

Anaheim Union High School District (AUHSD) Local Control Accountability Plan (LCAP) Annual Update 2014-15

<p>Original GOAL from prior year LCAP:</p>	<p>Goal 1: Implementation of Common Core State Standards, ELD Standards, and Next Generation Science Standards.</p>		<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools: All District Schools</p> <p>Applicable Pupil Subgroups:</p>	<p>Ethnic subgroups with at least 30 pupils (data snapshot from 2-11-14): 64.8% Hispanic—20,661 pupils, 0.5% Native American—155 pupils, 16.5% Asian—5,259 pupils, 2.6% African American—832 pupils, 0.6% Pacific Islander—196 pupils, 12.3% White—3,915 pupils, 2.7% two or more races and not Hispanic—858 pupils.</p> <p>Subgroups specified in Education Code 52052: 71.7% Socioeconomically Disadvantaged (SED, aka Low Income Pupils)—22,879 pupils, 21.5% English Learners (EL)—6,856 pupils, 10.6% Students with Disabilities (SWD)—3,311 pupils, 0.3 % Foster Youth (FY)—120 pupils.</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>1.1. Metric: Track implementation of up-to-date instructional materials, which are aligned with Common Core State Standards (CCSS).</p> <p>1.2. Metric: Improved District and site performance task assessment results.</p> <p>1.3. Metric: Parent survey results, which indicate increased understanding of how to monitor student progress.</p> <p>1.4 Metric: Grade distribution results are more consistent across the District, based on local multiple measures and individual student needs.</p> <p>1.5 Metric: Track use of formative and summative assessments and District embedded assessments (college and career readiness indicators) to monitor student progress by school.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>1.1. Outcome: New math textbooks were adopted and purchased in 2014-15. New English language arts (ELA) textbooks (HMH Collections) and Chromebooks have been piloted at 4 schools. The District-wide adoption of HMH Collections will occur in 2015-16. New advanced placement textbooks have been adopted as needed District-wide. All new books are aligned Common Core State Standards (CCSS). Replacement books were also purchased as needed. District met Williams Settlement requirements for sufficient instructional materials in 2014-15.</p> <p>1.2. Outcome: Schools are refining performance task assessments. Results are still being analyzed.</p> <p>1.3. Outcome: Parent surveys results (750 surveys) from the 2014-15 year provide baseline data regarding parents' understanding of how to monitor student progress. Additionally, an increased number of parents have logged onto the Aeries Parent Portal to complete the District's online registration process, and also to monitor their students' progress through the student gradebook screen. In 2013-14, 87% of families logged on to the Aeries portals; and in 2014-15, 96% of families logged on to the Aeries portals.</p> <p>1.4 Outcome: Student Success Blue Ribbon Committee has been established, has examined current assessment practices and grading trends, and has laid the foundation to discuss how grading practices can be more consistent across the District.</p> <p>1.5 Outcome: District's Coordinator of Assessment and Evaluation established an intranet portfolio of assessment data, which makes it easy for schools to access summative assessment results. RtI Specialists, which were hired at the beginning of the 2014-15 year, received training on how to use data to identify students who need interventions, and also received training on California Assessment System of Student Performance and Progress (CAASPP). Additionally, the District's Education and Information Technology Department developed web-reporting tools that make it easier for schools to monitor individual student progress.</p>

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>1.1. Purchase and implement curricular resources and instructional materials that are aligned with Common Core State Standards (CCSS), and meet the learning needs of all students.</p> <ul style="list-style-type: none"> • Purchase English language arts (ELA) and Math CCSS aligned curricular resources and instructional materials: \$2 million (Lottery). • All departments developing/refining Common Core State Standards (CCSS) units of study. 	\$2 million (Lottery Funds)	<p>1.1. District purchased and implemented curricular resources and instructional materials that are aligned with Common Core State Standards (CCSS).</p> <ul style="list-style-type: none"> • New math textbooks were adopted and purchased in 2014-15. New English language arts (ELA) textbooks (HMH Collections) and Chromebooks were piloted at 4 schools. The District-wide adoption of HMH Collections will occur in 2015-16. • New advanced placement textbooks have been adopted and purchased as needed. • Replacement books were also purchased as needed. District met Williams Settlement requirements for sufficient instructional materials in 2014-15. • All departments continued to develop/refine units of study aligned with the most current California State Standards, which includes CCSS. 	<p>\$1,360,266 (Lottery Funds).</p> <p>\$800,000 (Common Core One-Time Funds).</p> <p>Total Expenditures = \$2,160,266.</p>
<p>Scope of service:</p> <p>All District Schools</p>		<p>Scope of service:</p> <p>New math textbooks and replacement textbooks were purchased for all District schools. advanced placement textbooks adopted and purchased as needed for all District schools. HMH Collections textbooks were piloted at Kennedy and Loara high schools, and Ball and Walker junior high schools.</p>	
<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>1.2. Every school has an instructional model that guides instructional design and delivery based on District Common Core State Standards (CCSS) units of study, and all students exhibit literacy skills required for reading complex text, using complex text in speech, and demonstrating competency with evidence-based writing.</p> <ul style="list-style-type: none"> • Support teachers in the completion of all 	<p>16 FTE Lesson Design Specialists: \$1.4 million annually for salaries and benefits (Title I, Title II, and LCFF).</p> <p>District Professional Learning Plan: \$750,000 annually (Title</p>	<p>1.2. Ongoing professional development was provided to ensure that every school has an instructional model that guides instructional design and delivery based on District CCSS units of study, and all students exhibit literacy skills required for reading complex text, using complex text in speech, and demonstrating competency with evidence-based writing.</p> <ul style="list-style-type: none"> • Both centralized and site-based training were provided to support teachers in the development/refinement of CCSS units of study, and CCSS aligned lesson study models that 	<p>16 FTE Lesson Design Specialists: \$1.4 million annually for salaries and benefits (Title I, Title II, and LCFF).</p> <p>District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF).</p>

