout rate is .3% for ELS, .6% of SED, 0% for Foster Youth. LUSD will

- Investigate and implement an electronic monitoring system to decrease Middle School dropout weight, as verified by the State Priority Snapshot

Currently, LUSD attendance rate is 95.86%. LUSD will

- Continue district incentive to maintain attendance rates as verified by Aeries.

Currently, LUSD Chronic absenteeism rate is not available. LUSD will

- Establish baseline data for 15-16 as verified by Aeries.

Currently, the High school dropout rate is 12.3%. LUSD will

- Decrease dropout rate by 1 %, as verified by Dataquest or CALPADS.

Currently, the High School graduation rate is 80.6%. LUSD will

- Increase graduation rate by 1 %, as verified by Dataquest or CALPADS.

Currently, the suspension rate is 6.9%. LUSD will

- Decrease suspension rate by 1%, as verified by Dataquest or CALPADS.

Currently, the expulsion rate is .4%. LUSD will

- Maintain expulsion rate, as verified by Dataquest or CALPADS.

LUSD prides itself on seeking parent input. Parents are encouraged to participate in the decision making process through the following opportunities:

- LCAP meetings
- District Advisory Committee
- Advisory meetings
- School Site Council
- Parent Surveys
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- English Learner Advisory Committee
- District English Learner Advisory Committee
- Title 1 Parent meeting
- English Learner LCAP Committee

Parents of Special Education pupils have access to the same parent participation opportunities provided district wide including

- 504 meetings
- Student Success Teams
- Individual Education Plan meetings

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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Recruit, hire and maintain highly qualified teachers and support staff dedicated to the learning outcomes, performance and achievement of students.	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Base 1.1a

<p>3.2 Maintain support to address the needs of students experiencing behavioral difficulty</p>	<p>Districtwide</p>	<p><u> X </u> ALL</p> <hr/> <p>OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Supplemental \$336,340 1XXX, 3XXX Salary/Benefits</p>
<p>3.3 Community outreach program to include committees to address needs of specific student populations</p>	<p>Districtwide</p>	<p><u> X </u> ALL</p> <hr/> <p>OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Supplemental \$15,000 4XXX Supplies/Materials</p>
<p>3.4 Provide customer service training. Ensure that all visitors are received in a welcoming manner at all district facilities</p>	<p>Districtwide</p>	<p><u> X </u> ALL</p> <hr/> <p>OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Supplemental \$5,000 5XXX Contracted Services</p>
<p>3.5 Continue to increase staff to provide additional parent contact to address attendance difficulties (CWA)</p>	<p>Districtwide</p>	<p><u> X </u> ALL</p> <hr/> <p>OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Supplemental \$681,260 1XXX, 2XXX, 3XXX 4XXX, 5XXX, 6XXX Salary/Benefits Supplies/Equipment Contracted Services</p>

<p>3.6 Identify options for Middle school and High school students in target groups who are at risk of failing</p>	<p>Grades 7-12</p>	<p><u> </u>ALL</p> <hr/> <p>OR: <u> </u>X Low Income pupils <u> </u>X English Learners <u> </u>X Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>Supplemental \$430,000 1XXX, 2XXX, 3XXX 4XXX, 5XXX, 6XXX Salary/Benefits Supplies/Equipment Contracted Services</p>
<p>3.7 Maintain a consistent and systematic support system to address core issues affecting our target groups (EL, FY EDY) of the Delta Sierra attendance area, in order to improve students' academic success through increased parent involvement, (Area Pilot Program)</p>	<p>Grades K-8 Delta Sierra Creekside Oakwood Parklane Sutherland Wagner Holt</p>	<p><u> </u>ALL</p> <hr/> <p>OR: <u> </u>X Low Income pupils <u> </u>X English Learners <u> </u>X Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>Supplemental \$530,000 5XXX Contracted Services</p>
<p>3.8 Maintain additional services to support students experiencing attendance difficulties.</p>	<p>ALL</p>	<p><u> </u>ALL</p> <hr/> <p>OR: <u> </u>X Low Income pupils <u> </u>X English Learners <u> </u>X Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>Supplemental \$360,794 1XXX, 2XXX, 3XXX 4XXX, 5XXX Salary/Benefits Supplies/Materials Contracted Services</p>
<p>3.9 Increase parent knowledge regarding specific needs to target groups through parent workshops. (See 4.2)</p>	<p>ALL</p>	<p><u> </u>ALL</p> <hr/> <p>OR: <u> </u>X Low Income pupils <u> </u>X English Learners <u> </u>X Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>Supplemental 4.2</p>

<p>GOAL:</p>	<p>4. All LUSD sites will provide outstanding customer service and will be maintained in order to enhance safety and remain attractive at all times</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>
<p>Identified Need :</p>	<p>Data reviewed to identify needs under Goal 4 were:</p> <ul style="list-style-type: none"> • Parent meetings, Surveys, workshops • District website comment page • Williams report – no complaints filed <p>After completing the review of data, LUSD has identified the following needs:</p> <ul style="list-style-type: none"> • Ensure parents partner with the school to provide input and recommendations for their students, • Ensure parents feel valued and welcomed to participate in their child’s education, and • Ensure that all facilities are maintained in a safe, orderly and welcoming manner. 	
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>ALL</p>
	<p>Applicable Pupil Subgroups:</p>	<p>ALL</p>
<p>LCAP Year 1: 2015-16</p>		

Expected Annual Measurable Outcomes:

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- Continue district incentive to maintain attendance rates as verified by Aeries.

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- Establish baseline data for 15-16 as verified by Aeries.

Currently, the High school dropout rate is 12.3%. LUSD will

- Decrease dropout rate by 1 %, as verified by Dataquest or CALPADS.

Currently, the High School graduation rate is 80.6%. LUSD will

- Increase graduation rate by 1 %, as verified by Dataquest or CALPADS.

Currently, the suspension rate is 6.9%. LUSD will

- Decrease suspension rate by 1%, as verified by Dataquest or CALPADS.

Currently, the expulsion rate is .4%. LUSD will

- Maintain expulsion rate, as verified by Dataquest or CALPADS.

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- District Advisory Committee
- Advisory meetings
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- District English Learner Advisory Committee
- Title 1 Parent meeting
- English Learner LCAP Committee

Parents of Special Education pupils have access to the same parent participation opportunities provided district wide including

- 504 meetings
- Student Success Teams
- Individual Education Plan meetings

Annually, LUSD provides the parents with a survey regarding school safety and connectedness. Data is available at the district and site level. 94% of parents feel that their schools are safe. 94% elementary and 80% high school parents feel connected. LUSD will increase by each area by 1% as measured by the annual survey.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1a Continue to implement school safety and security measures.	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Base \$3,473,553 2XXX, 3XX2 4XXX, 5XXX Salary/Benefits Supplies/Material Contracted Services

<p>4.1b Continue to implement school safety and security measures.</p>	<p>Districtwide</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Supplemental \$531,410 5XXX Contracted Services</p>
<p>4.2 Continue parent workshops covering various topics (Language classes, technology, community services, college, career, safety, health and nutrition, supporting literacy at home).</p>	<p>Districtwide</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Supplemental \$19,000 4XXX, 5XXX Supplies/Material Contracted Services</p>
<p>4.3 Each site will develop a parent support plan (i.e. parent compact, parent trainers)</p>	<p>Districtwide</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Supplemental \$5,000 4XXX, 5XXX Supplies/Material Contracted Services</p>
<p>4.4 Provide Community Liaison support to all sites to bridge communication between home and school</p>	<p>ALL</p>	<p><u> </u> ALL ----- OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Supplemental 1.13</p>
<p>4.5 Continue to ensure a bully free environment (i.e. conflict management, circle of friends, life skills, character development.</p>	<p>Districtwide</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Supplemental \$10,000 5XXX Contracted Services</p>
<p>4.6 Recruit and hire office staff that can communicate effectively with all parents (See 1.1, 1.25)</p>	<p>ALL</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Base 1.1a, 1.25</p>

