

Introduction:

LEA: Linden Unified School District **Contact (Name, Title, Email, Phone Number):** Rick Hall, Superintendent, rihall@sjcoe.net, 209-887-3894 **LCAP Year:** 2016-2017

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

| Involvement Process | Impact on LCAP |
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| <p>The Director of Educational Services for Linden Unified School District participated in the LCAP Academy training presented by ACSA. Following the Academy and the review of the 2014-2015 LUSD LCAP, the Director of Educational Services presented Linden Trustees with a 2015-2016 timeline, outlining Stakeholder Engagement meetings. The timeline was advertised, committees were assembled and the first LCAP meeting was held on November 19 to review the 15-16 LCAP actions/services and discuss the proposed goal changes for the 16-17 LCAP. Representatives from the</p> | <p>Through the LCAP Academy Training, the Director became familiar to the content, form, and style of language and identified areas in need of changes and corrections. The Director also crafted a draft of the new LCAP goals, aligned to updated Board goals.</p> <p>Parent Advisory: Parents were provided training on the LCAP process and their role in revising the LCAP. Parents were able to provide feedback to the proposed LCAP goal revisions and made suggestions regarding language in the</p> |

community, LUSD staff, including members of the local bargaining unit for certificated and classified staff, students, and parents participated in committee work, events and District surveys, in an effort to support in the development and implementation of the District LCAP.

Parent Advisory Meetings

- December 7, 2015
- January 12, 2016
- February 9, 2016
- March 8, 2016
- May 10, 2016

EL Parent Advisory Meetings

- December 9, 2015
- January 14, 2016
- February 11, 2016
- March 10, 2016
- May 12, 2016

Linden Unified School District Board Meetings

- November 18, 2015
- December 16, 2015
- January 20, 2016
- February 17, 2016
- March 16, 2016
- April 19, 2016
- April 19, 2016
- May 18, 2016
- June 15, 2016
- June 22, 2016

Certificated Bargaining Unit Meetings

- March 2, 2016
- April 2, 2016

Plus ongoing access to information and comments through Google Docs.

Classified Bargaining Unit Meetings

- February 24, 2016
- March 24, 2016

goals. Parents provided significant information and ideas to improve services for students as proposed actions/services. There is strong suggestion that parents want more student use of technology and rigor in learning. Parents prioritized actions and services for consideration.

EL Parent Advisory: Parents were provided training on the LCAP process and their role in revising the LCAP. Parents were able to provide feedback to the proposed LCAP goal revisions. Parents provided significant information and ideas to improve services for students as proposed actions/services. The parents of English learners and some staff engaged in discussion regarding strategies to support English development. Parents asked about limiting use of Spanish in the home. Staff shared the value of building strong primary language skills and transferring to the second language development. Stakeholders discussed the justification and implementation of AVID at one of the K-8 sites, as well as the plan to implement at the two other K-8 sites in the future. The group discussed resources currently available to support student learning, including software for learning. Parents of English Learners value the availability of I-Ready at home for those who have the internet. They also indicated the greatest area of need is with math. The "real world" math is very difficult and they want support they can't provide. The group talked about the idea of afterschool tutoring and support. They also discussed the need for counseling for social/emotional support and asked if counseling was available. It was noted that schools share one counselor for this purpose. Emphasis was on additional learning time, computer-based learning and translators to aide in home/school communication. Parents prioritized action and services for consideration.

Linden Unified School District Trustees: Trustees were informed of (and participated in) the LCAP development monthly, during regular Board meetings. They were able to review and analyze the proposed actions and services from the various stakeholder groups. The Board asked for more direct involvement in the process and they were able to make suggestions through access of the proposed actions and services in Google Docs. A parent of an EL student made a presentation to the Board of Education on the need for translation services throughout the school district. Board members now understand the purpose of such translators.

Certificated Bargaining Unit Members: Teachers participated in the review and

Management Meetings

- October 29, 2015
- January 28, 2016
- April 7, 2016
- May 5, 2016

Student Involvement

May 10, 2016

Community Involvement

February 3, 2016

March 16, 2016

May 11, 2016

revision of the LCAP on an ongoing basis through Google Docs. Each site had access to a tab that provided collaboration for new ideas and suggestions to the LCAP, including the revision of the goals, actions and services. Student performance reviews and analysis occurred through staff meetings. Certificated staff provided a detailed list of proposed activities with a strong emphasis on technology development and professional learning opportunities to support learning common core standards. Staff was able to collaborate on ideas during the review process, as well as entertain ideas and review LCAP information on an individual basis over time. There was also a notable desire to bring in social/emotional counseling for identified students with need.

Classified Bargaining Unit Members: Representatives met to review the LCAP actions and services and consider changes to the LCAP. Staff was able to identify extended learning opportunities and an increase in available technology. Counseling was also identified by classified stakeholders as an area of need to support student social and emotional development.

Management Members: Management team reviewed the updated Board goals and collaborated to develop proposed strategies to achieve the goals. The team also collaborated to convert the four existing LCAP goals to two goals. This was done by blending the information into two broad categories: the first being Instruction and Learning Outcomes, and the second, Engagement and School Climate. The team also reviewed and discussed the current language in the LCAP in order to seek clarification of actions and services. New strategies were developed and added to the LCAP to be considered, including increased purchases of technology to reach a level of one-to-one students to devices and counseling to support social emotional needs for students.

Students: Student leadership reviewed the LCAP actions and services and worked collaboratively to consider and develop new actions and services to benefit the learning environment and learning outcomes. Students were instructed on their roles in the LCAP review process and ability to make suggestions that would be reviewed and considered by district leadership. Students identified the need for more course offerings and tutoring. Students also identified a transportation issue when seeking instructional support outside the school day.

Community Involvement: The Linden Education Foundation worked through

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| | <p>the foundation board membership to collaborate with the Director of Educational Services. These meetings focused on coordinating the use of funds to better serve the districts' students. The focus was on developing capacity for technology acquisition, integration and support across the district. The impact was an increase in technology device purchases and fiscal support from the Foundation to bolster the acquisition of devices at Linden High School.</p> |
| <p>Annual Update: As part of the annual review and revision of the 3 year LCAP plan, all stakeholder groups reviewed the annual update of the current actions and services, along with projected and actual expenditures. . A color-coded chart was used to clearly indicate action and services which were completed, in process, or not started. This information was used as a catalyst for revising the new LCAP. Stakeholders were able to review and ask questions regarding the implementation status of actions and services and consider the continued need of such actions and services or the viability of elimination. Stakeholders reviewed the provided metrics to evaluate the effectiveness of the LCAP in supporting the state priorities and identified needs. This process was useful in modifying and revising the next three-year LCAP.</p> | <p>Annual Update: Stakeholders were able to identify areas of strength and areas of need through analysis of the current plan and outcomes. The current metrics were difficult to monitor and went through a major revision process. The current metrics did not have base year information and were difficult to measure the effectiveness and growth in outcomes. The stakeholders adjusted the metrics in the revised LCAP to include clear baseline measures and consistency of measures year to year.</p> <p>In addition, the annual update distinguished actions and services that were not started, or were incomplete, providing opportunity for the stakeholders to review the necessity of these actions and services and offer adjustments as appropriate. As a result, actions and services were identified as not essential and new actions and services were developed to better impact the identified areas of priority. The metrics were difficult to measure in some areas and the stakeholders agreed to modify the metrics to include baseline year and measurement of growth year to year.</p> <p>In reviewing the annual update and the metrics for student engagement, parents of English learners asked for clarification of fees to participate in some programs. They shared that the fee-based participation inhibited some students from involvement. The committee and administration worked to sort out community fee-based programs from district programs which will be further investigated.</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?

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| <p>GOAL 1:</p> | <p>All students will engage in learning from highly qualified staff, aligned instruction with current state standards and rigorous curriculum to maximize potential and be college and career ready.</p> | <p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p> |
| <p>Identified Need :</p> | <p>Stakeholders reviewed the local data; the staff survey on new standards implementation, AP exams and CTE pathways, and determined our need to continue with:</p> <ul style="list-style-type: none"> • training on new standards • support systems and expanding AP courses • expansion of the CTE pathways • build deep content understanding of the new standards in Math and ELA/ELD • effective instructional strategies to address the learning needs of all students | |
| <p>Goal Applies to:</p> | <p>Schools: All Applicable Pupil Subgroups:</p> | <p>All</p> |

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:

- **Basic Services:**
 - A: 100% teachers are appropriately assigned and fully credentialed in subject areas and for pupils they are teaching, verified by CALPADS. 14/15 baseline data: 100%
 - B: 100 % of students have access to standards-aligned materials, verified by textbook sufficiency resolution. 14/15 baseline data 100%
 - C: 100% of school facilities are maintained in good repair, verified by the District FIT report. 14/15 baseline data 100%

- **Implementation of State Standards:**
 - A: 100% of K-8th classrooms will adopt ELA/ELD curriculum. Math Adoption for grades K-8th took place in 14/15
 - B: Designated ELD instruction is offered to English learners, 30 minutes, daily. Integrated ELD is offered daily through the English Language Arts Curriculum.

- **Pupil Achievement:**
 - A: CAASPP Smarter Balanced Student Test Results for the 14-15 reporting year, indicates:
 - **English Language Arts:**
 - Standard Exceeded: 9%
 - Standard Met: 26%
 - Standard Nearly Met: 32%
 - Standard Not Met: 33%
 - **Mathematics:**
 - Standard Exceeded: 6%
 - Standard Met: 14%
 - Standard Nearly Met: 36%
 - Standard Not Met: 44%
 - **Science:**
 - Advanced: 5th 12%, 8th 26%, 11th 16%
 - Proficient: 5th 38%, 8th 28%, 11th 30%
 - Basic: 5th 33%, 8th 28%, 11th 33%
 - Below Basic: 5th 13%, 8th 13%, 11th 16%
 - Far Below Basic: 5th 4%, 8th 6%, 11th 5%
 - Increase the number of students meeting and exceeding standards in ELA, Math, and Science by 5%

- B: State Board of Education has suspended the API

C: Increase the percentage of students that successfully completed courses that satisfy the requirements for entrance to a UC or CSU or career technical education by 5%, verified by CALPADS. 14/15 baseline data: 41.6%

D: AMAO 1: The percentage of English learners learning English will increase by 5%, verified by CELDT. 14/15 baseline data: 55.7% met AMAO 1.

D: AMAO 2: The percentage of English learners in language instruction educational programs fewer than 5 years attaining English language proficiency will increase by 5%, verified by CELDT. 14/15 baseline data: 24.4% met AMAO 2

D: AMAO 2: The percentage of English learners in language instruction educational programs more than 5 years attaining English language proficiency will increase by 5%, verified by CELDT. 14/15 baseline data: 46.4% met AMAO 2.

E: Increase reclassification rates by 20%. 14/15 baseline data: 12.2% reclassified.

F: Increase the percentage of students who have passed an advanced placement examination with a 3 or higher by 20%, verified by Aeries Dashboard. 14/15 baseline data: 12.9%

G: Increase the percentage of students who demonstrate college preparedness (EAP) by 20%, verified by Aeries Dashboard. 14/15 baseline data: ELA: 6% Math 3%

- Course Access:

A: All students will continue to have access to a broad course of study, including, courses in CTE, Visual and Performing Arts, verified by CALPADS.

B: Unduplicated students will continue to have access to broad course of study, including access to designated ELD instruction and intervention programs, verified by CALPADS, Title III Plan, class rosters.

C: Exceptional needs students will continue to have access to broad course of study and may require access to programs and services in priority 7 B. Exceptional needs students will continue to receive push in/pull out services guided by the goals and objectives documented in the student's IEP, verified by SEIS.

- Other Pupil Outcomes:

A: 50% of all K-8th students will pass the District Math Assessment with a score of 60% or higher. Baseline data to be determined

A: 75% of all K-8th students will pass the District Writing Assessment with a 3 or higher. Baseline data to be determined

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures | | | | | | | | |
|---|------------------|---|--|--|--------|------------------------------|--------|--|-------|--------------------------------|--|
| 1.1.1617 Maintain sites with Technology Instructional Leaders. Maintain the District IT manager's position. Hire an additional Technology Support Technician. | District Wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | <table border="0"> <tr> <td>2000-2999: Classified Personnel Salaries</td> <td>94,021</td> </tr> <tr> <td>3000-3999: Employee Benefits</td> <td>29,564</td> </tr> <tr> <td>1000-1999: Certificated Personnel Salaries</td> <td>7,499</td> </tr> <tr> <td colspan="2">Supplemental and Concentration</td> </tr> </table> | 2000-2999: Classified Personnel Salaries | 94,021 | 3000-3999: Employee Benefits | 29,564 | 1000-1999: Certificated Personnel Salaries | 7,499 | Supplemental and Concentration | |
| 2000-2999: Classified Personnel Salaries | 94,021 | | | | | | | | | | |
| 3000-3999: Employee Benefits | 29,564 | | | | | | | | | | |
| 1000-1999: Certificated Personnel Salaries | 7,499 | | | | | | | | | | |
| Supplemental and Concentration | | | | | | | | | | | |

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| <p>1.2.1617 Acquire tablets, laptops and computers to reach 1:1 devices for students and refresh obsolete equipment.</p> | <p>District Wide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>4000-4999: Books And Supplies 200,000 Supplemental and Concentration</p> |
| <p>1.3.1617 Continue contracted services for the District data management software program.</p> | <p>District Wide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 50,000</p> |
| <p>1.4.1617 Provide students with extended learning opportunities and interventions, before and after school, and during summer school. Offset Outdoor Education Fees by \$50.00 per student. Provide bilingual instructional aides to support English learners and Low Income students.</p> | <p>District Wide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>1000-1999: Certificated Personnel Salaries 29,000 2000-2999: Classified Personnel Salaries 25,000 3000-3999: Employee Benefits 10,538 4000-4999: Books And Supplies 10,000 5000-5999: Services And Other Operating Expenditures 8,500 Supplemental and Concentration</p> |
| <p>1.5.1617 Maintain District Technology Coach (TOSA). Hire two Instructional TOSAs to support classroom instruction.</p> | <p>District Wide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 185225 3000-3999: Employee Benefits 61,833</p> |