<p>CCSS units of study, and provide centralized training necessary for the implementation of CCSS aligned lesson study models that support close reading and evidence-based writing of complex texts. Support provided by 16 FTE Lesson Design Specialists: \$1.4 million (Title I, Title II, and LCFF).</p> <ul style="list-style-type: none"> Develop units of study and Performance Task Assessments (PTAs). Costs included in District Professional Development Plan: \$750,000 (Title I, Title II, Title III, LCFF). 	<p>I, Title II, Title III, LCFF).</p>	<p>support close reading and evidence-based writing of complex texts.</p> <ul style="list-style-type: none"> Performance Task Assessments (PTAs) continued to be developed and/or refined by teachers. All schools conducted learning walks, in which teachers look for evidence of District initiatives being implemented. They use their findings to reflect upon and refine their own instructional practices. 	
<p>Scope of service:</p>	<p>All District Schools</p>	<p>Scope of service:</p>	<p>All District Schools</p>
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<p>1.3. Every parent is informed of expected grade-level competencies and proactively monitors progress of their students.</p> <ul style="list-style-type: none"> Increase 7 part-time School Community Liaisons/Bilingual School Community Liaisons to full-time, 8-hour positions. Continue to fund five 8-hour School Community Liaisons/Bilingual School Community Liaisons (12 FTE positions total). Provide training to parents on grade-level student competencies, and how to proactively monitor student progress. 	<p>12 FTE School Community Liaisons/Bilingual School Community Liaisons: \$760,000 annually for salaries and benefits (LCFF).</p> <p>Parent trainings: \$250,000 (Title I, Title III, and LCFF District and site funds).</p>	<p>1.3. Parents continue to be trained on how to proactively monitor the progress of their students through the Aeries Parent Portal.</p> <ul style="list-style-type: none"> 7 part-time School Community Liaisons/Bilingual School Community Liaisons have been Increased to full-time, 8-hour positions. Continue to fund five 8-hour School Community Liaisons/Bilingual School Community Liaisons (12 FTE total). Parents are informed of expected grade-level competencies through a variety of parent engagement activities, including but not limited to: teacher, counselor, and/or administrator conferences; Parent Institute for Quality Education and Disciplina Positiva parent education academies, and parent learning walks. 	<p>12 FTE School Community Liaisons/Bilingual School Community Liaisons: \$740,000 annually for salaries and benefits (LCFF). The actual cost of salaries and benefits was a little less than the projected amount.</p> <p>Parent trainings: \$80,000 (Title I, Title III, and LCFF District and site funds). The actual cost of parent training was lower than the projected amount.</p>
<p>Scope of service:</p>	<p>All District Schools</p>	<p>Scope of service:</p>	<p>All District Schools</p>
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<p>1.4. Each school will have consistent grading practices designed to reduce student failure rates, which will be disaggregated by student subgroups.</p> <ul style="list-style-type: none"> • Implement and monitor districtwide assessments, grading practices, and policies to ensure that they are aligned with college and career readiness indicators. • Provide training around grading practices to Grading Task Force. One teacher from each school participates on steering committee. A team of 10 teachers from 4 schools pilot the project: \$50,000 (LCFF). 	<p>\$50,000 (LCFF) for materials, sub costs and teacher extra pay.</p>	<p>1.4. Student Success Blue Ribbon Committee has been established to review current assessment and grading trends, and School Leadership Teams continue to analyze grade-distribution data (disaggregated by student subgroups) and work with school-level departments to establish more consistent grading practices. Districtwide and/or state assessments that are aligned with college and career readiness indicators are being implemented.</p> <ul style="list-style-type: none"> • One teacher from each school is participating in the Student Success Blue Ribbon Committee. • The committee is having a conversation around grading practices looking at the latest research to gain an increased awareness of the impact of grading practices on students. • The committee has also examined current assessment practices and grading trends, and has laid the foundation to discuss how grading practices can be more consistent across the District. 	<p>\$2,000 (LCFF) for teacher extra pay.</p>
<p>Scope of service: All District Schools</p>		<p>Scope of service: All District Schools</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
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<p>1.5. All teachers use formative and summative assessments and District embedded assessments to monitor student progress and guide instruction and intervention.</p> <ul style="list-style-type: none"> • Update current system of assessments to include District embedded assessments and provide tools for school sites to use formative and performance task assessments. • Provide training on formative and summative assessments. 	<p>Costs included in District Professional Development Plan: \$750,000 annually (Title I, Title II, Title III, LCFF–duplicated amount from Goal 1-1.2).</p>	<p>1.5. Current system of assessments is in the process of being updated to include District embedded assessments and provide tools for school sites to use to track student progress. Teachers continue to receive training on the use of formative and summative assessments to guide instruction and intervention.</p>	<p>Costs included in District Professional Development Plan: \$750,000 annually (Title I, Title II, Title III, LCFF– duplicated amount from Goal 1-1.2).</p>
<p>Scope of service: All District Schools</p>		<p>Scope of service: All District Schools</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</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 the 2014-15 LCAP stakeholder engagement process, 2015-16 LCAP goals and actions were significantly revised. Stakeholder input and steering committee recommendations led to the restructuring of the goals. Most of the actions from all three 2014-15 LCAP goals were placed in Goal 1 of the 2015-16 LCAP. (See the list of original and revised goals below.)</p> <p>2014-15 LCAP Goals Goal 1: Implementation of Common Core State Standards, ELD Standards, and Next Generation Science Standards. Goal 2: All students will earn a high school diploma. Goal 3: All students will demonstrate college and career readiness.</p> <p>2015-16 LCAP Goals Goal 1: All students will demonstrate college and career readiness. Goal 2: Provide meaningful educational involvement opportunities for all parents to advocate for all students. Goal 3: Provide and nurture a safe and positive school culture.</p> <p>Additionally, all of the original actions from the 2014-15 LCAP have carried forward to the 2015-16 LCAP, with the exception of Action 1.4. The actions that were carried forward have been refined, and there is a greater emphasis on expanding and/or improving services for English Learners, Low Income Pupils, Foster Youth, and Students with Disabilities. Action 1.4 from the 2014-15 LCAP, the grading taskforce (aka Student Success Blue Ribbon Committee), was removed from the LCAP, because it did not really require much in the way of fiscal resources to implement. The work of the committee will continue in 2015-16 without being part of the LCAP. Additionally, required metrics for the following state priorities have been added to Goal 1 of the 2015-16 LCAP: Basic, Implementation of State Standards, Pupil Achievement, Course Access, and Other Pupil Outcomes.</p>		