<p>4.7 Customer Service at first point of contact will demonstrate sensitivity to all cultures and languages.</p> <p>(See 1.1, 1.25)</p>	<p>ALL</p>	<p><u>X</u> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Base 1.1a, 1.25</p>
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LCAP Year 2: 2016-2017

<p>Expected Annual Measurable Outcomes:</p>	<p>Currently, Middle School dropout rate is .3% for ELS, .6% of SED, 0% for Foster Youth. LUSD will</p> <ul style="list-style-type: none"> Investigate and implement an electronic monitoring system to decrease Middle School dropout weight, as verified by the State Priority Snapshot <p>Currently, LUSD attendance rate is 95.86%. LUSD will</p> <ul style="list-style-type: none"> Continue district incentive to maintain attendance rates as verified by Aeries. <p>Currently, LUSD Chronic absenteeism rate is not available. LUSD will</p> <ul style="list-style-type: none"> Establish baseline data for 15-16 as verified by Aeries. <p>Currently, the High school dropout rate is 12.3%. LUSD will</p> <ul style="list-style-type: none"> Decrease dropout rate by 1 %, as verified by Dataquest or CALPADS. <p>Currently, the High School graduation rate is 80.6%. LUSD will</p> <ul style="list-style-type: none"> Increase graduation rate by 1 %, as verified by Dataquest or CALPADS. <p>Currently, the suspension rate is 6.9%. LUSD will</p> <ul style="list-style-type: none"> Decrease suspension rate by 1%, as verified by Dataquest or CALPADS. <p>Currently, the expulsion rate is .4%. LUSD will</p> <ul style="list-style-type: none"> Maintain expulsion rate, as verified by Dataquest or CALPADS. <p>LUSD prides itself on seeking parent input. Parents are encouraged to participate in the decision making process through the following opportunities:</p> <ul style="list-style-type: none"> LCAP meetings District Advisory Committee Advisory meetings School Site Council Parent Surveys Board meetings Back to School, Open house <p>Based on sign in sheets, survey results and parent attendance records, LUSD parents are taking advantage of the participation opportunities provided district wide. Moving forward, LUSD intends to increase parent participation.</p> <p>Parents of unduplicated pupils have access to the same parent participation opportunities provided district wide including</p> <ul style="list-style-type: none"> English Learner Advisory Committee District English Learner Advisory Committee Title 1 Parent meeting English Learner LCAP Committee <p>Parents of Special Education pupils have access to the same parent participation opportunities provided district wide including</p> <ul style="list-style-type: none"> 504 meetings Student Success Teams Individual Education Plan meetings <p>Annually, LUSD provides the parents with a survey regarding school safety and connectedness. Data is available at the district and site level. 94% of parents feel that their schools are safe. 94% elementary and 80% high school parents feel connected. LUSD will increase by each area by 1% as measured by the annual survey.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>4.1a Continue to implement school safety and security measures.</p>	<p>ALL</p>	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	<p>Base \$3,522,630 2XXX, 3XX2, 4XXX 5XXX Salary/Benefits Supplies/Material Contracted Services</p>
<p>4.1b Continue to implement school safety and security measures.</p>	<p>Districtwide</p>	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	<p>Supplemental \$531,410 5XXX Contracted Services</p>
<p>4.2 Continue parent workshops covering various topics (Language classes, technology, community services, college, career, safety, health and nutrition, supporting literacy at home).</p>	<p>Districtwide</p>	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	<p>Supplemental \$19,000 4XXX, 5XXX Supplies/Material Contracted Services</p>
<p>4.3 Each site will develop a parent support plan (i.e. parent compact, parent trainers)</p>	<p>Districtwide</p>	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	<p>Supplemental \$5,000 4XXX, 5XXX Supplies/Material Contracted Services</p>
<p>4.4 Provide Community Liaison support to all sites to bridge communication between home and school (See 1.14)</p>	<p>ALL</p>	<p><u> </u> ALL</p> <hr/> <p>OR:</p> <p><u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	<p>Supplemental 1.13</p>

<p>4.5 Continue to ensure a bully free environment (i.e. conflict management, circle of friends, life skills, character development.</p>	<p>Districtwide</p>	<p><u><input checked="" type="checkbox"/></u> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Supplemental \$10,000 5XXX Contracted Services</p>
<p>4.6 Recruit and hire office staff that can communicate effectively with all parents</p> <p>(See 1.1, 1.25)</p>	<p>ALL</p>	<p><u><input checked="" type="checkbox"/></u> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Base 1.1a, 1.25</p>
<p>4.7 Customer Service at first point of contact will demonstrate sensitivity to all cultures and languages.</p> <p>(See 1.1, 1.25)</p>	<p>ALL</p>	<p><u><input checked="" type="checkbox"/></u> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Base 1.1a, 1.25</p>

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:

Currently, Middle School dropout rate is .3% for ELS, .6% of SED, 0% for Foster Youth. LUSD will

- Investigate and implement an electronic monitoring system to decrease Middle School dropout weight, as verified by the State Priority Snapshot

Currently, LUSD attendance rate is 95.86%. LUSD will

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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1a Continue to implement school safety and security measures.	ALL	<u> X </u> ALL <hr/> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Base \$3,563,608 2XXX, 3XX2, 4XXX 5XXX Salary/Benefits Supplies/Material Contracted Services

<p>4.1b Continue to implement school safety and security measures.</p>	<p>Districtwide</p>	<p><u> X </u> ALL</p> <hr/> <p>OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	<p>Supplemental \$531,410 5XXX Contracted Services</p>
<p>4.2 Continue parent workshops covering various topics (Language classes, technology, community services, college, career, safety, health and nutrition, supporting literacy at home).</p>	<p>Districtwide</p>	<p><u> X </u> ALL</p> <hr/> <p>OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	<p>Supplemental \$19,000 4XXX, 5XXX Supplies/Material Contracted Services</p>
<p>4.3 Each site will develop a parent support plan (i.e. parent compact, parent trainers)</p>	<p>Districtwide</p>	<p><u> X </u> ALL</p> <hr/> <p>OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	<p>Supplemental \$5,000 4XXX, 5XXX Supplies/Material Contracted Services</p>
<p>4.4 Provide Community Liaison support to all sites to bridge communication between home and school</p>	<p>ALL</p>	<p><u> </u> ALL</p> <hr/> <p>OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	<p>Supplemental 1.13</p>
<p>4.5 Continue to ensure a bully free environment (i.e. conflict management, circle of friends, life skills, character development.</p>	<p>Districtwide</p>	<p><u> X </u> ALL</p> <hr/> <p>OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	<p>Supplemental \$10,000 5XXX Contracted Services</p>
	<p>ALL</p>	<p><u> X </u> ALL</p>	<p>Base</p>

<p>4.6 Recruit and hire office staff that can communicate effectively with all parents</p> <p>(See 1.1, 1.25)</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>1.1a, 1.25</p>
<p>4.7 Customer Service at first point of contact will demonstrate sensitivity to all cultures and languages.</p> <p>(See 1.1, 1.25)</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Base 1.1a, 1.25</p>

Annual Update

Annual Update Instructions:

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

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific 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?