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| <p>1.6.1617 Provide professional learning opportunities to staff through release time and outside services.</p> | <p>District Wide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>1000-1999: Certificated Personnel Salaries 64,440 2000-2999: Classified Personnel Salaries 11,232 3000-3999: Employee Benefits 12,978 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 10,000</p> |
| <p>1.7.1617 Provide eighth grade students that qualify, an opportunity to enroll in accelerated math.</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>1000-1999: Certificated Personnel Salaries 6,300 3000-3999: Employee Benefits 1,010 4000-4999: Books And Supplies Base 4,000</p> |
| <p>1.8.1617 Provide special education services.</p> | <p>All</p> | <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u></p> | <p>General Fund Contribution (Object 8980) Base 1,358,087</p> |
| <p>1.9.1617 Provide AP training to applicable staff.</p> | <p>LHS</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>5000-5999: Services And Other Operating Expenditures Base 2,000</p> |
| <p>1.10.1617</p> | <p>District</p> | <p><input checked="" type="checkbox"/> All</p> | |

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| <p>Continue to provide AVID teacher, membership, tutors, summer training.</p> <p>Increase AVID opportunities to eighth grade students</p> | <p>Wide</p> | <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>1000-1999: Certificated Personnel Salaries 81,000</p> <p>3000-3999: Employee Benefits Supplemental and Concentration 22,396</p> <p>2000-2999: Classified Personnel Salaries 5,500</p> |
| <p>1.11.1617</p> <p>Continue to support and fund career readiness programs and maintain a new pathway.</p> | <p>LHS</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>1000-1999: Certificated Personnel Salaries 396,555</p> <p>3000-3999: Employee Benefits Base 59,482</p> |
| <p>1.12.1617</p> <p>Staffing for the educational program.</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>1000-1999: Certificated Personnel Salaries 5,995,000</p> <p>2000-2999: Classified Personnel Salaries 200,000</p> <p>3000-3999: Employee Benefits Base 1,858,500</p> |
| <p>1.13.1617</p> <p>Stipend for exceeding class size per contract.</p> | <p>Glenwood Linden Elem Waverly</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>1000-1999: Certificated Personnel Salaries Base 17,255</p> <p>3000-3999: Employee Benefits 2,767</p> |
| <p>1.14.1617</p> <p>Provide certificated staff 3 non-student professional development days district-wide to improve instruction to principally serve low income and English learner</p> | <p>District Wide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> | <p>1000-1999: Certificated Personnel Salaries 100,800</p> <p>3000-3999: Employee Benefits Supplemental and Concentration 19,200</p> |

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| <p>students</p> | | <ul style="list-style-type: none"> <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | |
| <p>1.15.1617 Provide College and Career Center staff to support advising of high school students</p> | <p>LHS Schoolwide</p> | <ul style="list-style-type: none"> <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>1000-1999: Certificated Personnel Salaries 72,382</p> <hr/> <p>3000-3999: Employee Benefits Supplemental and Concentration 22,754</p> |

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:

- **Basic Services:**
 - A: 100% teachers are appropriately assigned and fully credentialed in subject areas and for pupils they are teaching, verified by CALPADS. 14/15 baseline data: 100%
 - B: 100 % of students have access to standards-aligned materials, verified by textbook sufficiency resolution. 14/15 baseline data 100%
 - C: 100% of school facilities are maintained in good repair, verified by the District FIT report. 14/15 baseline data 100%

- **Implementation of State Standards:**
 - A: 100% of K-8th classrooms will adopt ELA/ELD curriculum. Math Adoption for grades K-8th took place in 14/15
 - B: Designated ELD instruction is offered to English learners, 30 minutes, daily. Integrated ELD is offered daily through the English Language Arts Curriculum.

- **Pupil Achievement:**
 - A: Smarter Balanced Student Test Results for the 14-15 reporting year, indicates:
 - **English Language Arts:**
 - Standard Exceeded: 9%
 - Standard Met: 26%
 - Standard Nearly Met: 32%
 - Standard Not Met: 33%
 - **Mathematics:**
 - Standard Exceeded: 6%
 - Standard Met: 14%
 - Standard Nearly Met: 36%
 - Standard Not Met: 44%
 - **Science:**
 - Advanced: 5th 12%, 8th 26%, 11th 16%
 - Proficient: 5th 38%, 8th 28%, 11th 30%
 - Basic: 5th 33%, 8th 28%, 11th 33%
 - Below Basic: 5th 13%, 8th 13%, 11th 16%
 - Far Below Basic: 5th 4%, 8th 6%, 11th 5%
 - Increase the number of students meeting and exceeding standards in ELA, Math, and Science by 5%

- B: State Board of Education has suspended the API
- C: Increase the percentage of students that successfully completed courses that satisfy the requirements for entrance to a UC or CSU or career technical education by 5%, verified by CALPADS. 14/15 baseline data: 41.6%

D: AMAO 1: The percentage of English learners learning English will increase by 5%, verified by CELDT. 14/15 baseline data: 55.7% met AMAO 1.
 D: AMAO 2: The percentage of English learners in language instruction educational programs fewer than 5 years attaining English language proficiency will increase by 5%, verified by CELDT. 14/15 baseline data: 24.4% met AMAO 2
 D: AMAO 2: The percentage of English learners in language instruction educational programs more than 5 years attaining English language proficiency will increase by 5%, verified by CELDT. 14/15 baseline data: 46.4% met AMAO 2.
 E: Increase reclassification rates by 20%. 14/15 baseline data: 12.2% reclassified.
 F: Increase the percentage of students who have passed an advanced placement examination with a 3 or higher by 20%, verified by Aeries Dashboard. 14/15 baseline data: 12.9%
 G: Increase the percentage of students who demonstrate college preparedness (EAP) by 20%, verified by Aeries Dashboard. 14/15 baseline data: ELA: 6% Math 3%

- Course Access:

A: All students will continue to have access to a broad course of study, including, courses in CTE, Visual and Performing Arts, verified by CALPADS.
 B: Unduplicated students will continue to have access to broad course of study, including access to designated ELD instruction and intervention programs, verified by CALPADS, Title III Plan, class rosters.
 C: Exceptional needs students will continue to have access to broad course of study and may require access to programs and services in priority 7 B. Exceptional needs students will continue to receive push in/pull out services guided by the goals and objectives documented in the student's IEP, verified by SEIS.

- Other Pupil Outcomes:

A: 50% of all K-8th students will pass the District Math Assessment with a score of 60% or higher. Baseline data to be determined
 A: 75% of all K-8th students will pass the District Writing Assessment with a 3 or higher. Baseline data to be determined

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|------------------|---|--|
| 1.1.1718 Maintain sites with Technology Instructional Leaders. Maintain the District IT manager's position. Hire an additional Technology Support Technician. | District Wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | 2000-2999: Classified Personnel Salaries 94,021 3000-3999: Employee Benefits 29,564 1000-1999: Certificated Personnel Salaries 7,499 Supplemental and Concentration |
| 1.2.1718 | District | <input checked="" type="checkbox"/> All | 4000-4999: Books And Supplies 200,000 |

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| <p>Acquire tablets, laptops and computers to reach 1:1 devices for students and refresh obsolete equipment.</p> | <p>Wide</p> | <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Supplemental and Concentration</p> |
| <p>1.3.1718 Continue contracted services for the District data management software program.</p> | <p>District Wide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 50,000</p> |
| <p>1.4.1718 Provide students with extended learning opportunities and interventions, before and after school, and during summer school. Offset Outdoor Education Fees by \$50.00 per student. Provide bilingual instructional aides to support English learners and Low Income students.</p> | <p>District Wide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>1000-1999: Certificated Personnel Salaries 29,000 2000-2999: Classified Personnel Salaries 25,000 3000-3999: Employee Benefits 10,538 4000-4999: Books And Supplies 10,000 5000-5999: Services And Other Operating Expenditures 8,500 Supplemental and Concentration</p> |
| <p>1.5.1718 Maintain District Technology Coach (TOSA). Hire two Instructional TOSAs to support classroom instruction.</p> | <p>District Wide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>1000-1999: Certificated Personnel Salaries 185,225 3000-3999: Employee Benefits Supplemental and Concentration 61,833</p> |
| <p>1.6.1718 Provide Professional learning opportunities to staff through release time and outside services.</p> | <p>District Wide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>1000-1999: Certificated Personnel Salaries 64,440 2000-2999: Classified Personnel Salaries 11,232</p> |

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| | | <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) | 3000-3999: Employee Benefits 12,978 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 10,000 |
| 1.7.1718 Provide eighth grade students that qualify, an opportunity to enroll in accelerate math. | 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) | 1000-1999: Certificated Personnel Salaries 6,300 3000-3999: Employee Benefits 1,010 4000-4999: Books And Supplies Base 4,000 |
| 1.8.1718 Provide special education services. | All | <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u> | General Fund Contribution (Object 8980) Base 1,358,087 |
| 1.9.1718 Provide AP training to applicable staff. | LHS | <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) | 5000-5999: Services And Other Operating Expenditures Base 2,000 |
| 1.10.1718 Continue to provide AVID teacher, membership, tutors, summer. Increase AVID opportunities to eighth grade students | District Wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners | 1000-1999: Certificated Personnel Salaries 81,000 3000-3999: Employee Benefits 22,396 |

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| | | <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | 2000-2999: Classified Personnel Salaries Supplemental and Concentration 5,500 |
| 1.11.1718 Support and fund career readiness programs and add a new pathway. | LHS | <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) | 1000-1999: Certificated Personnel Salaries 396,555 3000-3999: Employee Benefits Base 59,482 |
| 1.12.1718 Staffing for the educational program. | 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) | 1000-1999: Certificated Personnel Salaries 5,995,000 2000-2999: Classified Personnel Salaries 200,000 3000-3999: Employee Benefits Base 1,858,500 |
| 1.13.1718 Stipend for exceeding class size per contract. | Glenwood Linden Elem Waverly | <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) | 1000-1999: Certificated Personnel Salaries 17,255 3000-3999: Employee Benefits Base 2,767 |
| 1.14.1718 Provide certificated staff 3 non-student professional development days district-wide to improve instruction to principally serve low income and English learner students | 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 | 1000-1999: Certificated Personnel Salaries 100,800 3000-3999: Employee Benefits Supplemental and Concentration 19,200 |

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| | | _ Other Subgroups: (Specify) | |
| 1.15.1718 Provide College and Career Center staff to support advising of high school students | LHS Schoolwide | <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) | 1000-1999: Certificated Personnel Salaries 72,382 3000-3999: Employee Benefits Supplemental and Concentration 22,754 |

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:

- **Basic Services:**
 - A: 100% teachers are appropriately assigned and fully credentialed in subject areas and for pupils they are teaching, verified by CALPADS. 14/15 baseline data: 100%
 - B: 100 % of students have access to standards-aligned materials, verified by textbook sufficiency resolution. 14/15 baseline data 100%
 - C: 100% of school facilities are maintained in good repair, verified by the District FIT report. 14/15 baseline data 100%

- **Implementation of State Standards:**
 - A: 100% of K-8th classrooms will adopt ELA/ELD curriculum. Math Adoption for grades K-8th took place in 14/15
 - B: Designated ELD instruction is offered to English learners, 30 minutes, daily. Integrated ELD is offered daily through the English Language Arts Curriculum.

- **Pupil Achievement:**
 - A: Smarter Balanced Student Test Results for the 14-15 reporting year, indicates:
 - **English Language Arts:**
 - Standard Exceeded: 9%
 - Standard Met: 26%
 - Standard Nearly Met: 32%
 - Standard Not Met: 33%
 - **Mathematics:**
 - Standard Exceeded: 6%
 - Standard Met: 14%
 - Standard Nearly Met: 36%
 - Standard Not Met: 44%
 - **Science:**
 - Advanced: 5th 12%, 8th 26%, 11th 16%
 - Proficient: 5th 38%, 8th 28%, 11th 30%
 - Basic: 5th 33%, 8th 28%, 11th 33%
 - Below Basic: 5th 13%, 8th 13%, 11th 16%
 - Far Below Basic: 5th 4%, 8th 6%, 11th 5%
 - Increase the number of students meeting and exceeding standards in ELA, Math, and Science by 5%

- B: State Board of Education has suspended the API
- C: Increase the percentage of students that successfully completed courses that satisfy the requirements for entrance to a UC or CSU or

career technical education by 5%, verified by CALPADS. 14/15 baseline data: 41.6%
 D: AMAO 1: The percentage of English learners learning English will increase by 5%, verified by CELDT. 14/15 baseline data: 55.7% met AMAO 1.
 D: AMAO 2: The percentage of English learners in language instruction educational programs fewer than 5 years attaining English language proficiency will increase by 5%, verified by CELDT. 14/15 baseline data: 24.4% met AMAO 2
 D: AMAO 2: The percentage of English learners in language instruction educational programs more than 5 years attaining English language proficiency will increase by 5%, verified by CELDT. 14/15 baseline data: 46.4% met AMAO 2.
 E: Increase reclassification rates by 20%. 14/15 baseline data: 12.2% reclassified.
 F: Increase the percentage of students who have passed an advanced placement examination with a 3 or higher by 20%, verified by Aeries Dashboard. 14/15 baseline data: 12.9%
 G: Increase the percentage of students who demonstrate college preparedness (EAP) by 20%, verified by Aeries Dashboard. 14/15 baseline data: ELA: 6% Math 3%

- Course Access:

A: All students will continue to have access to a broad course of study, including, courses in CTE, Visual and Performing Arts, verified by CALPADS.
 B: Unduplicated students will continue to have access to broad course of study, including access to designated ELD instruction and intervention programs, verified by CALPADS, Title III Plan, class rosters.
 C: Exceptional needs students will continue to have access to broad course of study and may require access to programs and services in priority 7 B. Exceptional needs students will continue to receive push in/pull out services guided by the goals and objectives documented in the student's IEP, verified by SEIS.

