§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:
LEA: Huntington Beach Union High School District   **Contact**: Dr. Don Austin, Assistant Superintendent, daustin@hbuhsd.edu, (714) 903-7000   **LCAP Year:** 2014-15

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.

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. 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 should comply with instructions and 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. 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 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:

Parent involvement: efforts to seek parent input in decision making, 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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:
1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
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 representative parents of pupils identified in Education Code section 42238.01?
6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
- December 2013 – Established District LCAP Planning Committee which included parents, students, certificated and classified staff (included local bargaining unit reps) and administrators. Parent reps included English learners, PTSA, Low Income and special education. - January 7, 2014 – First meeting for District LCAP Planning Committee. The Committee analyzed data and began identifying areas of need. - February 6, 2014 – District LCAP Planning Committee met to identify goals and actions/services to support the goals. Recorded their work on a Google Document template. - February 20, 2014 – District LCAP Planning Committee Facilitators met to refine the identified goals and actions/services. - February 21-26, 2014 – HBUHSD Educational Services Division established growth targets addressing the sections 'What will be different/improved for students.' - February 27, 2014 – District LCAP Planning Committee Facilitators met to review growth targets and provide additional input.	Data charts containing the following information were made for each state priority area: A-G completion rates, Early Assessment program, CELDT, Advanced Placement, Attendance, Graduation and Dropout, CAHSEE, SAT, ACT, Suspensions & Expulsions. The District LCAP Planning Committee did a gallery walk and analyzed all data to determine areas of need. Using the data and the HBUHSD Strategic Plan as a guiding document, the Committee then developed the LCAP goals and actions/services. All groups were given the opportunity to provide feedback. The feedback was documented and reviewed by the District LCAP Planning Committee Facilitators with revisions made to the LCAP. There were no additional comments received from the April 10 DELAC meeting. During the May 5-11 posting on the HBUHSD website, individuals were given the opportunity to submit comments and request a written response from the Assistant Superintendent of Educational Services. All comments were reviewed and considered,

Involvement Process	Impact on LCAP
• March 4, 2014 – District LCAP Planning Committee meeting to review established goals, actions/services, and growth targets. Committee had the opportunity to provide additional input. • March 20, 2014 – District LCAP Planning Committee Facilitators met to review comments from the March 4 meeting. • March 20, 2014 – LCAP presentation to HBUHSD Principals • March 26, 2014 - LCAP Parent Advisory Meeting held at Westminster and Ocean View High Schools. Included parents representing PTSA, English learners, Foster Youth and Low Income. Presented LCAP and asked for specific input on Goals 6 and 7. • April 3, 2014 - District LCAP Planning Committee Facilitators met to review input from Parent Advisory group • April 10, 2014 - LCAP presentation at DELAC meeting. • May 5 -11, 2014 – LCAP posted on District website for public comment (includes Spanish and Vietnamese translations). • June 10, 2014 - LCAP Public Hearing • June 24, 2014 – Adopt LCAP at HBUHSD Board Meeting.	with specific revisions made to the sections Conditions of Learning, Pupil Outcomes and Engagement.

Section 2: Goals and Progress Indicators

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, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites 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 school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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, school site-level advisory groups (e.g., school site 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.

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 "Engagement" (e.g., pupil and parent)?
4) What are the LEA's goal(s) to address locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site 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 subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP Year Year 3: 2016-17	
Increase the number and percentage of students in the following areas: 1. completing the a-g requirements for college entrance (HBUHSD a-g data). 2. attending a four year university immediately after high school (Student Tracker Reports). 3. attaining English proficiency (English learners' CELDT scores). 4. reclassified to fluent English proficient (HBUHSD English learner Reclassification Criteria). 5. scoring proficient (380 scale score on ELA and math) on the CAHSEE (HBUHSD	All students will graduate from high school completing a rigorous course of study with a seamless transition into a career pathway and/or post-secondary education towards a viable career.	All pupils Proficient on CAHSEE - specifically English learners, Low Income, Students with Disabilities, and Foster Youth subgroups.	LEA-wide		By increasing 3% annually all graduates who complete the a-g requirements, more students will be prepared to enter UC/CSU universities. The percent of HBUHSD graduates who attend a four year university immediately after high school will increase 2% annually. The percent of English learners (with 5 or more, or less than 5 years of U.S. education) scoring proficient on CELDT will increase 3% annually. English learner reclassification rate will increase 2% annually. The percent of all 11th and 12th grade students enrolled in at least	By increasing 3% annually all graduates who complete the a-g requirements, more students will be prepared to enter UC/CSU universities. The percent of HBUHSD graduates who attend a four year university immediately after high school will increase 2% annually. The percent of English learners (with 5 or more, or less than 5 years of U.S. education) scoring proficient on CELDT will increase 3% annually. English learner reclassification rate will increase 2% annually. The percent of all 11th and 12th grade students enrolled in at least	By increasing 3% annually all graduates who complete the a-g requirements, more students will be prepared to enter UC/CSU universities. The percent of HBUHSD graduates who attend a four year university immediately after high school will increase 2% annually. The percent of English learners (with 5 or more, or less than 5 years of U.S. education) scoring proficient on CELDT will increase 3% annually. English learner reclassification rate will increase 2% annually. The percent of all 11th and 12th grade students enrolled in at least	Student Achievement and Other Student Outcomes