<p>Original GOAL from prior year LCAP:</p>	<p>1. LUSD will promote and create learning environments with highly qualified personnel that will maximize access to the academic core for all, including Low Income, English Learners, Reclassified, Foster Youth and Special Education students, as well as provide enrichment opportunities to prepare our students to be college and career ready</p>		<p>Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u> </u> 4 <u> </u> 5 <u> </u> 6 <u> </u> 7 <u>X</u> 8 <u> </u> COE only: 9 <u> </u> 10 <u> </u> Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools: All Schools</p>	<p>Applicable Pupil Subgroups: ALL</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>Highly Qualified</p> <ul style="list-style-type: none"> All teachers and staff will be fully credentialed and appropriately assigned. <p>EL Authorization</p> <ul style="list-style-type: none"> All teachers servicing English Learners will have appropriate EL Authorization <p>Williams Report</p> <ul style="list-style-type: none"> All students will have access to Common Core and/or standards-based state board adopted instructional materials in all content areas, including English Learners. <p>Professional Development</p> <ul style="list-style-type: none"> All teachers will be properly trained to deliver Common Core standards-based instruction in all content areas, including English Language Development. <p>Master Schedule, School, Classroom schedules</p> <ul style="list-style-type: none"> All students will receive Common Core standards- based instruction All English Learners will receive integrated and designated English Language Development based on the 2012 ELA/ELD standards. <p>Master Schedule</p> <ul style="list-style-type: none"> All Students K-12 will have access to and enroll in a broad course of study as described in Education code 51210 and 51220. 	<p>Actual Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> All actions/services were addressed and determined to be effective except: 3A 1.19, 1.21, 1.29, 2.7, 3.3, 3.4, 4.3, 3B 1.5, 1.6 and 1.8, which are all still in progress. The Williams report dated October 16, 2014 indicate that: All schools reviewed had sufficient textbook's and instructional materials No schools reviewed required emergency repair or corrective action The review of the SARC indicated no discrepancy in instructional materials or facility conditions Six teachers lacked appropriate authorization to teach English Language Learners There were no teacher mis-assignments indicated Teacher assignments and credentials were reviewed to ensure proper placement of teachers. Any discrepancies were remedied to remain compliant through a variety of means. Professional Development opportunities were offered throughout the academic year, including breaks and summer vacation. Various topics were addressed including Common Core Standards, ELA/ELD Standards, adopted curriculum, English Learners, Technology, and district Data Management Systems. An electronic system for signups and monitoring attendance at PD's was instituted. Data shows an increase in Professional Development participation of Administrators, Teachers and support staff. English Learner support was systematized in order to better serve EL students. <ul style="list-style-type: none"> Community Liaisons and Bilingual Paraprofessionals vacancies were decreased. Operating at 98% and 96% capacity. Professional Development was provided to teachers which included ELA/ELD, integrated and designated ELD and best practices for ELs Broad course of study 2014-15 High school course offerings catalog was provided to every student providing information of courses. Additional courses were developed to create a broader courses of studies offered in the catalog. All k-8 students had access to a broad course of study. In addition to providing a broad course of study to all students, additional programs and services were provided to: <ul style="list-style-type: none"> ELD daily for English Learners Reading and Math Intervention for Foster Youth Reading and Math intervention for Low Income students Reading intervention for Special Education students based on the IEP 	

LCAP Year: 2014-2015					
Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
1.1 Recruit, hire and maintain highly qualified teachers and support staff dedicated to the learning outcomes, performance and achievement of students		Maintain Base \$25,500 4XXX-5XXX	<ul style="list-style-type: none"> LUSD attended regional recruitment fairs A job fair was conducted in the spring to screen and interview candidates. Teacher credentials monitored to ensure proper credentialing. 		Base \$25,500 4xxx, 5xxx Supplies & Materials Advertisement
Scope of service:	ALL		Scope of service:	ALL	
<u> X </u> ALL			<u> X </u> ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
1.2 Hire a Coordinator to ensure professional development for staff on Common Core research-based strategies, integration of technology of English Language Development			Implement Base \$54,839 Supplemental \$54,839 1XXX-3XX1	<ul style="list-style-type: none"> Professional Development Coordinator hired. A PD system was organized to ensure proper sign-up and monitoring of teacher attendance. Various PD opportunities were offered during the school year. 	
Scope of service:	Districtwide		Scope of service:	Districtwide	
<u> X </u> ALL			<u> X </u> ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

<p>1.3 Hire and maintain qualified and trained personnel to maintain facilities based on industry standards to enhance the learning environment</p>	<p>Implement custodial team Base \$500,000 2XXX-3XX2; 4XXX</p>	<ul style="list-style-type: none"> • Qualified personnel were hired • Schedule developed and implemented for faculties maintenance meeting industry standards 	<p>Base \$384,826 2xxx-3xxx, 4xxx Salary/Benefits Materials & Supplies</p>
<p>Scope of service:</p>	<p>ALL</p>	<p>Scope of service:</p>	<p>ALL</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>1.4 Provide Common Core state standard based materials and textbooks in all areas of instruction: ELD/ELS, Science and Social Science</p>	<p>Ongoing purchase of instructional materials (Math) Base \$1,700,000 4XXX</p>	<p>Common Core state standards based materials were purchased and provided to teachers and students. Focus area: Mathematics</p>	<p>Base \$1,745,740 4xxx Instructional Materials</p>
<p>Scope of service:</p>	<p>ALL</p>	<p>Scope of service:</p>	<p>ALL</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>1.5 Purchase and maintain a variety of pupil devices and teacher technology enhanced work stations. (Refresh Plan)</p>	<p>Implement Refresh Plan Base \$600,000 4XXX; 6XXX</p>	<ul style="list-style-type: none"> • Developed a three year refresh plan • Devices purchased and replaced for year 1 schools 	<p>Base \$2,140,662 4xxx-5xxx, 7xxx Technology Licenses and Leases Supplies & Equipment</p>
<p>Scope of service:</p>	<p>ALL</p>	<p>Scope of service:</p>	<p>ALL</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

1.6 Professional Development on the use and application of integrating technology to support college and career readiness		Maintain Base \$25,000 1XXX-3XX1; 5XXX	<ul style="list-style-type: none"> Ongoing Professional Development specific to technology was provided to new teachers and any veteran teachers available for afterschool training Course of study was developed for High school students focusing on careers in technology 	Base \$55,090 1xxx, 3xxx, 5xxx Salary & Benefits Contracted Services
Scope of service:	ALL		Scope of service:	ALL
<u> </u> X ALL			<u> </u> X 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:(Specify)_____			OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	
1.7 Library Media/Assistants to support technology and library access for all students		Increase by 2 FTE Base \$720,945 2XXX-3XX2	<ul style="list-style-type: none"> Library/ Media assistants were provided to all elementary students following increase in hours. 	Base \$744,272 2xxx, 3xxx Salary/ Benefits
Scope of service:	ALL		Scope of service:	ALL
<u> </u> X ALL			<u> </u> X 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:(Specify)_____			OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	
1.8 Transition to a 6 th period day at MS for students to increase broad access to the curriculum		Increase 1 FTE per Middle School Base \$338,612 1XXX-3XX1	<ul style="list-style-type: none"> Transition to a 6th period day was completed Elective course offerings and STEM were made available due to the 6th period day. 	Base \$331,272 1xxx, 3xxx Salary/Benefits
Scope of service:	ALL		Scope of service:	ALL
<u> </u> X ALL			<u> </u> X 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:(Specify)_____			OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	

1.9 Increase FTE at HS to allow for additional electives AP, CTE/ROP courses, and transitioning to Math Common Core pathways		Increase 1 FTE per High School for Math Pathways Base \$342,750 1XXX-3XX1	<ul style="list-style-type: none"> Additional staff were hired to create space in the master schedule, increasing course offerings. 	Base \$293,936 1xxx, 3xxx Salary/Benefits
Scope of service:	ALL		Scope of service:	ALL
<u> </u> X <u> </u> ALL			<u> </u> X <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:(Specify)_____			OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	
1.10 Increase access to Elementary and Middle School Music program		Increase Music program at Elem/MS school levels by 3.4 FTE and Supplies Base \$479,996 1-3XX1; 4XXX	<ul style="list-style-type: none"> Hired additional music staff to implement music at the 5th grade A comprehensive music program was completed at the middle school level 	Base \$469,928 1xxx, 3xxx, 4xxx Salary/Benefits Supplies & Materials
Scope of service:	ALL		Scope of service:	ALL
<u> </u> X <u> </u> ALL			<u> </u> X <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:(Specify)_____			OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	
1.11 Increase access to Middle School and High School Fine Arts program		(see 3A 1.8, 1.10, 3B 1.7)	<ul style="list-style-type: none"> Hired additional staff to provide increased master schedule flexibility, increasing Fine Arts course offerings 	(see 3A 1.8, 1.10, 3B 1.7)
Scope of service:	ALL		Scope of service:	ALL
<u> </u> X <u> </u> ALL			<u> </u> X <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:(Specify)_____			OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	