- Other Pupil Outcomes:

A: 50% of all K-8th students will pass the District Math Assessment with a score of 60% or higher. Baseline data to be determined
 A: 75% of all K-8th students will pass the District Writing Assessment with a 3 or higher. Baseline data to be determined

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|---|--|
| 1.1.1819 Provide sites with Technology Instructional Leaders. Maintain the District IT manager's position. Hire an additional Technology Support Technician. | District Wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | 2000-2999: Classified Personnel Salaries 94,021 3000-3999: Employee Benefits 29,564 1000-1999: Certificated Personnel Salaries 7,499 Supplemental and Concentration |

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| <p>1.2.1819 Acquire tablets, laptops and computers to reach 1:1 devices for students and refresh obsolete equipment.</p> | <p>District Wide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>4000-4999: Books And Supplies 200,000 Supplemental and Concentration</p> |
| <p>1.3.1819 Continue contracted services for the district data management software program.</p> | <p>District Wide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 50,000</p> |
| <p>1.4.1819 Provide students with extended learning opportunities and interventions, before and after school, and during summer school. Offset Outdoor Education fees by \$50.00 per student. Provide bilingual instructional aides to support English learners and Low Income students.</p> | <p>District Wide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>1000-1999: Certificated Personnel Salaries 29,000 2000-2999: Classified Personnel Salaries 25,000 3000-3999: Employee Benefits 10,538 4000-4999: Books And Supplies 10,000 5000-5999: Services And Other Operating Expenditures 8,500 Supplemental and Concentration</p> |
| <p>1.5.1819 Maintain District Technology Coach (TOSA). Hire two Instructional TOSAs to support classroom instruction.</p> | <p>District Wide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 185,225 3000-3999: Employee Benefits 61,833</p> |

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| <p>1.6.1819 Provide professional learning opportunities to staff through release time and outside services.</p> | <p>District Wide</p> | <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>1000-1999: Certificated Personnel Salaries 64,440 2000-2999: Classified Personnel Salaries 11,232 3000-3999: Employee Benefits 12,978 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 10,000</p> |
| <p>1.7.1819 Provide eighth grade students that qualify, an opportunity to enroll in accelerate math.</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>1000-1999: Certificated Personnel Salaries 6,300 3000-3999: Employee Benefits 1,010 4000-4999: Books And Supplies Base 4,000</p> |
| <p>1.8.1819 Provide special education services.</p> | <p>All</p> | <p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u></p> | <p>General Fund Contribution (Object 8980) Base 1,358,087</p> |
| <p>1.9.1819 Provide AP training to applicable staff.</p> | <p>LHS</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>5000-5999: Services And Other Operating Expenditures Base 2,000</p> |
| <p>1.10.1819 Continue to provide AVID teacher, membership, tutors,</p> | <p>District Wide</p> | <p><input checked="" type="checkbox"/> All ----- OR:</p> | |

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|---|---|---|--|
| <p>summer. Increase AVID opportunities to eighth grade students</p> | | <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>1000-1999: Certificated Personnel Salaries 81,000 3000-3999: Employee Benefits 22,396 2000-2999: Classified Personnel Salaries Supplemental and Concentration 5,500</p> |
| <p>1.11.1819 Support and fund career readiness programs and add a new pathway.</p> | <p>LHS</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>1000-1999: Certificated Personnel Salaries 396,555 3000-3999: Employee Benefits Base 59,482</p> |
| <p>1.12.1819 Staffing for the educational program.</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>1000-1999: Certificated Personnel Salaries 5,995,000 2000-2999: Classified Personnel Salaries 200,000 3000-3999: Employee Benefits Base 1,858,500</p> |
| <p>1.13.1819 Stipend for exceeding class size per contract.</p> | <p>Glenwood Linden Elem Waverly</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>1000-1999: Certificated Personnel Salaries 17,255 3000-3999: Employee Benefits Base 2,767</p> |
| <p>1.14.1819 Provide certificated staff 3 non-student professional development days district-wide to improve instruction to principally serve low income and English learner students</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</p> | <p>1000-1999: Certificated Personnel Salaries 100,800 3000-3999: Employee Benefits Supplemental and Concentration 19,200</p> |

| | | | |
|--|-------------------|---|---|
| | | _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | |
| 1.15.1819 Provide College and Career Center staff to support advising of high school students | LHS Schoolwide | <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) | 1000-1999: Certificated Personnel Salaries 72,382 3000-3999: Employee Benefits Supplemental and Concentration 22,754 |

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

| | | |
|--------------------------|---|---|
| <p>GOAL 2:</p> | <p>All students, families, and community partners will be actively engaged to ensure learning in a physically and emotionally safe and positive environment for all students.</p> | <p>Related State and/or Local Priorities: 1 _ 2 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 COE only: 9 _ 10 _ Local : Specify</p> |
| <p>Identified Need :</p> | <p>After reviewing the CHKS survey, suspension rates and behavior referrals, stakeholders agree there is a need for the following:</p> <ul style="list-style-type: none"> • continue the No Bully program in grades K-12 • counselor to provide social/emotional support to students • develop a prioritized list to maintain the physical safety, cleanliness and maintenance of all school sites | |
| <p>Goal Applies to:</p> | <p>Schools: All Applicable Pupil Subgroups:</p> | <p>All</p> |

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:

- Parent Involvement:
 - A: Encourage parents to participate in District and Site based Stakeholder meetings. School sites will offer a monthly "Parent Coffee" in an effort to involve more parents in site-based decisions.
 - B: Encourage parents to participate in ELAC, DELAC and Title I committees
 - C: Encourage parents to participate in their child's IEP, SST, and 504 meetings

- Pupil Engagement:
 - A: Maintain attendance rates, verified by CALPADS. 14/15 baseline data: 96.17%
 - B: Decrease chronic absenteeism, verified by Aeries. 14/15 baseline data: 5%
 - C: Maintain 0% Middle School dropout rates, verified by CALPADS.
 - D: Decrease High School dropout rates, verified by CALPADS. 14/15 baseline data: 12 dropouts
 - E: Increase High School graduation rates to 90%, verified by CALPADS. 14/15 baseline data: 89.95%

- School Climate:
 - A: Decrease suspension rates by 10% to be 6.03%, verified by CALPADS. 14/15 baseline data: 6.7%
 - B: Decrease the number of expelled students by 5, verified by CALPADS. 14/15 baseline data: 10 students
 - C: Increase student school connectedness rates by 5%, verified by the CHKS survey. 14/15 baseline data: Students that feel connected to school: 7th: 63% 9th: 52%, 11th: 64%
 - C: Increase students feeling safe at school by 5%, verified by CHKS survey. 14/15 baseline data: Students that feel safe at school: 7th: 71%, 9th: 59%, 11th: 79%
 - C: Increase the percentage of staff feeling safe on campus by 5%, verified by the CHKS survey. 14/15 baseline data: Staff that feel safe at school: 66%
 - Local Measure: Recognize students for positive behavior. Baseline data to be determined.

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|--|--|
| 2.1.1617 Provide 4 parent education nights addressing topics such as; attendance, health, learning strategies. | District Wide | <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient | 1000-1999: Certificated Personnel Salaries 3,552 3000-3999: Employee Benefits 570 4000-4999: Books And Supplies Supplemental and Concentration 600 |

| | | | |
|--|---------------|---|--|
| | | _ Other Subgroups: (Specify) | |
| 2.2.1617 Provide a family liason/translator at each elementary site, daily for 2 hours. Provide translator for parent nights. Provide additional LHS bilingual aide | All | _ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | 2000-2999: Classified Personnel Salaries 50,300 3000-3999: Employee Benefits Supplemental and Concentration 7,050 |
| 2.3.1617 Provide safe and clean facilities | All | <input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | Provide repairs, equipment and address cleanliness from the prioritized list. 4000-4999: Books And Supplies Base 447,019 5000-5999: Services And Other Operating Expenditures 1,107,328 6000-6999: Capital Outlay 30,400 |
| 2.4.1617 K-12 to continue No Bully program. Each site to develop school-wide positive student behavior programs, with student recognitions, awards, and incentives | Districtwide | <input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 56,000 |
| 2.5.1617 Provide an School Resource Officer for all sites to help reduce truancy | District Wide | <input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 85,000 |

| | | | |
|---|--------------|---|---|
| <p>2.6.1617 Maintain High School Counselor to provide social/emotional support to students. Hire two additional counselors to provide social/emotional support for students in K-8.</p> | 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) | 1000-1999: Certificated Personnel Salaries 168,824 3000-3999: Employee Benefits Supplemental and Concentration 51,665 |
| <p>2.7.1617 Provide consistent updates to Parent Student Portal to increase parent participation and improve school/home communication.</p> | 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) | 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 130,113 3000-3999: Employee Benefits 24,784 |
| <p>2.8.1617 Provide site-based nurse to provide direct services to students</p> | 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) | 2000-2999: Classified Personnel Salaries 84,000 3000-3999: Employee Benefits Supplemental and Concentration 21,470 |
| <p>2.9.1617 Provide additional academic counselor</p> | Schoolwide | <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) | 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 43,000 3000-3999: Employee Benefits Supplemental and Concentration 8,600 |
| <p>2.10.1617 Provide Training for classified staff in CPR/First aide, and defibrillation. Pending negotiations</p> | Districtwide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils | 2000-2999: Classified Personnel Salaries Supplemental and Concentration 16,445.40 |

| | | |
|--|---|--|
| | <ul style="list-style-type: none">_ English Learners_ Foster Youth_ Redesignated fluent English proficient_ Other Subgroups: (Specify) | 3000-3999: Employee Benefits Supplemental and Concentration 7,739.48 |
|--|---|--|

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:

- Parent Involvement:
 - A: Encourage parents to participate in District and Site based Stakeholder meetings. School sites will offer a monthly "Parent Coffee" in an effort to involve more parents in site-based decisions.
 - B: Encourage parents to participate in ELAC, DELAC and Title I committees
 - C: Encourage parents to participate in their child's IEP, SST, and 504 meetings

- Pupil Engagement:
 - A: Maintain attendance rates, verified by CALPADS. 14/15 baseline data: 96.17%
 - B: Decrease chronic absenteeism verified by Aeries. 14/15 baseline data: 5%
 - C: Maintain 0% Middle School dropout rates, verified by CALPADS.
 - D: Decrease High School dropout rates, verified by CALPADS. 14/15 baseline data: 12 dropouts
 - E: Increase High School graduation rates to 90% verified by CALPADS. 14/15 baseline data: 89.95%

- School Climate:
 - A: Decrease suspension rates by 10%, verified by CALPADS. 14/15 baseline data: 6.7%
 - B: Decrease the number of expelled students by 5, verified by CALPADS. 14/15 baseline data: 10 students
 - C: Increase student school connectedness rates by 5%, verified by the CHKS survey. 14/15 baseline data: Students that feel connected to school: 7th: 63% 9th: 52%, 11th: 64%
 - C: Increase students feeling safe at school by 5%, verified by CHKS survey. 14/15 baseline data: Students that feel safe at school: 7th: 71%, 9th: 59%, 11th: 79%
 - C: Increase the percentage of staff feeling safe on campus by 5%, verified by the CHKS survey. 14/15 baseline data: Staff that feel safe at school: 66%
 - Local Measure: Recognize students for positive behavior. Baseline data to be determined.

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|---|--|
| 2.1.1718 Provide 4 parent education nights addressing topics such as; attendance, health, learning strategies. | 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 | 1000-1999: Certificated Personnel Salaries 3,552 3000-3999: Employee Benefits 570 4000-4999: Books And Supplies Supplemental and Concentration 600 |

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|--|---------------|--|--|
| | | _ Other Subgroups: (Specify) | |
| 2.2.1718 Provide a family liason/translator at each elementary site, daily for 2 hours . Provide translator for parent nights. Add bilingual aide at LHS. | All | _ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | 2000-2999: Classified Personnel Salaries 50,300 3000-3999: Employee Benefits Supplemental and Concentration 7,050 |
| 2.3.1718 Provide safe and clean facilities | All | <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | Provide repairs, equipment and address cleanliness from the prioritized list. 4000-4999: Books And Supplies Base 447,019 5000-5999: Services And Other Operating Expenditures 1,107,328 6000-6999: Capital Outlay 30,400 |
| 2.4.1718 K-12 to continue No Bully program. Each site to develop school-wide positive student behavior programs, with student recognitions, awards, and incentives | Districtwide | <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 34,000 |
| 2.5.1718 Provide an School Resorce Officer for all sites to help reduce truancy | District Wide | <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 85,000 |

| | | | |
|---|---------------------|---|---|
| <p>2.6.1718 Maintain High School Counselor to provide social/emotional support to students. Hire two additional counselors to provide social/emotional support for students in K-8.</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>1000-1999: Certificated Personnel Salaries 168,824 3000-3999: Employee Benefits Supplemental and Concentration 51,665</p> |
| <p>2.7.1718 Provide consistent updates to Parent Student Portal to increase parent participation and improve school/home communication.</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>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 130,113 3000-3999: Employee Benefits Supplemental and Concentration 24,784</p> |
| <p>2.8.1718 Provide site-based nurse to provide direct services to students</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>2000-2999: Classified Personnel Salaries Supplemental and Concentration 84,000 3000-3999: Employee Benefits Supplemental and Concentration 21,470</p> |
| <p>2.9.1718 Provide additional academic counselor</p> | <p>Schoolwide</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>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 43,000 3000-3999: Employee Benefits Supplemental and Concentration 8,600</p> |
| <p>2.10.1718</p> | | <p><input checked="" type="checkbox"/> All</p> | <p>2000-2999: Classified Personnel Salaries Supplemental and</p> |

| | | | |
|--|---------------------|--|--|
| <p>Provide Training for classified staff in CPR/First aide, and defibrillation. Pending negotiations</p> | <p>Districtwide</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 Other Subgroups: (Specify)</p> | <p>Concentration 16,445.40 3000-3999: Employee Benefits Supplemental and Concentration 7,739.48</p> |
|--|---------------------|--|--|

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:

- Parent Involvement:
 - A: Encourage parents to participate in District and Site based Stakeholder meetings. School sites will offer a monthly "Parent Coffee" in an effort to involve more parents in site-based decisions.
 - B: Encourage parents to participate in ELAC, DELAC and Title I committees
 - C: Encourage parents to participate in their child's IEP, SST, and 504 meetings

- Pupil Engagement:
 - A: Maintain attendance rates, verified by CALPADS. 14/15 baseline data: 96.17%
 - B: Decrease chronic absenteeism by verified by Aeries. 14/15 baseline data: 5%
 - C: Maintain 0% Middle School dropout rates, verified by CALPADS.
 - D: Decrease High School dropout rates, verified by CALPADS. 14/15 baseline data: 12 dropouts
 - E: Increase High School graduation rates to 90% verified by CALPADS. 14/15 baseline data: 89.95%

- School Climate:
 - A: Decrease suspension rates by 10%, verified by CALPADS. 14/15 baseline data: 6.7%
 - B: Decrease the number of expelled students by 5, verified by CALPADS. 14/15 baseline data: 10 students
 - C: Increase student school connectedness rates by 5%, verified by the CHKS survey. 14/15 baseline data: Students that feel connected to school: 7th: 63% 9th: 52%, 11th: 64%
 - C: Increase students feeling safe at school by 5%, verified by CHKS survey. 14/15 baseline data: Students that feel safe at school: 7th: 71%, 9th: 59%, 11th: 79%
 - C: Increase the percentage of staff feeling safe on campus by 5%, verified by the CHKS survey. 14/15 baseline data: Staff that feel safe at school: 66%
 - Local Measure: Recognize students for positive behavior. Baseline data to be determined.