Original GOAL from prior year LCAP:	Goal 2: All Students Will Earn a High School Diploma.	Related State and/or Local Priorities: 1__ 2__ 3__ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools:	All District Schools.
	Applicable Pupil Subgroups:	Ethnic subgroups with at least 30 pupils (data snapshot from 2-11-14): 64.8% Hispanic–20,661 pupils, 0.5% Native American–155 pupils, 16.5% Asian–5,259 pupils, 2.6% African American–832 pupils, 0.6% Pacific Islander–196 pupils, 12.3% White–3,915 pupils, 2.7% two or more races and not Hispanic–858 pupils. Subgroups specified in Education Code 52052: 71.7% Socioeconomically Disadvantaged (SED, aka Low Income Pupils)–22,879 pupils, 21.5% English Learners (EL)–6,856 pupils, 10.6% Students with Disabilities (SWD)–3,311 pupils, 0.3 % Foster Youth (FY)–120 pupils.

Expected Annual Measurable Outcomes:	<p>2.1. Metric: Improved graduation rates.</p> <p>2.2. Metric: Systematically track the placement and monitoring of English Learners (EL) and Students With Disabilities (SWD).</p> <p>2.3. Metric: Track use of data system, by school, to appropriately place students in courses.</p> <p>2.4. Metric: Improved attendance rates.</p> <p>2.5. Metric: Track student suspension data and intervention data by school and districtwide.</p> <p>2.6. Metric: Track, by school, the use of discipline data to inform interventions.</p> <p>2.7. Metric: Track student achievement results by subgroup, which indicate a narrowing of the achievement gap, based on local multiple measures.</p>	Actual Annual Measurable Outcomes:	<p>2.1. Outcome: The 2012-13 District-wide cohort graduation rate was 82.5%, and the 2013-14 District-wide cohort graduation rate was 84.8%. Cohort graduation-rate data is not yet available for the class of 2014-15.</p> <p>2.2. Outcome: Master schedules have been reviewed by School Leadership Teams, Educational Services staff, and Special Youth Services staff to systematically track the placement and monitoring of EL (including LTEL) and SWD.</p> <p>2.3. Outcome: Rtl Specialists, which were hired at the beginning of the 2014-15 year, received training on how to use data to identify students who need interventions. Additionally, the District's Education and Information Technology Department developed web-reporting tools that make it easier for schools to monitor individual student progress.</p> <p>2.4. Outcome: 2014-15 District-wide (locally calculated) attendance rate is 95.6%, and will be used as baseline data for future LCAP outcomes.</p> <p>2.5. Outcome: 2013-14 District-wide suspension rate is 4.99% and expulsion rate is 0.16%. District-wide suspension and expulsion rates are not yet available for the 2014-15 year.</p> <p>2.6. Outcome: Education and Information Technology Department has developed comprehensive reports/web-reporting tools that are easily accessible to schools, for the purpose of using discipline data to inform students interventions.</p> <p>2.7. Outcome: Local and multiple measures are being refined by District and schools to track student achievement results by subgroup.</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
2.1. Each school has implemented services/programs that increase communication and provide additional opportunities, as needed,	All salaries that support EL, low-income and foster youth: \$8.3 million	2.1. Each school has implemented services/programs that increase communication and provide additional opportunities, as needed, to support all students to complete a high school	All salaries that support EL, low-income and foster youth: \$8.3 million annually for