1.12 Increase counseling services		Increase services by 4 FTE – Elementary Supplemental \$313,463 1-3XX1	<ul style="list-style-type: none"> Hired four additional staff at the elementary level 	Supplemental \$280,157 1xxx, 3xxx Salary/Benefits
Scope of service:	Districtwide		Scope of service:	Districtwide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
1.13 Provide community Liaison support at all sites to bridge communication between home and school and monitor English Learner services at the site		Reallocate current services Base \$418,830 2-3XX2	<ul style="list-style-type: none"> Community Liaison support was reviewed and a plan for redistribution was developed for implementation during the 15-16 school year. Vacant positions were advertised. 	Base \$409,429 2xxx, 3xxx Salary/Benefits
Scope of service:	ALL		Scope of service:	ALL
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
1.14 All EL will receive integrated ELD in all content areas (access to core differentiated instruction , Language support) (SEE 3B 1.1)		Increase Supplemental \$10,000 1-3XX1	Professional Development opportunities focusing on English Learners were provided to teachers, with compensation.	Supplemental \$10,000 1xxx, 3xxx Timecard Salary/Benefits
Scope of service:	ALL		Scope of service:	ALL
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

1.15 All EL students will receive appropriate Language instructional materials utilizing 21 st century technology		Ongoing purchase of instructional materials Base \$75,000 4XXX	<ul style="list-style-type: none"> Instructional materials were purchased to support language development. 	Base \$75,000 4xxx Instructional Supplies & Materials
Scope of service:	ALL		Scope of service:	ALL
__ALL			__ALL	
OR: __Low Income pupils __X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.16 Ensure instruction/intervention in early literacy and mathematics for K-3 assessment data.		Maintain Supplemental \$132,000 1-3XX1	<ul style="list-style-type: none"> Assessment tools were purchased to identify and monitor growth of qualified students. Appropriate early intervention materials were purchased. 	Supplemental \$115,227 5xxx Technology License
Scope of service:	Districtwide		Scope of service:	Districtwide
__X_ALL			__X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.17 Ensure intervention, acceleration, core replacement in reading and mathematics for 4-12 students based on assessment data		Maintain Supplemental \$326,500 1-3XX1	<ul style="list-style-type: none"> Purchase appropriate early intervention and acceleration materials in ELA and Mathematics 	Supplemental \$476,945 1xxx, 2xxx, 3xxx 5xxx Salary/Benefits Timecard Contracted Services
Scope of service:	Districtwide		Scope of service:	Districtwide
__X_ALL			__X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

1.18 Provide reading and math intervention for K-12 students		Maintain Supplemental \$115,000 1-3XXX	<ul style="list-style-type: none"> Provided additional site intervention opportunities outside of the instructional day. 	Supplemental \$115,018 1xxx, 3xxx Salary/Benefit Timecard
Scope of service:	Districtwide		Scope of service:	Districtwide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
1.19 Develop a K-12 articulation plan		Implement Articulation Plan Base \$5,000 4XXX	<ul style="list-style-type: none"> Professional Learners Community trainings were held twice during the school year for Leaderships Teams from each site (K-12) by feeder pattern. 	Base \$9,573 4xxx Supplies & Material
Scope of service:	ALL		Scope of service:	ALL
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
1.20 Expand district assessment team to include ELA, Math and Language measures (CELDT)		Expand services Base/Supplemental \$153,000 1-3XX1; 5XXX	<ul style="list-style-type: none"> A district assessment team comprised of retired teachers was implemented and trained to administer assessments district wide. 	Base/Supplemental \$107,368 1xxx, 3xxx, 5xxx Salary/Benefits Timecard Contracted Services
Scope of service:	Districtwide		Scope of service:	Districtwide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

1.21 Phase in a comprehensive summer program to provide intervention, credit recovery and enrichment		Expand Supplemental \$500,000 1-3XXX; 4XXX	<ul style="list-style-type: none"> Reestablished a summer school program at sites for credit recovery. Next year's plan will include additional course offerings to include intervention and enrichment 	Supplemental \$500,00 1xxx, 3xxx, 4xxx, 5xxx Salary/Benefits Supplies & Materials Contracted Services
Scope of service:	Districtwide		Scope of service:	Districtwide
<u> X </u> ALL			<u> X </u> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	
1.22 Hire a Coordinator for Special Education to ensure Special Education students have maximum access to academic classes.		Implement Base \$109,678 1-3XX1	<ul style="list-style-type: none"> Special Education Coordinator was hired 	Base \$139,822 1xxx, 3xxx Salary/Benefits
Scope of service:	ALL		Scope of service:	ALL
<u> </u> ALL			<u> </u> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient <u> X </u> Other Subgroups:(Specify) <u> Special Education </u>			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient <u> X </u> Other Subgroups:(Specify) <u> Special Education </u>	
1.23 Psychologist services to ensure all students receive necessary instruction base on appropriate placement.		Maintain Base \$2,697,728 1-3XX1	<ul style="list-style-type: none"> Psychological Services were provided to all students at the same level as the 13/14 school year 	Base \$2,845,839 1xxx, 3xxx Salary/Benefits
Scope of service:	ALL		Scope of service:	ALL
<u> X </u> ALL			<u> X </u> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	

1.24 Professional Development training for instructional aides supporting Special Education students.		Implement Base \$10,000 5XXX	<ul style="list-style-type: none"> Professional Development opportunities were offered to instructional aides regarding effective strategies for use with students of special needs. 	Base \$10,000 5xxx Contracted Services
Scope of service:	ALL		Scope of service:	ALL
__ALL			__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>Special Education</u>			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>Special Education</u>	
1.25 Increase efforts to recruit and retain a diverse work force		Recruit Base \$5,000 4-5XXX	LUSD attended recruitment fairs to hire and retain staff. LUSD recruited staff through non-traditional methods.	Base \$5,000 4xxx, 5xxx Supplies & Material Contracted Services
Scope of service:	ALL		Scope of service:	ALL
<u>X</u> ALL			<u>X</u> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.26 Explore avenues to build capacity among current staff to increase diversity		Develop Plan Supplemental \$5,000 4-5XXX	Investigated ways to grow current staff to reflect student population	\$0
Scope of service:	Districtwide		Scope of service:	ALL
<u>X</u> ALL			<u>X</u> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

1.27 Class size reduction K-12 to increase student/teacher contact time		Implement K-6 Base/Supplemental \$6,518,862 1-3XX1	<ul style="list-style-type: none"> Teachers were hired to reduce the student teacher ratio at grades K-6 K-3, 24:1, 4-6, 30:1 7-12 class size reduction was addressed in 3B1.7. 	Base/Supplemental \$6,518,862 1xxx, 3xxx Salary/Benefits
Scope of service:	Districtwide		Scope of service:	Districtwide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
1.28 Increase contract by 2.5 days for Professional Development in all content areas including English Language Development		Implement Base/Supplemental \$1,181,115 1-3XXX	<ul style="list-style-type: none"> Professional Development opportunities were provided for all teachers. 	Base/Supplemental \$1,181,115 1xxx, 3xxx Salary/Benefits
Scope of service:	Districtwide		Scope of service:	Districtwide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
1.29 Review and revise district career technical courses and offerings to increase enrollment for all students.		Maintain Base \$750,000 1-3XXX; 4-5XXX	<ul style="list-style-type: none"> Additional course offerings were developed and School Board approved. 	Base \$1,053,436 1xxx, 3xxx 4xxx-5xxx Salary/Benefits Supplies & Material Contracted Services
Scope of service:	ALL		Scope of service:	ALL
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