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|---|--|
| 2.1.1819 Provide 4 parent education nights addressing topics such as; attendance, health, learning strategies. | 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 | 1000-1999: Certificated Personnel Salaries 3,552 3000-3999: Employee Benefits 570 4000-4999: Books And Supplies Supplemental and Concentration 600 |

| | | | |
|--|---------------|---|--|
| | | <input type="checkbox"/> Other Subgroups: (Specify) | |
| 2.2.1819 Provide a family liason/translator at each elementary site, daily for 2 hour. Provide translators for parent nights. Add bilingual aide at LHS | 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) | 2000-2999: Classified Personnel Salaries 50,300 3000-3999: Employee Benefits Supplemental and Concentration 7,050 |
| 2.3.1819 Provide safe and clean facilities | All | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Provide repairs, equipment and address cleanliness from the prioritized list. 4000-4999: Books And Supplies Base 447,019 5000-5999: Services And Other Operating Expenditures 1,107,328 6000-6999: Capital Outlay 30,400 |
| 2.4.1819 K-12 to continue No Bully program. Each site to develop school-wide positive student behavior programs, with student recognitions, awards, and incentives | 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) | 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 34,000 |
| 2.5.1819 Provide an School Resource Officer for all sites to help reduce truancy | District Wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 85,000 |

| | | | |
|---|---------------|---|---|
| <p>2.6.1819 Maintain High School Counselor to provide social/emotional support to students. Hire two additional counselors to provide social/emotional support for students in K-8.</p> | 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) | 1000-1999: Certificated Personnel Salaries 168,824 3000-3999: Employee Benefits Supplemental and Concentration 51,665 |
| <p>2.7.1819 Provide consistent updates to Parent Student Portal to increase parent participation and improve school/home communication.</p> | 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) | 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 130,113 3000-3999: Employee Benefits Supplemental and Concentration 24,784 |
| <p>2.8.1819 Provide site-based nurse to provide direct services to students</p> | 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) | 2000-2999: Classified Personnel Salaries Supplemental and Concentration 84,000 3000-3999: Employee Benefits Supplemental and Concentration 21,470 |
| <p>2.9.1819 Provide additional academic counselor</p> | Schoolwide | <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) | 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 43,000 3000-3999: Employee Benefits Supplemental and Concentration 8,600 |
| <p>2.10.1819 Provide Training for classified staff in CPR/First aide, and defibrillation. Pending negotiations</p> | District wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils | 2000-2999: Classified Personnel Salaries Supplemental and Concentration 16,445.40 |

| | | | |
|--|--|--|---|
| | | <ul style="list-style-type: none"> _ English Learners _ Foster Youth _ Redesignated fluent English proficient Other Subgroups: (Specify) | <p>3000-3999: Employee Benefits Supplemental and Concentration 7,739.48</p> |
|--|--|--|---|

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

Annual Update

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

Guiding Questions:

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

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

| | | | |
|---------------------------------------|---|---------------------------------|--|
| Original GOAL 1 from prior year LCAP: | All students will have increased learning from instruction guided by assessment results. | | Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify |
| Goal Applies to: | Schools: All | Applicable Pupil Subgroups: All | |
| Expected Annual Measurable Outcomes: | <p>Based on data that shows LUSD has met our AMAO 1 and 2 for the last two years, we need to continue this momentum.</p> <p>Graduation rate for LUSD is 86%. We need to increase our passing rate going forward.</p> <p>Unduplicated students have access to a broad course of study including reading support, programs including career technical learning and AVID. Services provided include language development and academic support. District will increase these opportunities by adding services in 8th grade as measured by class list to include English Learners and low-income students.</p> <p>Once LUSD receives their CAASPP data Students will work on increasing their content knowledge for the next CAASPP testing.</p> <p>Establish an intervention program during the instructional day.</p> <p>38% of our students met CELDT English proficient level. LUSD will increase the number of EL learners language level by 1 year as measured by the CELDT.</p> <p>Establish a process to utilize available data to formulate an instructional plan that meets the needs of all learners.</p> <p>English Language Arts EAP was 65% and Math is 60%. LUSD will increase the percentage of pupils who demonstrate college</p> | | <p>Actual Annual Measurable Outcomes:</p> <p>Based on data that shows LUSD has met our AMAO 1 and 2 for the last two years, we need to continue this momentum. Met 2/3 AMAOs.</p> <p>Graduation rate for LUSD is 86%. We need to increase our passing rate going forward. Linden Unified has 12 high school students that dropped out.</p> <p>Unduplicated students have access to a broad course of study including reading support, programs including career technical learning and AVID. Services provided include language development and academic support. District will increase these opportunities by adding services in 8th grade as measured by class list to include English Learners and low-income students. English learners and low income students are included in reading support, career technical learning, and AVID.</p> <p>Students worked on increasing their content knowledge for the next CAASPP testing.</p> <p>Established an intervention program during the instructional day.</p> <p>38% of our students met CELDT English proficient level. LUSD will increase the number of EL learners language level by 1 year as measured by the CELDT. Did not meet.</p> <p>Accomplished through online assessments.</p> |

preparedness based on the Early Assessment Program (EAP).

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

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

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

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

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

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

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

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

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

English learners have access to ELD programs and services such as Medallions curriculum through weekly ELD instruction with the use of GLAD strategies to provide access to the academic

English Language Arts EAP was 65% and Math is 60%. LUSD will increase the percentage of pupils who demonstrate college preparedness based on the Early Assessment Program (EAP). CAASP data indicates 3% for math and 6% for ELA. Note: testing conditions changed from the CST to the CAASP.

32% of students met a-g requirements and 10% of students completed CTE pathway. There will be an increase in the percentage of students completing the a-g requirements or CTE pathway. A-G is 41.6% verified through CALPADS

No current data to confirm, however, AVID is expanding services to the 8th grade. Increase the representation of Lower income students in upper division classes to broaden our course of studies and maintain the percent of ELs taking upper division classes.

Students with special needs are provided pullout reading support and individual instruction. This service was maintained

12% of our students have been reclassified.

In the AP Spanish class (100%) AP Literature (78%) pass rates demonstrate success. With AP US History at 33% and Calculus at 46%, LUSD will Increase the passage rate of 3 or higher on AP course exams. No data to support this statement. See Goal 1 for 16-17 metric.

The district writing assessments were at 2.5 the first trimester. Increase the district average of students on writing assessments. There is no data to support this.

Grades 2-8 are assessed on Lexile with eighth grade meeting benchmark. Increase the percentage of grade levels meeting lexile level for each trimester. No data to support this metric.

Our API is frozen at 773. State board suspended API.

Develop an assessment system to measure the implementation of a rigorous academic program with performance standards aligned to curriculum. OARS data system has been purchased

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| <p>standards and the English Learner standards to gain language and content knowledge. These services will be maintained and measured by class schedules and student rosters.</p> <p>All students have access to a broad course of study that include all core subjects, visual/performing arts, health physical education, CTE, college preparatory. These services will be maintained and verified by student participation data to illustrate participation by students including subgroups.</p> <p>Our Professional Development Survey demonstrates an upward trend of teachers implementing Common Core. Staff has been learning and teaching new state standards. Implementation in reading went from 15% to 94% in 2014-15, in math from 17% to 100% and writing from 21% to 94%.</p> <p>Implement 100% of academic content and performance standards.</p> | <p>English learners have access to ELD programs and services such as Medallions curriculum through weekly ELD instruction with the use of GLAD strategies to provide access to the academic standards and the English Learner standards to gain language and content knowledge. These services will be maintained and measured by class schedules and student rosters. These services were provided</p> <p>All students have access to a broad course of study that include all core subjects, visual/performing arts, health physical education, CTE, college preparatory. These services were provided.</p> <p>Our Professional Development Survey demonstrates an upward trend of teachers implementing Common Core. Staff has been learning and teaching new state standards. Implementation in reading went from 15% to 94% in 2014-15, in math from 17% to 100% and writing from 21% to 94%. Professional Development occurred during Early Release Days. There is no data to support the implementation of new state standards.</p> <p>Implement 100% of academic content and performance standards. Performance standards were implemented.</p> |
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LCAP Year: 2015-2016

| Planned Actions/Services | | Actual Actions/Services | | | | | | | | | |
|--|--|---|--------------------------------------|--|----------------|---|--|---|-------------------------------------|--|----------------|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures | | | | | | | | |
| <p>1.1.1 Provide technical support to ensure all computers are working. *Networking & Technology Manager *Teacher Site Support</p> | <p>Continue employment of Director of Networking and Technology. Provide stipends for seven technology leads at each site.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">2000-2999: Classified Personnel Salaries 46,000</td> </tr> <tr> <td style="padding: 2px;">3000-3999: Employee Benefits 15,000</td> </tr> <tr> <td style="padding: 2px;">1000-1999: Certificated Personnel Salaries 3,500</td> </tr> <tr> <td style="padding: 2px;">Supp/Conc Base</td> </tr> </table> | 2000-2999: Classified Personnel Salaries 46,000 | 3000-3999: Employee Benefits 15,000 | 1000-1999: Certificated Personnel Salaries 3,500 | Supp/Conc Base | <p>1.1.1 Provided technical support to ensure all computers are working. *Networking & Technology Manager *Teacher Site Support</p> | <p>Continue employment of Director of Networking and Technology. Provide stipends for seven technology leads at each site.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">2000-2999: Classified Personnel Salaries 50,187</td> </tr> <tr> <td style="padding: 2px;">3000-3999: Employee Benefits 18,384</td> </tr> <tr> <td style="padding: 2px;">1000-1999: Certificated Personnel Salaries 7,000</td> </tr> <tr> <td style="padding: 2px;">Supp/Conc Base</td> </tr> </table> | 2000-2999: Classified Personnel Salaries 50,187 | 3000-3999: Employee Benefits 18,384 | 1000-1999: Certificated Personnel Salaries 7,000 | Supp/Conc Base |
| 2000-2999: Classified Personnel Salaries 46,000 | | | | | | | | | | | |
| 3000-3999: Employee Benefits 15,000 | | | | | | | | | | | |
| 1000-1999: Certificated Personnel Salaries 3,500 | | | | | | | | | | | |
| Supp/Conc Base | | | | | | | | | | | |
| 2000-2999: Classified Personnel Salaries 50,187 | | | | | | | | | | | |
| 3000-3999: Employee Benefits 18,384 | | | | | | | | | | | |
| 1000-1999: Certificated Personnel Salaries 7,000 | | | | | | | | | | | |
| Supp/Conc Base | | | | | | | | | | | |

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| <p>Scope of Service District Wide</p> <hr/> <p>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> | | <p>Scope of Service District Wide</p> <hr/> <p>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> | |
| <p>1.2.1 Acquire tablets, laptops, smart boards and computers to support instruction, Smarter Balanced and assessments.</p> | <p>Continue to expand technology hardware for student and teacher use. A process for determining technology needs will be established.</p> <p>4000-4999: Books And Supplies 100,000</p> <hr/> <p>Supp/Conc</p> | <p>1.2.1 Acquired tablets, laptops, smart boards and computers to support instruction, Smarter Balanced and assessments.</p> | <p>Continue to expand technology hardware for student and teacher use. A process for determining technology needs will be established.</p> <p>4000-4999: Books And Supplies 100,000</p> <hr/> <p>Supp/Conc</p> |
| <p>Scope of Service District Wide</p> <hr/> <p>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> | | <p>Scope of Service District Wide</p> <hr/> <p>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> | |
| <p>1.3.1 Expand the use of data analysis to inform instruction by using technology and providing information on district and state assessments through use of a district wide data management system. Research, develop and implement formative and summative assessment to assess both content</p> | <p>Purchase a data management software program. Purchase and/or create district assessments allowing committee time for development.</p> <p>1000-1999: Certificated Personnel Salaries 60,500</p> <hr/> <p>3000-3999: Employee Benefits</p> | <p>1.3.1 Expanded the use of data analysis to inform instruction by using technology and providing information on district and state assessments through use of a district wide data management system. Staff researched, developed and implemented formative and summative assessments to assess both</p> | <p>Purchase a data management software program. Purchase and/or create district assessments allowing committee time for development.</p> <p>1000-1999: Certificated Personnel Salaries 48,821</p> <hr/> <p>3000-3999: Employee Benefits 9,764</p> |

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| <p>and performance tasks aligned to state standards.</p> | <p>7,260 5800: Professional/Consulting Services And Operating Expenditures 62,000 4000-4999: Books And Supplies 300 Supp/Conc</p> | <p>content and performance tasks aligned to state standards.</p> | <p>5800: Professional/Consulting Services And Operating Expenditures 50,250 4000-4999: Books And Supplies No Cost Supp/Conc</p> |
| <p>Scope of Service District Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> | | <p>Scope of Service District Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> | |
| <p>1.4.1 Establish a district-wide technology refresh program with ongoing funding.</p> | <p>Annual replacement of computers, printers, hardware, etc. on a rotational basis. 4000-4999: Books And Supplies 50,000 Supp/Conc</p> | <p>1.4.1 Established a district-wide technology refresh program with ongoing funding.</p> | <p>Annual replacement of computers, printers, hardware, etc. on a rotational basis. 4000-4999: Books And Supplies 50,000 Supp/Conc</p> |
| <p>Scope of Service District Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> | | <p>Scope of Service District Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> | |
| <p>1.5.1</p> | <p>Continue providing reading</p> | <p>1.5.1</p> | <p>Continue providing reading</p> |