<p>to support all students to complete a high school diploma.</p> <ul style="list-style-type: none"> Expand basic services/programs for students to remediate credit deficiencies, which includes the expansion of services and programs that support ELs, foster youth, and low-income students, and parents. <ul style="list-style-type: none"> Support students and programs to earn a high school diploma through targeted services, such as Apex Learning credit recovery program: \$180,000 annually (Title I and LCFF). 	<p>annually for salaries and benefits (Title I and LCFF).</p> <p>Apex Learning credit recovery program: \$180,000 annually (Title I and LCFF).</p>	<p>diploma.</p> <ul style="list-style-type: none"> Basic services/programs have been expanded for students to remediate credit deficiencies, which includes the expansion of services and programs that support ELs, foster youth, and low-income students, and parents. <ul style="list-style-type: none"> Continue to support students and programs to earn a high school diploma through targeted services, such as Apex Learning credit recovery program: \$180,000 annually (Title I and LCFF). 	<p>salaries and benefits (Title I and LCFF).</p> <p>Apex Learning credit recovery program: \$180,000 annually (Title I and LCFF).</p> <p>Teacher extra hourly pay to support APEX after-school program: \$102,000 annually (site LCFF).</p>																								
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<p>2.2. Systemic placement and monitoring of these students and courses will lead to improved student performance outcomes for English Learners (EL), including Long-Term English Learners (LTEL), and Students With Disabilities (SWD).</p> <ul style="list-style-type: none"> Develop and implement a course of study sequence, teaching strategies, and placement criteria to meet, monitor, and support the needs of EL (including LTEL) and SWD. Provide adequate curriculum and teaching strategies for EL (including LTEL) and SWD. 	<p>Language Assessment Center (LAC) Staff: \$1.4 million annually for salaries and benefits (LCFF, and Title III).</p> <p>Services to SWD: \$41.8 million annually for salaries and benefits (Special Education Funding, LCFF, and Title III).</p> <p>Professional development costs for above staff listed in Goal 1-1.2: \$750,000 (Title I, Title II, Title III, LCFF–duplicated amount from Goal 1-1.2).</p> <p>Add LAC Testing Assistant (1 FTE): \$62,000 annually for salary and benefits (LCFF).</p>	<p>2.2. Systemic placement and monitoring of these students and courses will lead to improved student performance outcomes for EL, LTEL, and SWD.</p> <ul style="list-style-type: none"> Professional learning/training provided to teachers on teaching strategies, and placement criteria to meet, monitor, and support the needs of EL (including LTEL) and SWD as part of District Professional Learning Plan (aka District Professional Development Plan). EL course of study sequence and/or EL curriculum is still in the process of being updated. 	<p>Language Assessment Center (LAC) Staff: \$1.4 million annually for salaries and benefits (LCFF, and Title III).</p> <p>Services to SWD: \$54.6 million annually for salaries and benefits (Special Education Funding, LCFF, and Title III). Actual cost is higher than projected cost.</p> <p>Professional development costs for above staff listed in Goal 1-1.2: \$750,000 annually (Title I, Title II, Title III, LCFF–duplicated amount from Goal 1-1.2).</p> <p>Add LAC Testing Assistant (1 FTE): \$62,000 annually for salary and benefits (LCFF).</p>																								