1B 1.1 Professional Development targeting English Learner research based strategies for all teachers/classroom paraprofessionals at all schools, including but not limited to scaffolding lessons to address all EL proficiency levels during integrated ELD and Designated ELD		Implement Supplemental \$35,000 1-3XX1 ; 5XXX	<ul style="list-style-type: none"> Awareness Professional Development provided for administrators on English Learner strategies to recognize and monitor Integrated and designated ELD ELA/ELD trainings were provided for teachers English Learner strategies training were provided for para-educators. 	Supplemental \$78,525 1xxx, 2xxx, 3xxx 5xxx Teacher Stipends Salary & Benefits Contracted Services	
Scope of service:	ALL		Scope of service:	ALL	
__ALL			__ALL		
OR: __Low Income pupils __X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
1B 1.2 Bilingual paraprofessionals to provide primary language support during content instruction based on a district developed ratio		Maintain Supplemental \$2,541,345 2-3XX2	<ul style="list-style-type: none"> Bilingual Paraprofessional support for English Learners was maintained at the 13/14 level. 	Supplemental \$2,637,797 2xxx, 3xxx Salary/Benefits	
Scope of service:	ALL		Scope of service:	ALL	
__ALL			__ALL		
OR: __Low Income pupils __X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
1B 1.3 Additional support will be provided for EL students to ensure appropriate language instruction		Increase services Supplemental \$25,000 2-3XX2	<ul style="list-style-type: none"> Additional opportunities for continued support of English Learners outside the classroom were provided. 	Supplemental \$19,644 2xxx, 3xxx Salary/Benefits Timecard	
Scope of service:	ALL		Scope of service:	ALL	
__ALL			__ALL		
OR: __Low Income pupils __X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

1B 1.4 Schools will monitor reclassified students and provide additional support as needed. (1.14, 3.4)		(see 3A 1.14, 3.4)	<ul style="list-style-type: none"> Reclassification process was reviewed, updated and implemented.. 	(see 3A 1.14, 3.4)
Scope of service:	Districtwide		Scope of service:	Districtwide
__ALL			__ALL	
OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1B 1.5 Investigate the establishment of a Newcomer Center/Intake Center to assess and provide instruction based on individual student needs (EL/EDY)		Investigate and develop plan Base \$0	<ul style="list-style-type: none"> Preliminary plans for establishment of Newcomer Center have been discussed for possible implementation during the 15/16 year. 	\$0
Scope of service:	ALL		Scope of service:	ALL
__ALL			__ALL	
OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth <input type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth <input type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1B 1.6 Provide low-income and/or English Learners with identified AVID-like strategies or AVID program		Maintain and develop an expansion plan Supplemental \$182,157 1-3XX1; 5XXX	<ul style="list-style-type: none"> Increased AVID support to elementary, middle and high school sites. 	Supplemental \$182,157 1xxx, 3xxx, 5xxx Salary/Benefits Timecard Contracted Services
Scope of service:	ALL		Scope of service:	ALL
__ALL			__ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth <input type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth <input type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

<p>1B 1.7 Reduce secondary class size by 2 students to a level of 31:1.</p>	<p>Increase 24.70 FTE at Secondary Base/Supplemental \$2,077,282 (32:1) 1-3XX1</p>	<ul style="list-style-type: none"> Teachers were hired to reduce the student teacher ratio at grades 7-12. 	<p>Base/Supplemental \$2,077,282 1xxx, 3xxx Salary/Benefits</p>
<p>Scope of service: Districtwide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service: Districtwide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>1B 1.8 Expand Summer School to include an English Language Development Institute</p>	<p>Implement Supplemental \$35,000 1-3XX1</p>	<ul style="list-style-type: none"> An English Learner Summer School plan was developed for implementation during the 2016 summer. 	<p>\$0</p>
<p>Scope of service: Grades 9-11</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service: Grades 9-11</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<ul style="list-style-type: none"> While completing the Annual Update, it became apparent that actions and services written in the 14-15 LCAP were not sufficiently clear. For the 15-16 LCAP, some have been reworded for clarification. Scope of service were also adjusted. These adjustments allow for a better connection between implementation and evaluation. Budgeted expenditures in the 14-15 LCAP were not sufficiently defined. For the 15-16 LCAP, better communication and coordination between the budget department and the writing team has helped clearly define expenditures to the object and management levels. With clearer definitions, some actions and services necessitated a wording change. Estimated actual expenditures made it apparent that we had forgotten to include necessary expenditures in the budget. This has been remedied in the 15-16 LCAP. As we reviewed the 14-15 data, we found the need to write an action indicating base, restricted and Special Education funding. Those have been added to the 15-16 LCAP at the end of Goal 1. Some actions and services such as 1.1, 1.2 and 1.3 have been determined to be ongoing actions.
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<p>Original GOAL from prior year LCAP:</p>	<p>2. All students including targeted students will demonstrate proficiency in literacy, mathematics and technology to prepare student to be college and career ready.</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7__ 8_X COE only: 9__ 10__ Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools: All Schools</p>	<p>Applicable Pupil Subgroups: ALL</p>
<p>Expected Annual Measurable Outcomes:</p>	<p>Standardized Tests CAASPP</p> <ul style="list-style-type: none"> o SBAC o Science o CAPA o CAHSEE <ul style="list-style-type: none"> • Increase percentage of students meeting proficiency • Increase percentage of students meeting proficiency at a greater rate than all students • Increase percentage of students meeting proficiency at a greater rate than all students <p>English Language Development (ELD): Annual Measurable Achievement Objectives (AMAO 1)</p> <ul style="list-style-type: none"> • Increase percent growing 1 or more levels per year by 2% <p>ELD: Reclassification Rate</p> <ul style="list-style-type: none"> • Increase reclassification rate by 1% • Increase reclassification rate by 2% <p>Advanced Placement Scores</p> <ul style="list-style-type: none"> • Increase number of students with qualified scores by 3% • Increase AP enrollment of English Learners and Low Income students by 2% <p>College Readiness: EAP Scores</p> <ul style="list-style-type: none"> • Increase number of "ready" students in ELA or Math by 5% • Increase number of students participating in EAP <p>College Readiness A-G completion</p> <ul style="list-style-type: none"> • Increase number of A-G completers by 3% <p>Career Technical Education</p> <ul style="list-style-type: none"> • Increase enrollment of students participating in CTE courses 	<p>Actual Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> • At the current time, measures of proficiency will rely on ELA and mathematic benchmarks at different grade levels. Once SBAC assessment results are received, a formal evaluation will be completed. • Due to a newly developed rigorous reclassification criteria LUSD rate did not surpass last year percentage. • LUSD reviewed ELD instructional strategies and placement for implementation in 15/16. Professional Development for all teachers in Designated and Integrated ELD will be provided during the 15/16 school year. • A formal report will be shared with Board and LCAP committee once final data is released. Data will include metrics included in state priorities #4 and #8. • All actions and services were effective and addressed. SBAC data was not available until 15-16 school year to show <ul style="list-style-type: none"> • Increased percentage of ALL students meeting proficiency • Increased percentage of Low Income students meeting proficiency at a greater rate than all students • Increased percentage of English Learner students meeting proficiency at a greater rate than all students <p>LUSD did not meet all three AMAO targets. LUSD</p> <ul style="list-style-type: none"> • Increased percent of English Learners growing 1 or more levels per year by 2%, based on CELDT. • Increased reclassification rate of English Learners 5 years or less by 1%, based on CELDT and reclassification rate. • Increased reclassification rate of Long Term English Learners by 2%, based on CELDT and reclassification rate. <p>All high school students had access to Advanced Placement courses. LUSD</p> <ul style="list-style-type: none"> • Increased number of students with qualified scores by 3% on Advanced Placement tests, as verified by AP results. • Increased AP enrollment of English Learners and Low Income students by 2% (ALL students) as verified by AP enrollment. <p>11th grade students participated in the EAP to assess college readiness. LUSD</p> <ul style="list-style-type: none"> • Increased number of "ready" students in ELA or Math by 5% (ALL students) as verified by EAP results. • Increased number of students participating in EAP (ALL students) as verified by EAP results <p>All high school students had access to A-G courses. LUSD</p> <ul style="list-style-type: none"> • Increased number of A-G completers by 3% (ALL students) as verified by grades. <p>Students had access to CTE courses at the comprehensive high schools. LUSD</p> <ul style="list-style-type: none"> • Increased enrollment of students participating in CTE courses (ALL students) as verified by enrollment.