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| <p>Maintain afterschool Response to Intervention (RTI) opportunities. Expand RTI into the school day, based upon student assessments. Continue to maintain After School Enrichment Program. Provide reading intervention and AR.</p> | <p>intervention after school with teachers being paid hourly rate. Purchase intervention workbooks and software licensing and subscriptions for online programs, i.e., Read 180, System 44 and credit recovery. Provide instructional aides to support EL and Low Socio-economic students.</p> <p>2000-2999: Classified Personnel Salaries 130,403</p> <p>3000-3999: Employee Benefits 42,752</p> <p>2000-2999: Classified Personnel Salaries 46,656</p> <p>3000-3999: Employee Benefits 10,083</p> <p>4000-4999: Books And Supplies 26,507</p> <p>1000-1999: Certificated Personnel Salaries 8,400</p> <p>3000-3999: Employee Benefits 1,200</p> <p>5800: Professional/Consulting Services And Operating Expenditures 33,000</p> <p>Supp/Conc Base</p> | <p>Maintained afterschool Response to Intervention (RTI) opportunities. Expanded RTI into the school day, based upon student assessments. Continued to maintain After School Enrichment Program through summer program. Provided reading intervention and AR.</p> | <p>intervention after school with teachers being paid hourly rate. Purchase intervention workbooks and software licensing and subscriptions for online programs, i.e., Read 180, System 44 and credit recovery. Provide instructional aides to support EL and Low Socio-economic students.</p> <p>2000-2999: Classified Personnel Salaries 193,189</p> <p>3000-3999: Employee Benefits 51,000</p> <p>2000-2999: Classified Personnel Salaries 46,656</p> <p>3000-3999: Employee Benefits 10,083</p> <p>4000-4999: Books And Supplies 10,000</p> <p>1000-1999: Certificated Personnel Salaries 7,560</p> <p>3000-3999: Employee Benefits 1,512</p> <p>5800: Professional/Consulting Services And Operating Expenditures 36,004</p> <p>Supp/Conc</p> |
| <p>Scope of Service Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |

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| <p>1.6.1 Provide professional development for staff to implement new ELD standards within the classroom for both integrated and designated ELD, to increase language levels and reclassification rate.</p> | <p>Send teachers and aides to SJCOE training. Cover registration and substitute costs.</p> <p>1000-1999: Certificated Personnel Salaries 7,800</p> <p>3000-3999: Employee Benefits 936</p> <p>5800: Professional/Consulting Services And Operating Expenditures 10,800</p> <p>Supp/Conc</p> | <p>1.6.1 Provided professional development for staff to implement new ELD standards within the classroom for both integrated and designated ELD, to increase language levels and reclassification rate.</p> | <p>Send teachers and aides to SJCOE training. Cover registration and substitute costs.</p> <p>1000-1999: Certificated Personnel Salaries 7,800</p> <p>3000-3999: Employee Benefits 936</p> <p>5800: Professional/Consulting Services And Operating Expenditures 5,250</p> <p>Supp/Conc</p> |
| <p>Scope of Service District Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service District Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>1.7.1 Establish a professional learning community in which various types of assessments will help drive instruction to increase student learning.</p> | <p>Use Wednesday release time to evaluate student data and have PLC meetings. Base No Cost</p> | <p>1.7.1 Established a professional learning community in which various types of assessments will help drive instruction to increase student learning.</p> | <p>Use Wednesday release time to evaluate student data and have PLC meetings. Base No Cost</p> |
| <p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |

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| <p>1.8.1 Provide a wide variety of opportunities to support staff in their ability to implement technology and utilize the assessment system in language arts and math, providing higher levels of student learning through the support of a technology teacher on special assignment (TOSA).</p> | <p>Identify Teacher on Special Assignment. TOSA to provide professional development and continue services from prior year.</p> <p>1000-1999: Certificated Personnel Salaries 59,000</p> <p>3000-3999: Employee Benefits 15,780</p> <p>Supp/Conc</p> | <p>1.8.1 Provided a wide variety of opportunities to support staff in their ability to implement technology and utilize the assessment system in language arts and math, providing higher levels of student learning through the support of a technology teacher on special assignment (TOSA). Staff participated in 3 professional development days of technology training.</p> | <p>Identify Teacher on Special Assignment. TOSA to provide professional development and continue services from prior year.</p> <p>1000-1999: Certificated Personnel Salaries 103,795</p> <p>3000-3999: Employee Benefits 31,336</p> <p>Supp/Conc</p> |
| <p>Scope of Service District Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service District Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>1.9.1 Continue to monitor implementation of ELD through schedules, walkthroughs and informal observations.</p> | <p>Principals and EL coordinator will meet with Director of Education Services to review data, perform walk-throughs and discuss evaluations. Base No Cost</p> | <p>1.9.1 Continued to monitor implementation of ELD through schedules, walkthroughs and informal observations.</p> | <p>Principals and EL coordinator will meet with Director of Education Services to review data, perform walk-throughs and discuss evaluations. Base No Cost</p> |
| <p>Scope of Service All</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>1.10.1</p> | <p>Purchase books, binders and</p> | <p>1.10.1</p> | <p>Purchase books, binders and</p> |

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| <p>Support and monitor integrated ELD through grade level meeting planning time. District grade level meetings will produce lesson plans for implementation in classrooms.</p> | <p>miscellaneous supplies. 4000-4999: Books And Supplies 600 Base</p> | <p>Administration supported and monitored integrated ELD through grade level meeting planning time. District grade level meetings produced lesson plans for implementation in classrooms.</p> | <p>miscellaneous supplies. 4000-4999: Books And Supplies Base No Cost</p> |
| <p>Scope of Service: All</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service: All</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>1.11.1 Implement standards aligned matrix on computer skills to be taught at each grade level and materials, programs and hardware to implement matrix. Communicate matrix to all sites.</p> | <p>Identify software programs and other materials to support standards implementation. 4000-4999: Books And Supplies 10,000 Supp/Conc</p> | <p>1.11.1 This action/service was not completed as District TOSAs were newly hired. This will be a priority for the 16-17 year.</p> | <p>Identify software programs and other materials to support standards implementation. 4000-4999: Books And Supplies No Cost Supp/Conc</p> |
| <p>Scope of Service: District Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service: District Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>1.12.1 Each site will insure students qualifying for Special Education Services, are providing the necessary</p> | <p>Classroom teachers and instructional aides will deliver instruction to students with IEP's.</p> | <p>1.12.1 Each site ensured students qualified for Special Education Services, and provided the necessary services.</p> | <p>Classroom teachers and instructional aides will deliver instruction to students with IEP's. General Fund</p> |

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| <p>services.</p> | <p>1000-1999: Certificated Personnel Salaries 610,400 2000-2999: Classified Personnel Salaries 194,000 3000-3999: Employee Benefits 201,500 Base</p> | | <p>contribution to Special Ed. 1000-1999: Certificated Personnel Salaries 1,410,000 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits Base</p> |
| <p>Scope of Service: All</p> <hr/> <p>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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u></p> | | <p>Scope of Service: All</p> <hr/> <p>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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u></p> | |
| <p>1.13.1 Provide AP training to applicable staff to increase passing rate of 3 or higher.</p> | <p>Send a teacher to AP training. 5800: Professional/Consulting Services And Operating Expenditures 2,000 Supp/Conc</p> | <p>1.13.1 This action/service did not happen, but is planned for the 16-17 year.</p> | <p>Teacher will be attending AP training in July 2016. 5800: Professional/Consulting Services And Operating Expenditures No Cost Supp/Conc</p> |
| <p>Scope of Service: LHS/School Wide</p> <hr/> <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: LHS/School Wide</p> <hr/> <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>1.14.1 Provide integrated math, EAP awareness and a math teacher to</p> | <p>Hourly rate for teacher to provide success shop for before and after school.</p> | <p>1.14.1 Provided integrated math, EAP awareness and a math teacher to</p> | <p>Hourly rate for teacher to provide success shop for before and after school.</p> |

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| <p>support before and after school Success Shop to increase students meeting provisional on EAP.</p> | <p>1000-1999: Certificated Personnel Salaries 3,000 3000-3999: Employee Benefits 360 Base</p> | <p>support before and after school Success Shop to increase students meeting provisional on EAP.</p> | <p>1000-1999: Certificated Personnel Salaries 3,000 3000-3999: Employee Benefits 360 Base</p> |
| <p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>1.15.1 Maintain course access ratio for EL students and increase access for low income students through emphasizing vocabulary and writing in all content areas.</p> | <p>Provide vocabulary workbooks and miscellaneous material. 4000-4999: Books And Supplies 2,000 Supp/Conc</p> | <p>1.15.1 This action/service was not completed. Will focus on EL student vocabulary in the 16-17 year.</p> | <p>Provide vocabulary workbooks and miscellaneous material. 4000-4999: Books And Supplies No Cost Supp/Conc</p> |
| <p>Scope of Service All</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>1.16.1 Provide a rich and rigorous program that is aligned to content and performance standards.</p> | <p>Committee work to develop curriculum units and vertical alignment. 1000-1999: Certificated Personnel</p> | <p>1.16.1 This action/service item was not completed. As staff focused on professional development and implementing the OARS program.</p> | <p>Committee work to develop curriculum units and vertical alignment. 1000-1999: Certificated Personnel Salaries Base No Cost</p> |

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| | Salaries 22,160 3000-3999: Employee Benefits 2,700 Base | | 3000-3999: Employee Benefits No Cost |
| Scope of Service All <hr/> <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) | | Scope of Service All <hr/> <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) | |
| 1.17.1 Increase the percentage of EL students meeting grade level standards by gaining language proficiency through ELD instruction and content language instruction. | 30 minutes of ELD instruction is provided daily by classroom teacher. Students academically below 2 years instruction received System 44 or Read 180 dependent on grade level. At LHS EL students are placed in an English class with ELD. Committee work will focus on enriching core content standards to address EL needs. 1000-1999: Certificated Personnel Salaries 9,990 3000-3999: Employee Benefits 1,200 4000-4999: Books And Supplies 5,000 Base | 1.17.1 Although the focus is on ELD instructional strategies, there is no metric to measure acquisition of grade level standards. Smarter Balanced results for 14-15 is only a baseline year. | 30 minutes of ELD instruction is provided daily by classroom teacher. Students academically below 2 years instruction received System 44 or Read 180 dependent on grade level. At LHS EL students are placed in an English class with ELD. Committee work will focus on enriching core content standards to address EL needs. 1000-1999: Certificated Personnel Salaries Base 3000-3999: Employee Benefits 4000-4999: Books And Supplies Included in 2.6 |
| Scope of Service All <hr/> <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 | | Scope of Service All <hr/> <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 | |

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| proficient _ Other Subgroups: (Specify) | | _ 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? | Through stakeholder meetings, it was determined that Goal 1 and 2 will be combined as Goal 1 - Student Achievement, focusing on state priorities 1, 2, 4, 7, and 8. The following actions and services were combined from Goal 1 and Goal 2 and are reflected in Goal 1 of the 16-17 year: Goal 1: 1.4.1, 1.6.1, 1.8.1, 1.13.1, 1.14.1, 1, Goal 2: 2.2.1, 2.8.1, 2.9.1, 2.12.1. The following actions and services were deleted because either the goal of the action/service item was met, or was not supported through LCFF: Goal 1: 1.7.1, 1.9.1, 1.11.1, 1.15.1, 1.16.1, 1.17.1, Goal 2: 2.1.1, 2.5.1, 2.9.1, 2.10.1. Effectiveness: Stakeholders agree that all action/service items were effective in meeting the District's goals and priority areas. | | |

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

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

| | | |
|---------------------------------------|---|--|
| Original GOAL 2 from prior year LCAP: | All students will receive instruction from highly qualified staff, aligned instruction with current state standards and curriculum to be college and career ready. | Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify |
| Goal Applies to: | Schools: All Applicable Pupil Subgroups: | All |
| Expected Annual Measurable Outcomes: | <p>District will support and monitor teaching expectations districtwide, including use of technology, teaching practices, and communication protocols.</p> <p>Increase percentage of EL learners from 62.6 percent moving one language level in 2013-14.</p> <p>Increase percentage of EL learners attaining English proficiency on CELDT from 23.4% less than 5 years and 55.6% more than 5 years in 2013-14.</p> <p>In 2013-2014 the Professional Development survey reflects that LUSD went from 21% implementation to 77% implementation in writing, from 15% implementation to 75% in reading and from 17% implementation to 65% in math. Our Professional Development Survey demonstrates an upward trend of teachers implementing Common Core. We will continue this trend moving forward.</p> <p>District to increase the level ROP/CTE offerings.</p> <p>District will acquire math curriculum materials that are aligned to the most current adopted standards.</p> | <p>Actual Annual Measurable Outcomes:</p> <p>District will support and monitor teaching expectations districtwide, including use of technology, teaching practices, and communication protocols. monitoring occurred throughout the year</p> <p>Increase percentage of EL learners from 62.6 percent moving one language level in 2013-14. Metric met.</p> <p>Increase percentage of EL learners attaining English proficiency on CELDT from 23.4% less than 5 years and 55.6% more than 5 years in 2013-14. Metric not met.</p> <p>In 2013-2014 the Professional Development survey reflects that LUSD went from 21% implementation to 77% implementation in writing, from 15% implementation to 75% in reading and from 17% implementation to 65% in math. Our Professional Development Survey demonstrates an upward trend of teachers implementing Common Core. We will continue this trend moving forward. There is no objectively quantifiable measurement data for this goal.</p> <p>District to increase the level ROP/CTE offerings. District implemented a new Floral pathway.</p> |

100% of K-12 teachers will be trained in the implementation of math curriculum aligned to the new standards.

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

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

Through curriculum sufficiency we have 100% compliance on textbooks. We need to adopt new textbooks with state timelines to stay current.

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

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

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

LUSD in 2013 scored 46 % proficient or advanced in 5th; 63% proficient or advanced in 8th and 62% proficient or advanced in 10th on CST Science. Increase student performance in Science.

All students will have access to required physical fitness

District will acquire math curriculum materials that are aligned to the most current adopted standards. New math curriculum was purchased and implemented in 2015-2016.

100% of K-12 teachers will be trained in the implementation of math curriculum aligned to the new standards. All staff implementing the new math curriculum recieved training in the new curriculum.

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

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

Through curriculum sufficiency we have 100% compliance on textbooks. We need to adopt new textbooks with state timelines to stay current. Math is implemented and ELA is currently being adopted.