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<p>2.3. A data management system provides access to student information that effectively determines student placement and guides student support.</p> <ul style="list-style-type: none"> Develop a data-management system that effectively determines student placement and guides student support. 		<p>Illuminate \$130,000 annually (Title I)</p> <p>18 Rtl Specialists (18 FTE): \$1.6 million annually for salaries and benefits (LCFF).</p> <p>Training cost included in District Professional Development Plan: \$750,000 (Title I, Title II, Title III, LCFF-duplicated amount from Goal 1-1.2).</p> <p>Coordinator of Assessment and Evaluation (1 FTE): \$170,000 annually for salary and benefits (LCFF).</p>	<p>2.3. A data management system provides access to student information that effectively determines student placement and guides student support.</p> <ul style="list-style-type: none"> Rtl Specialists, which were hired at the beginning of the 2014-15 year, received training on how to use data to identify students who need interventions. Additionally, the District's Education and Information Technology Department developed web-reporting tools that make it easier for schools to monitor individual student progress. Data-management system that effectively determines student placement and guides student support is still being developed. 		<p>Illuminate \$130,000 annually (Title I)</p> <p>18 Rtl Specialists (18 FTE): \$1.6 million annually for salaries and benefits (LCFF).</p> <p>Training cost included in District Professional Development Plan: \$750,000 annually (Title I, Title II, Title III, LCFF-duplicated amount from Goal 1-1.2).</p> <p>Coordinator of Assessment and Evaluation (1 FTE): \$176,000 annually for salary and benefits (LCFF).</p>
Scope of service:	All District Schools		Scope of service:	All District Schools	
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OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
<p>2.4. Each school will develop a systemic attendance monitoring system that will lead to reduced drop-outs, and increased numbers of students who graduate from high school.</p> <ul style="list-style-type: none"> Provide school resources, programs, and 		<p>Attendance Program Administrator (1 FTE): \$160,000 for salary, benefits, and supplies (LCFF).</p>	<p>2.4. Each school will develop a systemic attendance monitoring system that will lead to reduced dropouts, and increased numbers of students who graduate from high school.</p> <ul style="list-style-type: none"> District provided school resources, programs, and support services to monitor and improve student attendance 		<p>Attendance Program Administrator (1 FTE): \$146,000 for salary, benefits, and supplies (LCFF).</p>

support services to monitor and improve student attendance districtwide.		Pilot Saturday academy program: \$10,000 (LCFF).	districtwide. o Attendance Program Administrator has piloted Saturday Academy Program, and has recuperated approximately 47 ADA in lost attendance.	Pilot Saturday school program: \$36,000 (LCFF).
Scope of service:	All District Schools		Scope of service:	All District Schools
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated Fluent English Proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated Fluent English Proficient __Other Subgroups:(Specify)_____	
2.5. Every school will implement a multi-tiered academic and behavioral support system, which includes increased support of mental health school resources and services, which are designed to reduce inappropriate behavior, student suspensions, and improve student learning.		18 Rtl Specialists: \$1.6 million annually for salaries and benefits (LCFF-duplicated amount from Goal 2.3). Site funding for interventions: \$325,000 (Title I, LCFF). OCDE PBIS contract: \$25,000 (LCFF). Restore 3 counseling positions: \$276,628 annually for salary and benefits (LCFF). Boys Town mental health training: \$104,000 (Special Education Funding). Behavior Intervention Specialist (1 FTE): \$84,247 annually for salary and benefits (LCFF).	2.5. Every school is in the process of implementing/refining a multi-tiered academic and behavioral support system, which includes increased support of mental health school resources and services, which are designed to reduce inappropriate behavior, student suspensions, and improve student learning. <ul style="list-style-type: none"> Rtl Specialists, which were hired at the beginning of the 2014-15 year, received training on how to use data to identify students who need interventions. Schools, with support from the Rtl Specialists, have been developing/refining multi-tiered academic and behavioral support systems District's Education and Information Technology Department developed web-reporting tools that make it easier for schools to monitor individual student progress Professional learning/training provided to teachers on Positive Behavioral Interventions and Supports (PBIS) and Boys Town mental health training. Three Counseling positions restored, and counselors received crisis response training. 	18 Rtl Specialists: \$1.6 million annually for salaries and benefits (LCFF-duplicated amount from Goal 2-2.3). Site funding for interventions: \$325,000 (Title I, LCFF). OCDE PBIS contract: \$25,000 (LCFF). Restore 3 counseling positions: \$276,628 annually for salaries and benefits (LCFF). Boys Town mental health training: \$104,000 (Special Education Funding). Behavior Intervention Specialist (1 FTE): \$84,247 annually for salary and benefits (LCFF).
Scope of service:	All District Schools		Scope of service:	All District Schools
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
2.6. Each school has access to tools and a defined process for identifying the causation of student disciplinary incidents, and guidance for the implementation of appropriate interventions. <ul style="list-style-type: none"> Engage school sites with developing, implementing, and monitoring a proactive system that guides appropriate student discipline interventions. 		Database that captures appropriate information to identify students who need interventions: \$60,000 (LCFF).	2.6. Each school has access to tools and a defined process for identifying the causation of student disciplinary incidents, and guidance for the implementation of appropriate interventions. <ul style="list-style-type: none"> Student database that captures appropriate information to identify students who need interventions is still being developed. District's Education and Information Technology Department developed web-reporting tools that make it easier for schools to monitor individual student progress; however, Rtl Specialists have been trained on the use of the new web-reporting tools. 		Web-reporting tools developed, and Rtl Specialists trained: \$10,000 (LCFF).
Scope of service:	All District Schools		Scope of service:	All District Schools	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
2.7. Each school will implement targeted academic interventions to close the achievement gap among student subgroups. <ul style="list-style-type: none"> Develop and monitor targeted academic interventions and support services to meet the diverse needs of these student subgroups. 		Behavior Intervention Specialist and Rtl Specialists coordinate interventions at each site: cost already listed in Goal 2.3.	2.7. Each school is implementing targeted academic interventions to close the achievement gap among student subgroups. <ul style="list-style-type: none"> Each school is developing/refining and monitoring targeted academic interventions and support services to meet the diverse needs of targeted student subgroups, including English Learners, Low Income Pupils, Students With Disabilities, McKinney-Vento, and Foster Youth. 		Behavior Intervention Specialist and Rtl Specialists coordinate interventions at each site: cost already listed in Goal 2.3.
Scope of service:	All District Schools		Scope of service:	All District Schools	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated Fluent English Proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Special Education</u>			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated Fluent English Proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Special Education</u>		