LCAP Year: 2014-2015					
Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
2.1 Increase student performance in all content areas		Maintain Base \$167,000 5XXX	<ul style="list-style-type: none"> A monitoring system was purchased and implemented for teachers to monitor student's performance and modify instruction as needed. 		Base \$158,664 Technology Licenses 5xxx
Scope of service:	ALL		Scope of service:	ALL	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
2.2 Integration of technology in all content areas throughout the day (1.2)		(see 1.2)	<ul style="list-style-type: none"> Ongoing Professional Development specific to technology was provided to new teachers and any veteran teachers available for afterschool training 		(see 1.2)
Scope of service:	Districtwide		Scope of service:	Districtwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
2.3 Library Media/Assistants to support technology and library access for all students (1.7)		(see 1.7)	<ul style="list-style-type: none"> Library/ Media assistants were provided to all elementary students following increase in hours. 		(see 1.7)
Scope of service:	ALL		Scope of service:	ALL	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

2.4 Restructure Instructional Coach Support system		Maintain Supplemental \$0.00	Instructional coaching system was restructured to provide support in all content areas by region.	\$0
Scope of service:	ALL		Scope of service:	ALL
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
2.5 Maintain Professional Learning Communities staff sessions		Maintain Supplemental \$0.00	Professional Learners Community trainings were held twice during the school year for Leaderships Teams from each site (K-12) by feeder pattern.	\$0
Scope of service:	ALL		Scope of service:	ALL
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
2.6 Increase access and opportunities for intervention and enrichment in all content areas		Develop/implement Pilot district After School Program at McNair and Bear Creek Supplemental \$250,000 1-5XXX	Afterschool intervention and enrichment opportunities were provided at two High Schools.	Supplemental \$158,181 Salary/Benefits Supplies & Material Contracted Services 1xxx 2xxx 3xxx 4xxx 5xxx
Scope of service:	Districtwide		Scope of service:	Districtwide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

2.7 Increase teacher technology support for school sites, with compensation		Implement at High School level Supplemental \$15,000 1-3XX1	<ul style="list-style-type: none"> Site technology leads were identified. Technology leads will receive a two day training 	Supplemental \$15,000 Teacher timecards/benefits 1xxx 3xxx
Scope of service:	Districtwide		Scope of service:	Districtwide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
2.8 Hire itinerant technology Coaches to integrate technology in all content areas		Increase staff to 4 FTE Base \$301,920 1-3XX1	Technology coaches were hired to provide in school Professional Development and afterschool Professional Development opportunities.	Base \$357,000 Contracted salaries/benefits 1xxx 3xxx
Scope of service:	ALL		Scope of service:	ALL
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
2.9 Increase instructional contract days for improved student achievement		Implement Base/Supplemental \$2,362,230 1-3XXX	Instructional calendar was returned to 180 days.	Base \$2,362,230 Contracted salaries/benefits 1xxx 3xxx
Scope of service:	Districtwide		Scope of service:	ALL
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

2B 2.1 Ensure access to literacy and mathematics intervention integrating technology for targeted students (3A1.18, 1.19, 1.20, 3B1.17, 2.2)		(see 3A, 1.18, 1.19, 1.20, 3B 1.17, 2.2)	Professional Development trainings were offered integrating technology in literacy and math interventions.	(see 3A, 1.18, 1.19, 1.20, 3B 1.17, 2.2)
Scope of service:	ALL		Scope of service:	ALL
__ALL			__ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<ul style="list-style-type: none"> Budgeted expenditures in the 14-15 LCAP were not sufficiently defined. For the 15-16 LCAP, better communication and coordination between the budget department and the writing team has helped clearly define expenditures to the object and management levels. With clearer definitions, some actions and services necessitated a wording change. Review of progress indicated further attention was required for some activities. 		

Original GOAL from prior year LCAP:	3. LUSD schools will be positive and supportive learning environments that provide maximum opportunities for each student to succeed.	Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: ALL

Expected Annual Measurable Outcomes:

- SARB data: Chronic Absenteeism
 - Investigate and implement electronic monitoring system
- School Attendance Rates
 - Continue district incentive to increase attendance rates
- Middle School Drop Out Rates
 - Develop an electronic monitoring system for tracking Middle school dropout rate
- High School Drop Out Rates
 - Decrease dropout rate
- High School Graduation Rate
 - Increase graduation rate
- Suspension Rate
 - Decrease suspension rate by 1%
- Expulsion Rates
 - Maintain expulsion rate of 2% or lower

Actual Annual Measurable Outcomes:

- A new student information system was put into place.
 - Suspension and expulsion rates have declined.
 - A formal report on graduation and dropout rates will be shared with Board and LCAP committee members for review and input.
 - A midyear report appears to indicate that items 3.2, the SAFE program is increasing student attendance and academic achievement. A formal end of year report will provide or information.
 - All services and actions were effective have been addressed except: 3A 3.4 and 3B 3.3 which have been indicated.
- Middle School dropout rate data was insufficient to provide clear and consistent rates. LUSD
- Investigated an electronic monitoring system, as verified by the student information system.
 - Continued district incentive to increase attendance rates
- Currently, LUSD Chronic absenteeism rate is not available. LUSD will
- Establish baseline data for 15-16 as verified by Aeries.
- The dropout rate was 12.3%. LUSD
- Decreased dropout rate by 1 %, as verified by Dataquest or CALPADS.
- The graduation rate was 80.6%. LUSD
- Increased graduation rate by 1 %, as verified by Dataquest or CALPADS.
- The suspension rate was 6.9%. LUSD
- Decreased suspension rate by 1%, as verified by Dataquest or CALPADS.
- The expulsion rate was .4%. LUSD
- Maintained expulsion rate of 2% or lower, as verified by Dataquest or CALPADS.
- LUSD prides itself on seeking parent input. Parents were encouraged to participate in the decision making process through the following opportunities:
- LCAP meetings
 - District Advisory Committee
 - Advisory meetings
 - School Site Council
 - Parent Surveys
 - Board meetings
 - Back to School, Open house
- Based on sign in sheets, survey results and parent attendance records, LUSD parents took advantage of the participation opportunities provided district wide. Moving forward, LUSD intends to increase parent participation.
- Parents of unduplicated pupils had access to the same parent participation opportunities provided district wide including
- English Learner Advisory Committee
 - District English Learner Advisory Committee
 - Title 1 Parent meeting
 - English Learner LCAP Committee
- Parents of Special Education pupils had access to the same parent participation opportunities provided district wide including
- 504 meetings
 - Student Success Teams
 - Individual Education Plan meetings

	<p>LUSD provided the parents with a survey regarding school safety and connectedness. Data was available at the district and site level. 94% of parents felt that their schools were safe. 94% elementary and 80% High school parents felt connected. LUSD increased by 1% as measured by the annual survey.</p>
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LCAP Year: 2014-2015

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
3.1 Recruit, hire and maintain highly qualified teachers and support staff dedicated to the learning outcomes, performance and achievement of students. (1.1)		(see 1.1)	<ul style="list-style-type: none"> LUSD attended regional recruitment fairs A job fair was conducted in the spring to screen and interview candidates. Teacher credentials monitored to ensure proper credentialing. 		(see 1.1)
Scope of service:	ALL		Scope of service:	ALL	
<input type="checkbox"/> A ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> X ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
3.2 Increase measures to address the needs of students experiencing behavioral difficulty		Increase services by 4 FTE Supplemental \$342,750 1-3XXX	Staff hired to support students experiencing behavioral difficulty during the school day.		Supplemental \$302,130 Contracted salaries/benefits 1xxx 3xxx
Scope of service:	Districtwide		Scope of service:	Districtwide	
<input checked="" type="checkbox"/> X ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> X ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