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

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

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| <p>curriculum and minutes resulting in improved outcomes on the state physical fitness test.</p> | <p>During the 2014-2015 school year our sites were rated excellent on our FIT reports. LUSD will maintain the excellent status for FIT. All sites continue to receive good FIT ratings.</p> <p>LUSD in 2013 scored 46 % proficient or advanced in 5th; 63% proficient or advanced in 8th and 62% proficient or advanced in 10th on CST Science. Increase student performance in Science. 2015 results: 50% 5th grade, 54%, eighth grade & 46% tenth grade.</p> <p>All students have access to required physical fitness curriculum and minutes resulting in improved outcomes on the state physical fitness test. All students receive the state required instructional time for physical fitness.</p> |
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LCAP Year: 2015-2016

| Planned Actions/Services | | Actual Actions/Services | |
|---|--|--|--|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| <p>2.1.1 Follow state adoption timeline to acquire curriculum aligned materials to most current standards. Begin ELA/ELD adoption. Support math adoption. Continue to provide every pupil sufficient access to standards aligned instruction.</p> | <p>Establish a textbook committee for an adoption process. Purchase ELA textbooks.</p> <p>4000-4999: Books And Supplies 176,000</p> <p>1000-1999: Certificated Personnel Salaries 7,104</p> <p>3000-3999: Employee Benefits 852</p> <p>2000-2999: Classified Personnel Salaries 2,160</p> <p>3000-3999: Employee Benefits 475 Base</p> | <p>2.1.1 Followed state adoption timeline to acquire curriculum aligned materials to most current standards. Begun ELA/ELD adoption. Supported math adoption. Continued to provide every pupil sufficient access to standards aligned instruction.</p> | <p>Establish a textbook committee for an adoption process. Purchase ELA textbooks.</p> <p>4000-4999: Books And Supplies 176,000</p> <p>1000-1999: Certificated Personnel Salaries 7,104</p> <p>3000-3999: Employee Benefits 852</p> <p>2000-2999: Classified Personnel Salaries 2,160</p> <p>3000-3999: Employee Benefits 475 Base</p> |
| <p>Scope of Service All</p> | | <p>Scope of Service All</p> | |
| <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p> | | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p> | |

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| <ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | | <ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | |
| <p>2.2.1 Provide professional development on current standards and effective instructional strategies such as Depth of Knowledge, to support increased student learning in all core content areas using existing staff as experts for ELA. Provide an outside consultant for math coaching.</p> | <p>Contract with SJCOE for math coach.</p> <p>1000-1999: Certificated Personnel Salaries 50,000</p> <p>3000-3999: Employee Benefits 6,000</p> <p>5800: Professional/Consulting Services And Operating Expenditures 57,000</p> <p>Supp/Conc</p> | <p>2.2.1 Provided professional development on current standards and effective instructional strategies such as Depth of Knowledge, to support increased student learning in all core content areas using existing staff as experts for ELA. Provided an outside consultant for math coaching.</p> | <p>Contract with SJCOE for math coach.</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p> <p>5800: Professional/Consulting Services And Operating Expenditures Other 44,000</p> |
| <p>Scope of Service District wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <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>Scope of Service District wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <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>2.3.1 Support students to be college ready providing key cognitive strategies and skills through funding high school AVID. Expand to 8th grade AVID through teacher training and implementation of identified processes. Addition of 1 teacher.</p> | <p>Provide AVID teacher, membership, tutors, summer training, and additional substitute costs for release time.</p> <p>5800: Professional/Consulting Services And Operating Expenditures 4,100</p> <p>2000-2999: Classified Personnel Salaries 15,000</p> <p>3000-3999: Employee Benefits 3,300</p> | <p>2.3.1 Supported students to be college ready providing key cognitive strategies and skills through funding high school AVID. Expanded to 8th grade AVID through teacher training and implementation of identified processes. Addition of 1 teacher.</p> | <p>Provide AVID teacher, membership, tutors, summer training, and additional substitute costs for release time.</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>2000-2999: Classified Personnel Salaries 1,500</p> <p>3000-3999: Employee Benefits 1,100</p> <p>2000-2999: Classified Personnel Salaries 4,000</p> |

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| | 2000-2999: Classified Personnel Salaries 4,000 5000-5999: Services And Other Operating Expenditures 3,500 1000-1999: Certificated Personnel Salaries 59,000 3000-3999: Employee Benefits 16,000 Supp/Conc Base | | 5000-5999: Services And Other Operating Expenditures 5,600 1000-1999: Certificated Personnel Salaries 79,536 3000-3999: Employee Benefits 20,000 Supplemental and Concentration Base |
| Scope of Service: District Wide <hr/> <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) | | Scope of Service: District Wide <hr/> <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) | |
| 2.4.1 Continue to support and fund career readiness programs (CTE, ROP) adding a pathway to students. | Salary for CTE courses. 1000-1999: Certificated Personnel Salaries 385,000 3000-3999: Employee Benefits 46,200 Base | 2.4.1 Continued to support and fund career readiness programs (CTE, ROP) adding a pathway to students. | Salary for CTE courses. 1000-1999: Certificated Personnel Salaries 385,000 3000-3999: Employee Benefits 46,200 Base |
| Scope of Service: LHS / All <hr/> <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) | | Scope of Service: LHS / All <hr/> <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) | |
| 2.5.1 | Purchase binders, materials , books, | 2.5.1 | Purchase binders, materials , books, |

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| <p>Monitor and support the implementation of standards aligned instruction by district personnel, principals, coaches and staff. Provide time for articulated vertical alignment.</p> | <p>to support resources for standard implementation.</p> <p>4000-4999: Books And Supplies 1,000 Base</p> | <p>Monitored and supported the implementation of standards aligned instruction by district personnel, principals, coaches and staff. Provided time for articulated vertical alignment.</p> | <p>to support resources for standard implementation.</p> <p>4000-4999: Books And Supplies 1,000 Base</p> |
| <p>Scope of Service All</p> <hr/> <p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> | | <p>Scope of Service All</p> <hr/> <p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> | |
| <p>2.6.1 Our staff is HQT and we will continue our existing hiring practices to ensure that all staff hired is HQT, and teachers are assigned within their credentialed areas. LUSD will work towards a higher rate of teacher retention.</p> | <p>Provide staffing for educational program.</p> <p>1000-1999: Certificated Personnel Salaries 5,800,000 3000-3999: Employee Benefits 696,000 Base</p> | <p>2.6.1 Our staff is HQT and we will continue our existing hiring practices to ensure that all staff hired is HQT, and teachers are assigned within their credentialed areas. LUSD continued to work towards a higher rate of teacher retention.</p> | <p>Provide staffing for educational program.</p> <p>1000-1999: Certificated Personnel Salaries Base 5,735,991 3000-3999: Employee Benefits Base 674,663</p> |
| <p>Scope of Service All</p> <hr/> <p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> | | <p>Scope of Service All</p> <hr/> <p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> | |
| <p>2.7.1 LUSD will follow state regulations to ease class size in grades K-3 to</p> | <p>Stipend for reduced class size per contract.</p> | <p>2.7.1 LUSD will follow state regulations to ease class size in grades K-3 to</p> | <p>Stipend for reduced class size per contract.</p> |

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| <p>achieve smaller ratio.</p> | <p>1000-1999: Certificated Personnel Salaries 18,000</p> <p>3000-3999: Employee Benefits 2,160</p> <p>Supp/Conc Base</p> | <p>achieve smaller ratio and provided a stipend for any overage.</p> | <p>1000-1999: Certificated Personnel Salaries 18,000</p> <p>3000-3999: Employee Benefits 2,160</p> <p>Supp/Conc Base</p> |
| <p>Scope of Service Glenwood Linden El Waverly/ School Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service Glenwood Linden El Waverly/ School Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>2.8.1 Provide additional training of ELD standards to support instruction of students learning the English language as measured by CELDT, including two professional development days for teacher and three days for aides.</p> | <p>Send teachers to training for two days and instructional aides for one day of training for ELD standards. Hire consultant to train staff on ELD standards.</p> <p>1000-1999: Certificated Personnel Salaries 27,000</p> <p>3000-3999: Employee Benefits 5,940</p> <p>5800: Professional/Consulting Services And Operating Expenditures 8,000</p> <p>2000-2999: Classified Personnel Salaries 5,616</p> <p>3000-3999: Employee Benefits 1,236</p> <p>Base Supp/Conc</p> | <p>2.8.1 Provided additional training of ELD standards to support instruction of students learning the English language as measured by CELDT, including two professional development days for teacher and three days for aides.</p> | <p>Send teachers to training for two days and instructional aides for one day of training for ELD standards. Hire consultant to train staff on ELD standards.</p> <p>1000-1999: Certificated Personnel Salaries 27,000</p> <p>3000-3999: Employee Benefits 5,940</p> <p>5800: Professional/Consulting Services And Operating Expenditures 8,000</p> <p>2000-2999: Classified Personnel Salaries 5,616</p> <p>3000-3999: Employee Benefits 1,236</p> <p>Base Supp/Conc</p> |
| <p>Scope of Service All</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> | | <p>Scope of Service All</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> | |

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|---|--|--|-------|---|------------------|--|------------|--|--|---|---|--|-------|--|------------|-------------------------------|-------|-----------|--|
| <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><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>2.9.1 Expand college and career opportunities through increasing the passing rate of 3 or higher on the AP. Support will be provided by adding a morning Success Shop, to increase the number of students meeting a-g requirements.</p> | <p>Hourly rate for teacher before/after school success shop. Train teacher on AP class.</p> <table border="1"> <tr> <td>1000-1999: Certificated Personnel Salaries</td> <td>6,300</td> </tr> <tr> <td>3000-3999: Employee Benefits</td> <td>996</td> </tr> <tr> <td>5000-5999: Services And Other Operating Expenditures</td> <td>2,000 Base</td> </tr> </table> | 1000-1999: Certificated Personnel Salaries | 6,300 | 3000-3999: Employee Benefits | 996 | 5000-5999: Services And Other Operating Expenditures | 2,000 Base | <p>2.9.1 Expand college and career opportunities through increasing the passing rate of 3 or higher on the AP. Support was provided by adding a morning Success Shop to increase the number of students meeting a-g requirements.</p> | <p>Hourly rate for teacher before/after school success shop. Train teacher on AP class.</p> <table border="1"> <tr> <td>1000-1999: Certificated Personnel Salaries</td> <td>6,300</td> </tr> <tr> <td>3000-3999: Employee Benefits</td> <td>996</td> </tr> <tr> <td>5000-5999: Services And Other Operating Expenditures</td> <td>2,000 Base</td> </tr> </table> | 1000-1999: Certificated Personnel Salaries | 6,300 | 3000-3999: Employee Benefits | 996 | 5000-5999: Services And Other Operating Expenditures | 2,000 Base | | | | |
| 1000-1999: Certificated Personnel Salaries | 6,300 | | | | | | | | | | | | | | | | | | |
| 3000-3999: Employee Benefits | 996 | | | | | | | | | | | | | | | | | | |
| 5000-5999: Services And Other Operating Expenditures | 2,000 Base | | | | | | | | | | | | | | | | | | |
| 1000-1999: Certificated Personnel Salaries | 6,300 | | | | | | | | | | | | | | | | | | |
| 3000-3999: Employee Benefits | 996 | | | | | | | | | | | | | | | | | | |
| 5000-5999: Services And Other Operating Expenditures | 2,000 Base | | | | | | | | | | | | | | | | | | |
| <table border="1"> <tr> <td>Scope of Service</td> <td>LHS / All</td> </tr> </table> <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> | Scope of Service | LHS / All | | <table border="1"> <tr> <td>Scope of Service</td> <td>LHS / All</td> </tr> </table> <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> | Scope of Service | LHS / All | | | | | | | | | | | | | |
| Scope of Service | LHS / All | | | | | | | | | | | | | | | | | | |
| Scope of Service | LHS / All | | | | | | | | | | | | | | | | | | |
| <p>2.10.1 Provide enrichment opportunities for students with exceptional needs.</p> | <p>Each site will define program and enrichment classes.</p> <table border="1"> <tr> <td>1000-1999: Certificated Personnel Salaries</td> <td>5,500</td> </tr> <tr> <td>3000-3999: Employee Benefits</td> <td>660</td> </tr> <tr> <td>4000-4999: Books And Supplies</td> <td>1,850</td> </tr> <tr> <td>Supp/Conc</td> <td></td> </tr> </table> | 1000-1999: Certificated Personnel Salaries | 5,500 | 3000-3999: Employee Benefits | 660 | 4000-4999: Books And Supplies | 1,850 | Supp/Conc | | <p>2.10.1 Provided enrichment opportunities for students with exceptional needs.</p> | <p>Each site will define program and enrichment classes.</p> <table border="1"> <tr> <td>1000-1999: Certificated Personnel Salaries</td> <td>5,500</td> </tr> <tr> <td>3000-3999: Employee Benefits</td> <td>660</td> </tr> <tr> <td>4000-4999: Books And Supplies</td> <td>1,850</td> </tr> <tr> <td>Supp/Conc</td> <td></td> </tr> </table> | 1000-1999: Certificated Personnel Salaries | 5,500 | 3000-3999: Employee Benefits | 660 | 4000-4999: Books And Supplies | 1,850 | Supp/Conc | |
| 1000-1999: Certificated Personnel Salaries | 5,500 | | | | | | | | | | | | | | | | | | |
| 3000-3999: Employee Benefits | 660 | | | | | | | | | | | | | | | | | | |
| 4000-4999: Books And Supplies | 1,850 | | | | | | | | | | | | | | | | | | |
| Supp/Conc | | | | | | | | | | | | | | | | | | | |
| 1000-1999: Certificated Personnel Salaries | 5,500 | | | | | | | | | | | | | | | | | | |
| 3000-3999: Employee Benefits | 660 | | | | | | | | | | | | | | | | | | |
| 4000-4999: Books And Supplies | 1,850 | | | | | | | | | | | | | | | | | | |
| Supp/Conc | | | | | | | | | | | | | | | | | | | |
| <table border="1"> <tr> <td>Scope of Service</td> <td>Districtwide</td> </tr> </table> | Scope of Service | Districtwide | | <table border="1"> <tr> <td>Scope of Service</td> <td>Districtwide</td> </tr> </table> | Scope of Service | Districtwide | | | | | | | | | | | | | |
| Scope of Service | Districtwide | | | | | | | | | | | | | | | | | | |
| Scope of Service | Districtwide | | | | | | | | | | | | | | | | | | |