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

Through the 2014-15 LCAP stakeholder engagement process, 2015-16 LCAP goals and actions were significantly revised. Stakeholder input and steering committee recommendations led to the restructuring of the goals. Most of the actions from all three 2014-15 LCAP goals were placed in Goal 1 of the 2015-16 LCAP. (See the list of original and revised goals below.)

2014-15 LCAP Goals

Goal 1: Implementation of Common Core State Standards, ELD Standards, and Next Generation Science Standards.

Goal 2: All students will earn a high school diploma.

Goal 3: All students will demonstrate college and career readiness.

2015-16 LCAP Goals

Goal 1: All students will demonstrate college and career readiness.

Goal 2: Provide meaningful educational involvement opportunities for all parents to advocate for all students.

Goal 3: Provide and nurture a safe and positive school culture.

Additionally, all of the original actions from the 2014-15 LCAP have carried forward to the 2015-16 LCAP, with the exception of Action 1.4. The actions that were carried forward have been refined, and there is a greater emphasis on expanding and/or improving services for English Learners, Low Income Pupils, Foster Youth, and Students with Disabilities. Several new actions were added to Goal 2, which became the parent involvement and advocacy goal. Additionally, required metrics for the Parent Involvement state priority has been added to Goal 2 of the 2015-16 LCAP.

Original GOAL from prior year LCAP:	Goal 3: All Students Will Demonstrate College and Career Readiness		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5__ 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All District Schools. Applicable Pupil Subgroups:	Ethnic subgroups with at least 30 pupils (data snapshot from 2-11-14): 64.8% Hispanic–20,661 pupils, 0.5% Native American–155 pupils, 16.5% Asian–5,259 pupils, 2.6% African American–832 pupils, 0.6% Pacific Islander–196 pupils, 12.3% White–3,915 pupils, 2.7% two or more races and not Hispanic–858 pupils. Subgroups specified in Education Code 52052: 71.7% Socioeconomically Disadvantaged (SED, aka Low Income Pupils)–22,879 pupils, 21.5% English Learners (EL)–6,856 pupils, 10.6% Students with Disabilities (SWD)–3,311 pupils, 0.3 % Foster Youth (FY)–120 pupils.	
Expected Annual Measurable Outcomes:	<p>3.1. Metric: Track staff participation and implementation of professional learning activities.</p> <p>3.2. Metric: Track, by school, the installation and implementation of, and professional learning to support effective use of technological resources.</p> <p>3.3. Metric: Increased pathway completion and Career Technical Education (CTE) certification results.</p> <p>3.4. Metric: Increased A-G completion rates.</p> <p>3.5. Metric: Parent and student survey results, which indicate improved understanding of the importance of completing A-G requirements.</p> <p>3.6. Metric: Schools will utilize cohort data to monitor student graduation rates and college and career readiness data.</p>	Actual Annual Measurable Outcomes:	<p>3.1. Outcome: District Professional Learning Plan (aka District Professional Development Plan) is currently developed annually on Excel spreadsheets by the Educational Services Division. All projected professional learning/training and teacher release time costs are included in the plan. However, it is currently not possible to track costs associated with improving specific student subgroup outcomes, or to easily track how many hours of professional learning individual staff members accumulate. The Education and Information Technology Department is currently developing a program to track staff participation and implementation of professional development activities. Currently, some schools track staff members' yearly professional development hours, and most schools track the percentage of staff members who have participated in learning walks.</p> <p>3.2. Outcome: The installation and implementation of educational technology, and professional learning/training to support effective use of technological resources is tracked/monitored by school. Each school provided an additional release period to a teacher who became the school's "tech coach." The tech coach worked with teachers to implement teaching strategies that best suit educational technology.</p> <p>3.3. Outcome: Information regarding pathway completion and Career Technical Education (CTE) certification results is not yet available for the 2014-15 year. However, 1,335 students completed CTE pathways, which included a capstone course and industry certification.</p> <p>3.4. Outcome: The 2012-13 District-wide A-G completion rate is 34.5%, and the 2013-14 District-wide A-G completion rate is 39.4%. The 2014-15 District-wide A-G completion rate is not yet available.</p> <p>3.5. Outcome: Parent survey results (750 surveys) are still being collected and analyzed. Senior survey results from June 2014 indicate that 73% of seniors have an understanding as to the importance of completing A-G requirements.</p> <p>3.6. Outcome: The 2012-13 cohort graduation rate was 82.5%, and the 2013-14 cohort graduation rate was 84.8%. Cohort graduation-rate data is not yet available for the class of 2014-15. Junior high schools are in the process of examining the high-school level data, as the District moves towards enhanced vertical articulation efforts between junior high schools and high schools.</p>