<p>3.3 Develop community outreach program to include committees to address needs of specific student populations</p>	<p>Develop and implement program Supplemental \$5,000 4XXX</p>	<ul style="list-style-type: none"> • A committee was established. • A survey was developed to gain community input. 	<p>Supplemental \$5,000 Supplies/materials 4xxx</p>
<p>Scope of service:</p>	<p>Districtwide</p>	<p>Scope of service:</p>	<p>Districtwide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>3.4 Provide customer service training. Ensure that all visitors are received in a welcoming manner at all district facilities</p>	<p>Develop plan Supplemental \$0.00</p>	<p>A plan was developed to provide customer service training.</p>	<p>\$0</p>
<p>Scope of service:</p>	<p>ALL</p>	<p>Scope of service:</p>	<p>ALL</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>3.5 Increase staff to provide additional parent contact to address attendance difficulties (CWA)</p>	<p>Increase services 2 FTE Supplemental \$324,371 2-3XX2</p>	<p>Staff was hired to increase communication to parents of students with attendance difficulties.</p>	<p>Supplemental \$324,371 Contracted salaries/benefits 2xxx 3xxx</p>
<p>Scope of service:</p>	<p>Districtwide</p>	<p>Scope of service:</p>	<p>Districtwide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

3B 3.1 Identify options for Middle school and High school students in target groups who are at risk of failing		Investigate and develop options Supplemental \$0	A plan was developed to provide options that target students at risk of failing.	\$0
Scope of service:	All Middle/High Schools		Scope of service:	All Middle/High Schools
__ALL			__ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
3B 3.2 Develop a consistent and systematic support system to address core issues affecting our target groups (EL, FY EDY) of the Delta Sierra attendance area, in order to improve students' academic success through increased parent involvement, (Area Pilot Program)		Implement Area Pilot Program Supplemental \$265,000 5XXX	A plan was developed and implemented at Delta Sierra Middle School and its feeder school to increase student academic success and attendance through parent involvement.	Supplemental \$265,000 Contracted Services 5xxx
Scope of service:	ALL		Scope of service:	Delta Sierra, Creekside, Oakwood, Park Lane, Sutherland, Wagner Holt
__ALL			__ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
3B 3.3 Increase parent knowledge regarding specific needs to target groups through parent workshops		(see 3A 4.2)	Common Core parent workshops were provided.	(see 3A 4.2)
Scope of service:	ALL		Scope of service:	ALL
__ALL			__ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

- Budgeted expenditures in the 14-15 LCAP were not sufficiently defined. For the 15-16 LCAP, better communication and coordination between the budget department and the writing team has helped clearly define expenditures to the object and management levels. With clearer definitions, some actions and services necessitated a wording change.
- Upon review it became apparent that there was an error in the state priorities identified for items 3A 4.4. After discussion with stakeholders, it was determined that only priorities 3, 5, and 6 should be associated with this goal. Priority 8 has been eliminated from this goal.
- Additionally, some actions and services had to be realigned between goals 3 and 4.

<p>Original GOAL from prior year LCAP:</p>	<p>4. All LUSD sites will provide outstanding customer service and will be maintained in order to enhance safety and remain attractive at all times</p>		<p>Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools: ALL</p>	<p>Applicable Pupil Subgroups:</p>	<p>ALL</p>

<p style="text-align: center;">Expected Annual Measurable Outcomes:</p>	<p>Parent Input (meetings, website, email, mail, parent survey, workshops)</p> <ul style="list-style-type: none"> All visitors will be received in a welcoming manner at all LUSD facilities. <p>Williams Report</p> <ul style="list-style-type: none"> Facilities will be clean and well maintained 	<p style="text-align: center;">Actual Annual Measurable Outcomes:</p> <p>Williams Report of August 2015 will provide data to help determine if the maintenance crew was effective.</p> <p>No complaints have been received to indicate visitors are not greeted in a welcoming manner.</p> <p>Middle School dropout rate data was insufficient to provide clear and consistent rates. LUSD</p> <ul style="list-style-type: none"> Investigated an electronic monitoring system, as verified by the student information system. Continued district incentive to increase attendance rates <p>Currently, LUSD Chronic absenteeism rate is not available. LUSD will</p> <ul style="list-style-type: none"> Establish baseline data for 15-16 as verified by Aeries. <p>The dropout rate was 12.3%. LUSD</p> <ul style="list-style-type: none"> Decreased dropout rate by 1 %, as verified by Dataquest or CALPADS. <p>The graduation rate was 80.6%. LUSD</p> <ul style="list-style-type: none"> Increased graduation rate by 1 %, as verified by Dataquest or CALPADS. <p>The suspension rate was 6.9%. LUSD</p> <ul style="list-style-type: none"> Decreased suspension rate by 1%, as verified by Dataquest or CALPADS. <p>The expulsion rate was .4%. LUSD</p> <ul style="list-style-type: none"> Maintained expulsion rate of 2% or lower, as verified by Dataquest or CALPADS. <p>LUSD prides itself on seeking parent input. Parents were encouraged to participate in the decision making process through the following opportunities:</p> <ul style="list-style-type: none"> LCAP meetings District Advisory Committee Advisory meetings School Site Council Parent Surveys Board meetings Back to School, Open house <p>Based on sign in sheets, survey results and parent attendance records, LUSD parents took advantage of the participation opportunities provided district wide. Moving forward, LUSD intends to increase parent participation.</p> <p>Parents of unduplicated pupils had access to the same parent participation opportunities provided district wide including</p> <ul style="list-style-type: none"> English Learner Advisory Committee District English Learner Advisory Committee Title 1 Parent meeting English Learner LCAP Committee <p>Parents of Special Education pupils had access to the same parent participation opportunities provided district wide including</p> <ul style="list-style-type: none"> 504 meetings Student Success Teams Individual Education Plan meetings <p>LUSD provided the parents with a survey regarding school safety and connectedness. Data was available at the district and site level. 94% of parents felt that their schools were safe. 94% elementary and 80% High school parents felt connected. LUSD increased by 1% as measured by the annual survey.</p>
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				<ul style="list-style-type: none"> All actions and services were effective and addressed. 	
LCAP Year: 2014-2015					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
4.1 Enhance school safety and security measures, additional campus supervisors, training, cameras, gates, keyless entry system.		Maintain Supplemental \$1,632,277 2-3XX2 ; 4-5XXX	Security measures have been purchased and installed.		Supplemental \$1,632,277 Contracted salaries/benefits Materials/supplies Contracted services 2xxx-3xxx 4xxx-5xxx
Scope of service:	Districtwide		Scope of service:	Districtwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
4.2 Provide parent workshops covering various topics (Language classes, technology, community services, college, career, safety, health and nutrition, supporting literacy at home).		Phase in services Supplemental \$10,000 4-5XXX	Workshop for parents on Common Core and other content have been offered through the school sites and district wide parent meetings have been held.		Supplemental \$10,000 Materials/supplies Contracted Services 4xxx 5xxx
Scope of service:	Districtwide		Scope of service:	Districtwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

<p>4.3 Each site will develop a parent support plan (i.e. parent compact, parent trainers)</p>	<p>Develop plan Supplemental \$5,000 4-5XXX</p>	<p>LUSD has investigated other types of parent support plans other than the parent compact required at Title I sites.</p>	<p>\$0</p>
<p>Scope of service:</p>	<p>Districtwide</p>	<p>Scope of service:</p>	<p>ALL</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>4.4 Provide Community Liaison support to all sites to bridge communication between home and school (1.14)</p>	<p>(see 1.14)</p>	<p>Site language grouping have been reviewed to determine how much Community Liaison support is needed.</p>	<p>(see 1.14)</p>
<p>Scope of service:</p>	<p>Districtwide</p>	<p>Scope of service:</p>	<p>Districtwide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>4.5 Each site will take measures to ensure a bully free environment (i.e. conflict management, circle of friends, life skills, character development.</p>	<p>Expand district activities to site level Supplemental \$10,000 5XXX</p>	<p>An anti bullying committee has been established to discuss anti- bullying activities and share with school personnel to implement at sites.</p>	<p>Supplemental \$10,000 Contracted Services 5xxx</p>
<p>Scope of service:</p>	<p>Districtwide</p>	<p>Scope of service:</p>	<p>Districtwide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