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| <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Exceptional Needs</u></p> | | <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Exceptional Needs</u></p> | |
| <p>2.11.1</p> <p>Provide designated ELD time to be supported with the following programs: Houghton Mifflin, Edge/Inside, Read 180, English 3-D, Rosetta Stone (supplement).</p> | <p>Purchase of new State adopted ELA/ELD materials. 4000-4999: Books And Supplies Supp/Conc 42,000 Base</p> | <p>2.11.1</p> <p>Provided designated ELD time to be supported with the following programs: Houghton Mifflin, Edge/Inside, Read 180, English 3-D, Rosetta Stone (supplement).</p> | <p>Purchase of new State adopted ELA/ELD materials. 4000-4999: Books And Supplies Supp/Conc 42,000 Base</p> |
| <p>Scope of Service All</p> | | <p>Scope of Service All</p> | |
| <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>2.12.1</p> <p>Provide a comprehensive PE program in grades K-12. In elementary grades a PE teacher and classroom teacher combined will provide state mandated minutes. Monitor minutes in PE.</p> | <p>Salaries and benefits for P.E. teachers. 1000-1999: Certificated Personnel Salaries 195,000</p> <p>3000-3999: Employee Benefits 46,800 Base</p> | <p>2.12.1</p> <p>Provided a comprehensive PE program in grades k-12. In elementary grades a PE teacher and classroom teacher combined provided state mandated minutes. Monitored minutes in PE.</p> | <p>Salaries and benefits for P.E. teachers. 1000-1999: Certificated Personnel Salaries 195,000</p> <p>3000-3999: Employee Benefits 46,800 Base</p> |
| <p>Scope of Service All</p> | | <p>Scope of Service All</p> | |
| <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> | | <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> | |

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| <ul style="list-style-type: none"> _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | | <ul style="list-style-type: none"> _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | |
| <p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p> | <p>Through stakeholder meetings, it was determined that Goal 1 and 2 will be combined as Goal 1 - Student Achievement, focusing on state priorities 1, 2, 4, 7, and 8. The following actions and services were combined from Goal 1 and Goal 2 and are reflected in Goal 1 of the 16-17 year: Goal 1: 1.4.1, 1.6.1, 1.8.1, 1.13.1, 1.14.1, 1, Goal 2: 2.2.1, 2.8.1, 2.9.1, 2.12.1. The following actions and services were deleted because either the goal of the action/service item was met, or was not supported through LCFF: Goal 1: 1.7.1, 1.9.1, 1.11.1, 1.15.1, 1.16.1, 1.17.1, Goal 2: 2.1.1, 2.5.1, 2.9.1, 2.10.1. Effectiveness: Stakeholders agree that all action/service items were effective in meeting the District's goals and priority areas.</p> | | |

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

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

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| <p>Original GOAL 3 from prior year LCAP:</p> | <p>All students will be actively engaged in learning from programs and services designated to inform and involve family and community partners.</p> | <p>Related State and/or Local Priorities: 1 _ 2 _ 3 <u>X</u> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify</p> | |
| <p>Goal Applies to: Schools: All Applicable Pupil Subgroups: ALL</p> | | | |
| <p>Expected Annual Measurable Outcomes:</p> | <p>Each school is compliant with parent participation in our advisory groups; SSC, ELAC and DLAC. Continue to gather input from parents in our decision making groups.</p> <p>Our attendance of parent conferences is 97%. Maintain level of parent involvement.</p> <p>Provide parent training on math and ELA. Track attendance of unduplicated parents to establish baseline.</p> <p>Establish training for parents of exceptional needs and track participation.</p> <p>Using parent survey, establish parent program based off input from parents of unduplicated students.</p> <p>Create survey for Foster Youth contact to evaluate our services as students enter/exit program.</p> <p>Create survey for home visits and evaluate effectiveness.</p> | <p>Actual Annual Measurable Outcomes:</p> | <p>Each school is compliant with parent participation in our advisory groups; SSC, ELAC and DLAC. Continue to gather input from parents in our decision making groups. Staff and administration continue to seek input for parents in district and school decision-making.</p> <p>Our attendance of parent conferences is 97%. Maintain level of parent involvement. Parents conference attendance continues at the current rate.</p> <p>Provide parent training on math and ELA. Track attendance of unduplicated parents to establish baseline. Math training occurred at two sites. Unable to track attendance of parents of unduplicated students.</p> <p>Establish training for parents of exceptional needs and track participation. Training did not occur. It will be considered in 2016-2017.</p> <p>Using parent survey, establish parent program based off input from parents of unduplicated students. A parent survey was completed. Participation was low and unable to identify parents of unduplicated students. LUSD is considering providing computer/internet access and language classes for 2016-2017.</p> <p>Create survey for Foster Youth contact to evaluate our services</p> |

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| | <p>as students enter/exit program. Foster youth numbers are very low. A group survey was not developed as individual contact was sufficient.</p> <p>Create survey for home visits and evaluate effectiveness. Home visits did not occur.</p> |
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LCAP Year: 2015-2016

| Planned Actions/Services | | Actual Actions/Services | |
|---|---|---|---|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| <p>3.1.1 Provide a series of parent education nights district-wide, based on parent input with translators to support Spanish speaking parents.</p> | <p>Provide 4 parent nights with teachers presenting and receiving hourly pay. Provide translators at meetings.</p> <p>1000-1999: Certificated Personnel Salaries 3,552</p> <p>4000-4999: Books And Supplies 1,000</p> <p>2000-2999: Classified Personnel Salaries 288</p> <p>3000-3999: Employee Benefits 493</p> <p>Supp/Conc Base</p> | <p>3.1.1 Provided a series of parent education nights district-wide, based on parent input with translators to support Spanish speaking parents. 3 of 6 schools</p> | <p>Provide 4 parent nights with teachers presenting and receiving hourly pay. Provide translators at meetings.</p> <p>1000-1999: Certificated Personnel Salaries 3,552</p> <p>4000-4999: Books And Supplies 1,000</p> <p>2000-2999: Classified Personnel Salaries 288</p> <p>3000-3999: Employee Benefits 493</p> <p>Supp/Conc Base</p> |
| <p>Scope of Service: District Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service: District Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>3.2.1 Increase communication with families through the district and school</p> | <p>Provide 2 hour translators at the K-8 schools.</p> | <p>3.2.1 Increased communication with families through the district and school</p> | <p>Provide 2 hour translators at the K-8 schools.</p> |

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| <p>websites, school messenger, EL Translators at each school and printed publications. Establish a pool of after hour translators.</p> | <p>2000-2999: Classified Personnel Salaries 17,280 3000-3999: Employee Benefits 3,802 Supp/Conc</p> | <p>websites, school messenger, and printed publications. EL Translators at each school and. establishing a pool of after hour translators is targeted for 16-17 year.</p> | <p>2000-2999: Classified Personnel Salaries 17,280 3000-3999: Employee Benefits 3,802 Supp/Conc</p> |
| <p>Scope of Service District Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service District Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>3.3.1 Provide resources for families to become more knowledgeable about school programs and events, and ways to support student learning at home through the district and school site websites.</p> | <p>No cost. Base</p> | <p>3.3.1 Provided resources for families to become more knowledgeable about school programs and events, and ways to support student learning at home through the district and school site websites.</p> | <p>No cost. Base</p> |
| <p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>3.4.1 Provide that each site has an established contact person responsible for communicating with all</p> | <p>No cost. Base</p> | <p>3.4.1 Provided that each site has an established contact person responsible for communicating with all involved staff</p> | <p>No cost. Base</p> |

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| <p>involved staff (eg. social worker, group home, representative, teacher) to ensure students receive timely services and support to expedite the students assimilating into school and learning. In addition, when the student exits, records are provided in a timely manner.</p> | | <p>(eg. social worker, group home, representative, teacher) to ensure students receive timely services and support to expedite the students assimilating into school and learning. In addition, when the student exits, records are provided in a timely manner.</p> | |
| <p>Scope of Service All</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>3.5.1 Identify three SES families to complete home visits to establish the school home connection and provide support as needed.</p> | <p>Hourly rate for home visits.</p> <p>1000-1999: Certificated Personnel Salaries 1,680</p> <p>3000-3999: Employee Benefits 370</p> <p>Supp/Conc</p> | <p>3.5.1 This action service was deemed to have no value by stakeholders and was not practiced.</p> | <p>Hourly rate for home visits.</p> <p>1000-1999: Certificated Personnel Salaries 0</p> <p>3000-3999: Employee Benefits 0</p> <p>Supp/Conc</p> |
| <p>Scope of Service All</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>3.6.1 Provide needs training to parents of</p> | <p>Hire consultant for parent training.</p> | <p>3.6.1 Needs training to parents of exceptional</p> | <p>Hire consultant for parent training.</p> |

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| <p>exceptional students. Provide training to parents regarding the needs of exceptional students.</p> | <p>5800: Professional/Consulting Services And Operating Expenditures 2,000 4000-4999: Books And Supplies 800 Base</p> | <p>students. Providing training to parents regarding the needs of exceptional students will occur in 16-17</p> | <p>5800: Professional/Consulting Services And Operating Expenditures 0 4000-4999: Books And Supplies 0 Base</p> |
| <p>Scope of Service All</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Exceptional Needs</u></p> | | <p>Scope of Service All</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Exceptional Needs</u></p> | |
| <p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p> | <p>Through stakeholder meetings, it was determined that Goal 3 and 4 will be combined as Goal 2 - Parent Involvement/School Climate, focusing on state priorities 3, 5, 6.. The following actions and services were combined from Goal 4 and Goal 3 and are reflected in the 16-17 year of Goal 2: Goal 4: 4.3.1. The following actions and services were deleted because either the goal of the action/service item was met, or was not supported through LCFF: Goal 3: 3.3.1, 3.4.1, 3.5.1, 3.6.1, Goal 4: 4.5.1, 4.6.1. Effectiveness: Stakeholders agree that all action/service items were effective in meeting the District's goals and priority areas.</p> | | |

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

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

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| Original GOAL 4 from prior year LCAP: | All students will have an opportunity to learn in a physically and emotionally safe environment. | | Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify |
| Goal Applies to: | Schools: All Applicable Pupil Subgroups: | All | |
| Expected Annual Measurable Outcomes: | <p>Based on information provided by safety reports and CHKS, LUSD will develop a prioritized list to maintain the physical safety, cleanliness and maintenance of all campuses.</p> <p>Decrease the number of incidents of bullying on campuses.</p> <p>District average suspension rate is 6%. Maintain the low rate.</p> <p>Based on our attendance rate of 97%, LUSD will work to maintain this rate verified by ADA calculations in AERIES.</p> <p>LUSD expulsion rate is less than 1%. Maintain low rate.</p> <p>Maintain current number of dropout students of 0 at the middle school and reduce the number of drop outs for the high school of 29 students as measured through AERIES data system.</p> <p>LUSD will maintain the success on the less than 1%, habitual</p> | Actual Annual Measurable Outcomes: | <p>Based on information provided by safety reports and CHKS, LUSD will develop a prioritized list to maintain the physical safety, cleanliness and maintenance of all campuses. A priority list of projects with timeline for completion is developed.</p> <p>Decrease the number of incidents of bullying on campuses. No formal bullying complaints were filed. However, the district needs to develop an systematic process of tracking bullying complaints.</p> <p>District average suspension rate is 6.0%. Maintain the low rate. Metric not met by achieving 6.7 % suspension rate.</p> <p>Based on our attendance rate of 97%, LUSD will work to maintain this rate verified by ADA calculations in AERIES. The attendance rate is 96.17%.</p> <p>LUSD expulsion rate 1%. Maintain low rate. The expulsion rate continues to be under 1% with 10 students expelled.</p> <p>Maintain current number of dropout students of 0 at the middle school and reduce the number of drop outs for the high school of 29 students as measured through AERIES data system. Metric met with 12 students dropped out of highschool. There currently are no middle school dropouts.</p> |

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| <p>truancy rate.</p> <p>LUSD has less than 1% of chronic absenteeism. We will maintain that current level as measured through Aeries student attendance records.</p> <p>LUSD will maintain a graduation rate of 99% measured by AERIES student data.</p> | <p>LUSD will maintain the success on the less than .164%, habitual truancy rate. Metric met.</p> <p>LUSD has 5.0 % of chronic absenteeism. Metric was not met.</p> <p>LUSD will maintain a graduation rate of 99% measured by AERIES student data. Graduation rate was 89.9%. Metric not met.</p> |
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LCAP Year: 2015-2016

| Planned Actions/Services | | Actual Actions/Services | |
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| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| <p>4.1.1 Evaluate physical safety, cleanliness and maintenance of all campuses. Improve the follow-up of action items from various walk-throughs such as, but not limited to, Williams, Board and Keenan walk-throughs. In addition, develop and implement a system that supports and promotes the cleanliness of campus restrooms and replacement of fixtures as necessary, as a high priority.</p> | <p>Provide repairs, equipment and address cleanliness from the prioritized list.</p> <p>4000-4999: Books And Supplies \$30,000</p> <p>5000-5999: Services And Other Operating Expenditures \$30,000</p> <p>6000-6999: Capital Outlay \$30,000 Base</p> | <p>4.1.1 Evaluated physical safety, cleanliness and maintenance of all campuses. Improved the follow-up of action items from various walk-throughs such as, but not limited to, Williams, Board and Keenan walk-throughs. In addition, developed and implemented a system that supports and promotes the cleanliness of campus restrooms and replacement of fixtures as necessary, as a high priority.</p> | <p>Provide repairs, equipment and address cleanliness from the prioritized list.</p> <p>4000-4999: Books And Supplies \$30,000</p> <p>5000-5999: Services And Other Operating Expenditures \$30,000</p> <p>6000-6999: Capital Outlay \$30,000 Base</p> |
| <p>Scope of Service: All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service: All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>4.2.1</p> | <p>Hire consultant to train staff on</p> | <p>4.2.1</p> | <p>Hire consultant to train staff on</p> |

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| <p>Provide an emotionally safe environment. Implement a district wide bullying and Positive Behavior Implementation System (PBIS) program to increase student engagement, provide a safe environment, and decrease pupil suspension and expulsion rates.</p> | <p>bullying program. Purchase program. 5800: Professional/Consulting Services And Operating Expenditures 34,000 Base</p> | <p>Provided an emotionally safe environment. Implemented a district wide bullying and Positive Behavior Implementation System (PBIS) program to increase student engagement, provide a safe environment, and decrease pupil suspension and expulsion rates.</p> | <p>bullying program. Purchase program. 5800: Professional/Consulting Services And Operating Expenditures 34,000 Base</p> |
| <p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>4.3.1 Develop an incentive program that promotes a high level student engagement and a positive culture of academic success to increase graduation rates and maintain a 0% middle school dropout rate.</p> | <p>This program will be similar to Renaissance. District will develop an incentive program for high achievement and implement. Base No Cost</p> | <p>4.3.1 Developed an incentive program that promotes a high level student engagement and a positive culture of academic success to increase graduation rates and maintain a 0% middle school drop out rate.</p> | <p>This program will be similar to Renaissance. District will develop an incentive program for high achievement and implement. Base No Cost</p> |
| <p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>4.4.1</p> | <p>Purchase incentives for attendance</p> | <p>4.4.1</p> | <p>Purchase incentives for attendance</p> |