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>3.1. District will develop a comprehensive professional development plan designed to increase staff's capacity/ understanding of college and career readiness skills.</p> <ul style="list-style-type: none"> Recruit, retain, and support highly qualified teachers, support staff, and administrators who provide 21st Century learning experiences for students. 	<p>District Professional Development Plan: \$750,000 (Title I, Title II, Title III, LCFF– duplicated amount from Goal 1-1.2).</p> <p>Develop and implement professional development survey: \$5,520 (Title II).</p>	<p>3.1. District has developed a comprehensive professional development plan designed to increase staff's capacity/ understanding of college and career readiness skills. The plan is revised each year to address needs identified for the upcoming year.</p> <ul style="list-style-type: none"> Recruit, retain, and support highly qualified teachers, support staff, and administrators who provide 21st Century learning experiences for students. <ul style="list-style-type: none"> District Professional Learning Plan (aka District Professional Development Plan) supports development and retention of highly qualified teachers, support staff, and administrators. Recruitment efforts began in spring of 2015. Professional learning/professional development survey is still being developed. 	<p>District Professional Development Plan: \$750,000 (Title I, Title II, Title III, LCFF– duplicated amount from Goal 1-1.2).</p> <p>Develop and implement professional development survey: No cost in 2014-15.</p>
<p>Scope of service: All District Schools</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service: All District Schools</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>3.2. Students and staff have access to a broad range of sustainable technology resources to meet their individual learning needs.</p> <ul style="list-style-type: none"> Purchase and implement technology resources, including technology professional development and infrastructure, so students are able to access resources that will further develop college and career readiness skills. 	<p>Purchase of technology: \$3.3 million (CCSS funding).</p> <p>Support and implementation of technology–Add 19 tech coaches and 1 Site Tech: \$826,000 annually for salaries and benefits (LCFF).</p>	<p>3.2. Students and staff have access to a broad range of sustainable technology resources to meet their individual learning needs.</p> <ul style="list-style-type: none"> District has purchased and implemented technology resources, including technology professional development and infrastructure, so students are able to access resources that will further develop college and career readiness skills. <ul style="list-style-type: none"> Support and implementation of site technology by curriculum coaches (aka site techs), who have trained teachers on effective instructional practices that compliment current educational technology. Additional support for maintenance of additional educational technology was added in 2014-15. 	<p>Purchase of technology: \$3.3 million (CCSS funding).</p> <p>Support 19 FTE tech coaches: approximately \$316,000 annually for 1 release period per tech coach (site funds).</p> <p>Add 1 FTE Site Tech to maintain additional technology: \$86,000 for salary and benefits (LCFF)</p> <p>Total cost of 19 tech coaches and 1 Site Tech: \$826,000 (LCFF).</p>

Scope of service:	All District Schools		Scope of service:	All District Schools	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
3.3. Each school will implement structures to ensure that students attain broad courses of study, and each student has an individualized six-year student academic plan, which is college and career aligned. <ul style="list-style-type: none"> Provide school structures and scheduling options for students to access broader courses of study, and utilize a variety of resources, including Regional Occupational Program (ROP), grants, and community partnerships to expand access to Science, Technology, Engineering, Arts, and Mathematics (STEAM), Visual and Performing Arts (VAPA), Career Technical Education (CTE), and World Languages course offerings. 		Additional resources and professional development to support broader courses of study: \$50,000 (LCFF).	3.3. Each school will implement structures to ensure that students attain broad courses of study, and each student has an individualized six-year student academic plan, which is college and career aligned. <ul style="list-style-type: none"> Provide school structures and scheduling options for students to access broader courses of study, and utilize a variety of resources, including ROP, grants, and community partnerships to expand STEAM, VAPA, CTE, World Languages course offerings. <ul style="list-style-type: none"> Master schedule training is provided to sites annually. Added Community 1 FTE College and Career Community Partnership Coordinator to develop mentorship opportunities with community business partners: \$120,000 annually (LCFF). 		Added Community 1 FTE College and Career Community Partnership Coordinator position: \$120,000 annually (LCFF).
Scope of service:	All District Schools		Scope of service:	All District Schools	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
3.4. Districtwide vertical alignment of A-G courses, courses that precede A-G courses, and honors and Advanced Placement (AP) courses will result in students better prepared to complete A-G requirements, which will also increase AP course access. <ul style="list-style-type: none"> Provide teachers with resources to vertically align and teach college-readiness skills that students will need for the successful completion of A-G courses, which includes AP and honors courses. 		Professional Development Costs included in District Professional Development Plan: \$750,000 (Title I, Title II, Title III, LCFF– duplicated amount from Goal1-1.2). AP training for teachers:	3.4. Districtwide vertical alignment of A-G courses, courses that precede A-G courses, and honors and AP courses will result in students better prepared to complete A-G requirements, which will also increase AP course access. <ul style="list-style-type: none"> Teachers have been provided with resources to vertically align and teach college-readiness skills that students will need for the successful completion of A-G courses, which includes AP and honors courses. <ul style="list-style-type: none"> Professional learning/training provided to teachers on college-readiness skills as part of District Professional Learning Plan (aka District Professional Development Plan). 		Professional Development Costs included in District Professional Development Plan: \$750,000 (Title I, Title II, Title III, LCFF– duplicated amount from Goal1-1.2). AP training for teachers: \$25,000 (site funds).