3B 4.1 Increase efforts to recruit and hire office staff that can communicate effectively with all parents	Base (see 3A 1.1, 1.25)	The assessment and recruitment of personnel have been reviewed and adjusted.	Base (see 3A 1.1, 1.25)
Scope of service:	ALL	Scope of service:	ALL
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
3B 4.2 Customer Service at first point of contact will demonstrate sensitivity to all cultures and languages.	Base (see 3A 1.1, 1.25)	A Customer Service training is being developed to share with all staff.	Base (see 3A 1.1, 1.25)
Scope of service:	ALL	Scope of service:	ALL
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<ul style="list-style-type: none"> • Upon review, it became apparent that for item 4.4, there was an error in identified priorities #1, and 2. • Additionally, some actions and services had to be realigned between goals 3 and 4. After discussion with stakeholders, it was determined that only priorities 3, 5, and 6 should be associated with this goal. Priority 8 has been eliminated from this goal. 		

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

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:	\$ <u>34,178,309</u>
<p>Lodi Unified believes that a strong instructional program should be the entry point for supporting all students, especially those at risk. For this reason, Lodi Unified has chosen to use the majority of its proportionate share of the total LCFF increase to strengthen core instructional programs. Resources would be primarily focused on increased technology aligned to Common Core, instructional coaching support, assessments, services to support the social and emotional health of Foster Students, and Professional Development opportunities to support EL students. A complete and detailed explanation can be found in Section 2 of this LCAP document.</p> <p>For the current LCAP year, Lodi Unified is providing the following services district-wide:</p> <ul style="list-style-type: none"> • Maintaining highly qualified teachers and support staff • Provide instruction based on the needs of the students, including Target Groups • Intervention in Reading and Math K-12 • Professional Development for staff on various topics such as Marzano’s Highly Effective Teaching Strategies, access to core for English Learners, integrating technology into the curriculum, Antibullying • Professional Development for staff on how to create a welcoming environment • Professional Learning Communities - • Provide Common Core materials and textbooks • Teacher technology support • Instructional coaching support • District Local Assessments • Data Management system 	

- Increased Counseling services
- Class size ratio
- Increased Community Liaison Support
- Increased Child Welfare and Attendance staff
- Community Outreach
- Student behavioral support
- Parent trainings and workshops
- Increased Parent communication
- Increasing diversity among staff to better represent the student population
- Safety and security measure – Antbullying
- Comprehensive Summer School Program

The core academic instructional program is strengthened through high quality professional development, parent involvement and Interventions. High quality teachers, instructional materials, class size, and a secure and safe environment are necessary to increase student achievement.

Professional Development is principally directed and effective in meeting the needs of the District’s unduplicated pupils. All services are based on review of student and district data. The review of data includes all state requirements. Districtwide spending is justified because all students benefit from highly qualified and trained teachers and staff who provide learning opportunities that are inclusive and effective for all students but specific to meeting the individual needs of Low Income, Foster Youth and English Learners. Professional development is targeted for the specific needs of:

- English Learners – Common Core, Data review, Interventions, Technology Integration, Coaching support, PLC’s, Antbullying, ELA/ELD standards training, Designated and Integrated ELD
- Foster Youth – Common Core, Data review, Interventions, Technology Integration, Coaching support, PLC’s, SAFE program, Antbullying
- Low Income - Common Core, Data review, Interventions, Technology Integration, Coaching support, PLC’s, SAFE program, Antbullying
- Special Education - Common Core, Data review, Interventions, Technology Integration, PLC’s, Effective teaching strategies for differentiation, Antbullying

Emotional and Social Interventions are principally directed and effective in meeting the needs of the District’s unduplicated pupils. All services are based on review of student and district data. Districtwide spending is justified because all students benefit from emotional and social interventions and support but specific to and with an additional layer of support services that focus on meeting the individual needs of Low Income, Foster Youth and English Learners. Services are targeted for the specific needs of:

- English Learners – – Increased counseling services, Community outreach, Student behavior support, increased Child Welfare and Attendance services, safety and security measures
- Foster Youth – Increased counseling services, Community outreach, Student behavior support, increased Child Welfare and Attendance services, safety and security measures, SAFE program
- Low Income - – Increased counseling services, Community outreach, Student behavior support, increased Child Welfare and Attendance services, safety and security measures, SAFE program
- Special Education - – Increased counseling services, Community outreach, Student behavior support, increased Child Welfare and Attendance services, safety and security measures

Parent Involvement support is principally directed and effective in meeting the needs of the District’s unduplicated pupils. Districtwide spending is justified because promoting and developing parent involvement is crucial to the success of all pupils and the most effective in meeting the needs of Low Income, Foster Youth and English Learners. Research says that pupils whose parents are involved in their educational program are more likely to excel academically. All services are based on review of student, parent and district data. Parent support targets the needs of:

- English Learners – Parent trainings and workshops, Increased parent communication, Customer service to create a welcoming environment, Community Liaison support, Bilingual Paraprofessional support
- Foster Youth - Parent trainings and workshops, Increased parent communication, Customer service to create a welcoming environment,
- Low Income - Parent trainings and workshops, Increased parent communication, Customer service to create a welcoming environment,
- Special Education - Parent trainings and workshops, Increased parent communication, Customer service to create a welcoming environment,

Lodi Unified has one school site below 40% enrollment of unduplicated pupils at a school site. Elkhorn is a 4-8 grade Gifted school. No intervention is needed since no students qualify for intervention. However, Elkhorn does have English Learners who require services until reclassified. Attendance, Parent trainings and Community outreach are very important at Elkhorn. Therefore, the need for the LCAP to encompass Elkhorn is supported.

Research indicates that high quality professional development, parent involvement and addressing the emotional and social need of students is an essential part of a successful school. Lodi Unified is committed to providing these services to all students across the district. Therefore, Elkhorn is included and participates in all district wide services. In addition, their target groups of English Learners and Low Income students have the same needs and should receive the same services as the unduplicated students at other sites. The services are principally directed and effective in meeting the needs of Elkhorn’s English Learners and Low Income students. Excluding the students from services would be inappropriate since their needs are the same as other unduplicated students across the district.

- 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.

17.37	%
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Currently, in Lodi Unified, the increase in proportionality for English Learners, Low Income, Foster Youth students is 17.37% for the LCAP year, 2015-2016. In order to ensure equity, we recognize the need to improve and expand services for our most at risk students. The following actions go above and beyond the proportionality requirement for the District.

Keeping in line with Lodi Unified core vision and goals, the 2015-2016 LCAP actions and services are specifically designed to increase achievement for English Learners, Low Income, and Foster Youth students. The District will focus energy and resources in four key areas that collectively address the 8 LCFF priorities

1. LUSD will promote and create learning environments with highly qualified personnel that will maximize access to the academic core for all, including Low Income, English Learners, Reclassified, Foster Youth and Special Education students, as well as provide enrichment opportunities to prepare our students to be college and career ready.
2. All students including targeted students will demonstrate proficiency in literacy, mathematics and technology to prepare students to be college and career ready.
3. LUSD schools will be positive and supportive learning environments that provide maximum opportunities for each student to succeed.
4. All LUSD sites will provide outstanding customer service and will be maintained in order to enhance safety and remain attractive at all times.

Specific actions to support these key areas include, but are not limited to, increased access to college and career pathways, equitable distribution of instructional technology, targeted literacy interventions, counseling services, and Professional Development addressing the needs of targeted groups as indicated in the LCAP.

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

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

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

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

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

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