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| <p>Increase attendance rates through improving our SARB process. Continue providing an SRO officer for all sites.</p> | <p>incentive program. Continue SRO for all sites.</p> <p>4000-4999: Books And Supplies 3,000</p> <p>5800: Professional/Consulting Services And Operating Expenditures 85,000</p> <p>Supp/Conc Base</p> | <p>Increase attendance rates through improving our SARB process. Continued providing an SRO officer for all sites.</p> | <p>incentive program. Continue SRO for all sites.</p> <p>4000-4999: Books And Supplies 3,000</p> <p>5800: Professional/Consulting Services And Operating Expenditures 85,000</p> <p>Supp/Conc Base</p> |
| <p>Scope of Service District Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service District Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>4.5.1</p> <p>Focus on building a culture of success in which all students feel supported and encouraged by all staff. Provide a thorough review of district and site mission statements and offer book studies focusing on culture. Coaches will model strategies for all students to succeed.</p> | <p>Material/books for book study.</p> <p>4000-4999: Books And Supplies 500 Base</p> | <p>4.5.1</p> <p>Focused on building a culture of success in which all students feel supported and encouraged by all staff. Provided a thorough review of district and site mission statements and offered book studies focusing on culture. Coaches modeled strategies for all students to succeed.</p> | <p>Material/books for book study.</p> <p>4000-4999: Books And Supplies 500 Base</p> |
| <p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |

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| <p>4.6.1 Identify the level of site needs to support students with an IEP behavioral goals. Develop a plan to train and support teachers.</p> | <p>Conference registration and substitute pay for professional development.</p> <p>2000-2999: Classified Personnel Salaries 2,430</p> <p>3000-3999: Employee Benefits 535</p> <p>5000-5999: Services And Other Operating Expenditures 4,500 Base</p> | <p>4.6.1 Identified the level of site needs to support students with an IEP behavioral goals. Developed a plan to train and support teachers.</p> | <p>Conference registration and substitute pay for professional development.</p> <p>2000-2999: Classified Personnel Salaries 2,430</p> <p>3000-3999: Employee Benefits 535</p> <p>5000-5999: Services And Other Operating Expenditures 4,500 Base</p> |
| <p>Scope of Service All</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u></p> | | <p>Scope of Service All</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u></p> | |
| <p>4.7.1 Maintain current counselor and hire an additional counselor to support elementary schools.</p> | <p>Hire a counselor.</p> <p>1000-1999: Certificated Personnel Salaries 133,000</p> <p>3000-3999: Employee Benefits 31,260</p> <p>Supp/Conc Base</p> | <p>4.7.1 Maintained current counselor.,Will hire an additional counselor to support elementary schools with behavior issues in 16-17.</p> | <p>Hire a counselor.</p> <p>1000-1999: Certificated Personnel Salaries 133,000</p> <p>3000-3999: Employee Benefits 31,260</p> <p>Supp/Conc Base</p> |
| <p>Scope of Service </p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service </p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |

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| <p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p> | <p>Through stakeholder meetings, it was determined that Goal 3 and 4 will be combined as Goal 2 - Parent Involvement/School Climate, focusing on state priorities 3, 5, 6.. The following actions and services were combined from Goal 4 and Goal 3 and are reflected in the 16-17 year of Goal 2: Goal 4: 4.3.1. The following actions and services were deleted because either the goal of the action/service item was met, or was not supported through LCFF: Goal 3: 3.3.1, 3.4.1, 3.5.1, 3.6.1, Goal 4: 4.5.1, 4.6.1. Effectiveness: Stakeholders agree that all action/service items were effective in meeting the District's goals and priority areas.</p> |
|---|---|

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

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

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

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

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

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|---|--------------------|
| Total amount of Supplemental and Concentration grant funds calculated: | <u>\$1,924,854</u> |
| Linden Unified has an unduplicated student count of 59.95%. | |
| Supplemental funds are expended in a districtwide and schoolwide manner principally directed toward, and effective in meeting the district's goals for its English learners, low income, and foster youth pupils in the state priority areas. Actions and services to positively impact unduplicated students are: | |
| <p>Goal 1</p> <p>Action Service 1.1 Maintain sites with technology instructional leaders, district IT manager position, and additional technology support technician.</p> <p>Action/Service 1.2. Acquire tablets, laptops, and computers to reach 1:1 devices for students and refresh obsolete equipment.</p> <p>Action/Service 1.5 Maintain district technology coach (TOSA) and hire two additional TOSAs to support classroom instruction.</p> <p>These specific action/services are principally directed towards, and is effective in, meeting the district's goals in state priority areas 1, 2, 4, 7, 8 for its unduplicated students. These students may not have access to this technology at home and lack the internet and access to programs. Linden Unified is committed to providing these resources to their unduplicated students while serving the needs of all students. This service is aimed at increasing engagement, access and fluency of technology among unduplicated students.</p> <p>Action/Service 1.6 Provide professional learning opportunities to staff through release time and outside services.</p> <p>Action/Service 1.14 Provide certificated staff 3 non -student professional development days districtwide to improve instruction.</p> <p>These specific action/services are principally directed towards, and are effective in, meeting the district's goals in state priority areas 1, 2, 4, 7, 8 for its unduplicated students. Certificated staff will participate in learning to improve the level of student engagement and monitoring of student learning during instruction to ensure high levels of student learning. In addition, certificated staff will deepen their content knowledge to support student learning at a deeper and more complex understanding. Strategies to support English learner acquisition, as well as content knowledge will be developed by staff.</p> <p>Action/Service 1.3 Continue contracted services for the district data management software program.</p> <p>This specific action/service is principally directed towards, and effective in, meeting the district's goals in state priority areas 1, 2, 4, 7, 8 for its unduplicated students. Continued data management provides administration and staff to monitor academic progress of unduplicated students and provide targeted assistance to close the achievement gaps among these students.</p> <p>Action /Service 1.4 Provide students with extended learning opportunities and interventions, before school, after school, and during summer school.</p> <p>This specific action/service is principally directed towards, and effective in, meeting the district's goals in state priority areas 1, 2, 4, 7, 8 for its unduplicated students.</p> | |

Connected to action/service 1.3, extended learning time provides increased learning opportunities for unduplicated students. This increased learning opportunity is enhanced through targeted instruction and learning focus through the data analysis of student performance outcomes.

Action/Service 1.10 Continue to provide AVID teacher, membership, tutors, and summer training. Increase Avid opportunities to the eighth grade.

Action/Service 1.15 Provide College and Career Center staff to support advising of high school students.

These specific action/services are principally directed towards, and are effective in, meeting the district's goals in state priority areas 1, 2, 4, 7, 8 for its unduplicated students. Maintaining and increasing the AVID program will provide opportunity for unduplicated students to become involved with a college preparatory program and increase college preparedness for unduplicated students. Staffing a college and career center increases informed access to college and career programs and increased opportunities for unduplicated students to engage in career option conversations and planning with designated staff. Unduplicated students, who tend to have limited college information among family members, will have easy access to ask and seek answers to questions and research on college and careers.

Goal 2

Action/Service 2.1 Provide 4 parent education nights addressing topic such as: attendance, health, learning strategies.

Action/Service 2.7 Provide consistent updates to Parent Portal to increase parent participation and improve school/home communication.

These specific action/services are principally directed towards, and are effective in, meeting the district's goals in state priority areas 3, 5, 6 for its unduplicated students. These action/services increase family/parent ability to communicate with school staff and track student progress in the classrooms. In addition, parents will learn more about expected student outcomes in the state standards and how to support their students in the learning process. Parent Nights will guide parents in the process of parent support and what student work is to represent.

Action/Service 2.4 K-12 to continue "No Bully" program. Each site to develop school-wide positive student behavior programs, with student recognitions, awards, and incentives.

Action/Service 2.5 Provide a school resource officer (SRO) for all sites to help reduce truancy.

These specific action/services are principally directed towards, and are effective in, meeting the district's goals in state priority areas 3, 5, 6 for its unduplicated students. Providing the No Bully program ensures a positive and safe learning environment by reducing bullying and incorporating effective staff strategies to deal with bullying when it occurs. The program will be effective in reducing and eliminating bullying tied to language and economic factors, as well as other causes of bullying. The Resource Officer will help to reduce truancy, which is higher among students from low income environments. Providing a student recognition system allows for more students to be positively recognized. This will increase the positive environment for unduplicated students and provide increased opportunities to be connected to the school through a positive program for these students.

Action/Service 2.6 Maintain high school counselor to provide social/emotional support to students. Hire two additional counselors to provide social/emotional support for students in K-8.

Action/Service 2.8 Provide site-based nurse to deliver direct services to students.

Action/Service 2.9 Provide an additional academic counselor for Linden High School.

These specific action/services are principally directed towards, and are effective in, meeting the district's goals in state priority areas 3, 5, 6 for its unduplicated students. Providing for the social/emotional and academic support and nursing services is instrumental for unduplicated students. These students will benefit from the counseling to improve ability to deal with conflict, as well as cope with difficult situations that may exist in their home environment. As well, unduplicated students often suffer from lack of medical and dental attention; providing the site-based nurse will improve student access to resources and services to improve overall health and well-being for these students.

Action/Service 2.2 Provide a family liaison/translator at each elementary site, daily for two hours. Provide translator for parent nights. Provide additional LHS bilingual aide. This action/service only serves English learners.

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.

| | |
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| 11.2 | % |
| 5 | |

The utilization of increased funds is used to increase or improve services to unduplicated pupils through:

Goal 2

Action/Service 2.2 Provide a family liaison/translator at each elementary site daily for two hours. Provide translator for parent nights. Provide additional LHS bilingual aide.

These actions/services are provided to increase the engagement of families of our English learner students and increasing access to curriculum for these students. By providing a liaison translator at the elementary sites, Non-English speaking parents will be able to communicate with school staff and administration, allowing them greater involvement with their child's education. The addition of a bilingual aide at Linden High School provides English learner students greater support and access to the curriculum through translated information provided during instruction and learning in the classroom. The increase of a bilingual aide will allow students additional support beyond what they currently experience.

Section 4: Expenditure Summary

| Total Expenditures by Funding Source | | | | | | |
|--------------------------------------|---|---|---------------|---------------|---------------|----------------------------------|
| Funding Source | 2015-2016 Annual Update Budgeted | 2015-2016 Annual Update Actual | 2016-2017 | 2017-2018 | 2018-2019 | 2016-2017- 2018-2019 Total |
| All Funding Sources | 8,783,453.16 | 10,009,931.00 | 14,143,797.88 | 14,121,797.88 | 14,121,797.88 | 42,387,393.64 |
| | 8,783,453.16 | 3,555,277.00 | 9,660,197.00 | 9,706,189.00 | 9,582,797.00 | 28,949,183.00 |
| Base | 0.00 | 6,410,654.00 | 3,746,343.00 | 3,731,855.00 | 3,731,855.00 | 11,210,053.00 |
| Other | 0.00 | 44,000.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Supplemental and Concentration | 0.00 | 0.00 | 737,257.88 | 683,753.88 | 807,145.88 | 2,228,157.64 |

| Total Expenditures by Object Type | | | | | | |
|---|---|---|---------------|---------------|---------------|----------------------------------|
| Object Type | 2015-2016 Annual Update Budgeted | 2015-2016 Annual Update Actual | 2016-2017 | 2017-2018 | 2018-2019 | 2016-2017- 2018-2019 Total |
| All Expenditure Types | 8,783,453.16 | 10,009,931.00 | 14,143,797.88 | 14,121,797.88 | 14,121,797.88 | 42,387,393.64 |
| | 0.00 | 0.00 | 1,358,087.00 | 1,358,087.00 | 1,358,087.00 | 4,074,261.00 |
| 1000-1999: Certificated Personnel Salaries | 7,453,748.16 | 8,183,959.00 | 7,706,945.00 | 7,706,945.00 | 7,706,945.00 | 23,120,835.00 |
| 2000-2999: Classified Personnel Salaries | 463,833.00 | 323,306.00 | 486,498.40 | 486,498.40 | 486,498.40 | 1,459,495.20 |
| 3000-3999: Employee Benefits | 167,815.00 | 866,712.00 | 2,285,420.48 | 2,285,420.48 | 2,285,420.48 | 6,856,261.44 |
| 4000-4999: Books And Supplies | 400,657.00 | 371,850.00 | 727,619.00 | 727,619.00 | 727,619.00 | 2,182,857.00 |
| 5000-5999: Services And Other Operating Expenditures | 33,500.00 | 35,600.00 | 1,378,828.00 | 1,356,828.00 | 1,356,828.00 | 4,092,484.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 263,900.00 | 228,504.00 | 170,000.00 | 170,000.00 | 170,000.00 | 510,000.00 |
| 6000-6999: Capital Outlay | 0.00 | 0.00 | 30,400.00 | 30,400.00 | 30,400.00 | 91,200.00 |
| 7000-7439: Other Outgo | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

| Total Expenditures by Object Type and Funding Source | | | | | | | |
|--|---------------------|---|---|---------------|---------------|---------------|----------------------------------|
| Object Type | Funding Source | 2015-2016 Annual Update Budgeted | 2015-2016 Annual Update Actual | 2016-2017 | 2017-2018 | 2018-2019 | 2016-2017- 2018-2019 Total |
| All Expenditure Types | All Funding Sources | 8,783,453.16 | 10,009,931.00 | 14,143,797.88 | 14,121,797.88 | 14,121,797.88 | 42,387,393.64 |
| | Base | 0.00 | 0.00 | 1,358,087.00 | 1,358,087.00 | 1,358,087.00 | 4,074,261.00 |
| 1000-1999: Certificated Personnel Salaries | | 7,453,748.16 | 2,447,968.00 | 7,331,352.00 | 7,533,832.00 | 7,348,607.00 | 22,213,791.00 |
| 1000-1999: Certificated Personnel Salaries | Base | 0.00 | 5,735,991.00 | 17,255.00 | 0.00 | 0.00 | 17,255.00 |

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

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

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

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

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