		\$25,000 (site funds).	<ul style="list-style-type: none"> o Teachers attend AP institutes annually as needed to receive professional learning/training on current, best practices associated with AP courses. o The number of AP exam participants has increased by 17% over the past 4 years, from 2,673 in 2010-11 to 3,248 in 2013-14. AP exam participation results are not yet available for the 2014-15 year. o Master schedule training is provided to sites annually, and master schedules are audited annually by Education Division staff to ensure appropriate vertical alignment of A-G courses. 	
Scope of service:	All District Schools		Scope of service:	All District Schools
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
3.5. Every school has community partnerships and structures that provide opportunities for students to demonstrate college and career readiness to parents and to the broader school community. <ul style="list-style-type: none"> • The District and schools will implement programs that provide real world learning experiences for students, which are showcased to parents and community partners. The programs are also designed to increase awareness of post-secondary options, including the importance of meeting A-G requirements. 	Parent involvement training and community partnership activities, such as parent learning walks: \$5,000 (Site LCFF Funding).	3.5. Every school has community partnerships and structures that provide opportunities for students to demonstrate college and career readiness to parents and to the broader school community. <ul style="list-style-type: none"> • District and schools have implemented programs that provide real world learning experiences for students, which are showcased to parents and community partners. The programs are also designed to increase awareness of post-secondary options, including the importance of meeting A-G requirements. <ul style="list-style-type: none"> o Added Community 1 FTE College and Career Community Partnership Coordinator to develop mentorship opportunities with community business partners: \$120,000 annually (LCFF–duplicated amount from Action 3.3.). o Parent involvement training and community partnership activities, such as parent learning walks: \$5,000 (Site LCFF Funding). o Schools continue to support senior portfolio capstone projects that are showcased to parents and community partners (site funds). 	Added Community 1 FTE College and Career Community Partnership Coordinator position: \$120,000 annually (LCFF–duplicated amount from Action 3.3.). Parent involvement training and community partnership activities, such as parent learning walks: \$5,000 (Site LCFF Funding).	
Scope of service:	All District Schools		Scope of service:	All District Schools
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
3.6. Each school will utilize Apex Learning courses, summer courses, eLearning courses, and Independent Learning Centers to reduce drop-out rates and to retain students at their home schools. <ul style="list-style-type: none"> Research and expand current non-traditional instructional options, including Apex Learning courses, summer courses, eLearning courses, and the development and expansion of Independent Learning Centers across the District. 		Apex Learning licenses for expanded program: \$167,000 (LCFF). Learning Management software for eLearning: \$150,000 (LCFF). ILC costs for 2 schools (Anaheim High School and Western High School) 3-Teachers and 1 Counselor (x 2 sites): \$948,728 (LCFF).	3.6. Each school has utilized Apex Learning courses, summer courses, eLearning courses, and Independent Learning Centers to reduce drop-out rates and to retain students at their home schools. <ul style="list-style-type: none"> The district has continued to support the research and expand of non-traditional instructional options, including Apex Learning courses, summer courses, eLearning courses, and Independent Learning Centers. 		Apex Learning licenses for expanded program: \$167,000 (LCFF). Learning Management software for eLearning: \$150,000 (LCFF). ILC costs for 2 schools (Anaheim High School and Western High School) 3-Teachers and 1 Counselor (x 2 sites): \$948,728 (LCFF).
Scope of service:	All District Schools		Scope of service:	All District Schools	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Through the 2014-15 LCAP stakeholder engagement process, 2015-16 LCAP goals and actions were significantly revised. Stakeholder input and steering committee recommendations led to the restructuring of the goals. Most of the actions from all three 2014-15 LCAP goals were placed in Goal 1 of the 2015-16 LCAP. (See the list of original and revised goals below.) 2014-15 LCAP Goals Goal 1: Implementation of Common Core State Standards, ELD Standards, and Next Generation Science Standards. Goal 2: All students will earn a high school diploma. Goal 3: All students will demonstrate college and career readiness. 2015-16 LCAP Goals Goal 1: All students will demonstrate college and career readiness. Goal 2: Provide meaningful educational involvement opportunities for all parents to advocate for all students. Goal 3: Provide and nurture a safe and positive school culture. Additionally, all of the original actions from the 2014-15 LCAP have carried forward to the 2015-16 LCAP, with the exception of Action 1.4. The actions that were carried forward have been refined, and there is a greater emphasis on expanding and/or improving services for English Learners, Low Income Pupils, Foster Youth, and Students with Disabilities. Several new actions were added to Goal 3, which became the safe and positive school culture goal. Additionally, required metrics for the following state priorities have been added to Goal 3 of the 2015-16 LCAP: Basic, Pupil Engagement, and School Climate.			