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March CAHSEE results). 6. scoring Exempt on the English-language arts and math components of the Early Assessment Program (11th grade EAP scores). Increase the number of Advanced Placement exams given and the number passed (College Board). Ensure equity and access to students exposed to advanced curricula by increasing the number/percent of all 11th and 12th graders enrolled in at least one Advanced Placement course (HBUHSD data).					one Advanced Placement course will increase 1% annually. Students passing AP exams, with a score of 3 or higher, will increase 1% annually. Eleventh grade students scoring Exempt on the Early Assessment Program ELA, and/or Algebra II/High School Summative math, will each increase by 5% annually. There will be a 2% annual increase for the English learner, Low Income, Students with Disabilities, and Foster Youth subgroups who score proficient (380 scale score) on the 10th grade CAHSEE administration.	one Advanced Placement course will increase 1% annually. Students passing AP exams, with a score of 3 or higher, will increase 1% annually. Eleventh grade students scoring Exempt on the Early Assessment Program ELA, and/or Algebra II/High School Summative math, will each increase by 5% annually. There will be a 2% annual increase for the English learner, Low Income, Students with Disabilities, and Foster Youth subgroups who score proficient (380 scale score) on the 10th grade CAHSEE administration.	one Advanced Placement course will increase 1% annually. Students passing AP exams, with a score of 3 or higher, will increase 1% annually. Eleventh grade students scoring Exempt on the Early Assessment Program ELA, and/or Algebra II/High School Summative math, will increase by 5% annually. There will be a 2% annual increase for the English earner, Low Income, Students with Disabilities, and Foster Youth subgroups who score proficient (380 scale score) on the 10th grade CAHSEE administration.	

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Implement district and site professional development that is focused on strategies to support student academic success (district and site professional development plans and records). Decrease the number of students receiving grades of D and F in all subject areas (HBUHSD data). Increase the unduplicated count of 11th and 12th grade students enrolled in at least one Advanced Placement course (HBUHSD data). Increase the unduplicated count of 11th and 12th grade students enrolled in at least one	All students will have access to the most rigorous courses with support structures (including intervention and technology) to ensure their success.	All pupils Advanced Placement courses - specifically English learners, Low Income and Students with Disabilities subgroups	LEA-wide		HBUHSD will decrease the number of students receiving Ds and Fs by 3% annually in each subject area and semester. The 11th and 12th grade Students with Disabilities, English learner and Low Income students, enrolled in at least one Advanced Placement course, will increase 3% annually.	HBUHSD will decrease the number of students receiving Ds and Fs by 2% annually in each subject area and semester. The 11th and 12th grade Students with Disabilities, English learner and Low Income students, enrolled in at least one Advanced Placement course, will increase 3% annually.	HBUHSD will decrease the number of students receiving Ds and Fs by 1% annually in each subject area and semester. The 11th and 12th grade Students with Disabilities, English learner and Low Income students, enrolled in at least one Advanced Placement course, will increase 3% annually. By school year 2016-17, HBUHSD will increase by 7% the 11th and 12th grade students enrolled in at least one Career Technical Education course.	Course Access

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Career Technical Education course (HBUHSD data).								
Implement quality professional development that is focused on the Common Core instructional shifts (District and site professional development plans and records). Engage in classroom observations and Instructional Rounds that are focused on rigor in all subject areas (classroom observation and Instructional Round notes/staff dialog). Identify gaps in learning through the analysis of formative assessment including the District Common Formative	The Common Core State Standards will guide the curriculum and instructional strategies to provide all students with skills needed for college and career success.	All pupils	LEA-wide		By 2016-17, 100% of HBUHSD teachers will have participated in Common Core professional development with a focus on best first instruction, intervention, and assessment. Monitor implementation of strategies to support best first instruction, through observation and Instructional Rounds. Establish baseline data in 2014-15 in regards to the number of teachers who participate in Instructional Rounds methodology, practice, and dialogue. Through	By 2016-17, 100% of HBUHSD teachers will have participated in Common Core professional development with a focus on best first instruction, intervention, and assessment. Monitor implementation of strategies to support best first instruction, through observation and Instructional Rounds. Review 2014-2015 baseline data. Determine growth for 2015-2016. Through the use of formative assessments, students' academic achievement will improve. Indicators include the	By 2016-17, 100% of HBUHSD teachers will have participated in Common Core professional development with a focus on best first instruction, intervention, and assessment. Monitor implementation of strategies to support best first instruction, through observation and Instructional Rounds. Review 2015-2016 baseline data. Determine growth for 2016-2017. Through the use of formative assessments, students' academic achievement will improve. Indicators include the	Implementation of Common Core State Standards

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Assessments (Professional Learning Communities and Illuminate reports).					the use of formative assessments, students' academic achievement will improve. Indicators include the identified metrics for Goal #1.	identified metrics for Goal #1.	identified metrics for Goal #1.	
Decrease the number of unduplicated students who are suspended and expelled (HBUHSD data). Increase the attendance rates of all students (HBUHSD data). Decrease the drop out rates for all students (HBUHSD data). Increase the graduation rates for all students and specifically Students with Disabilities (HBUHSD data). Increase the percentage of teaching staff that	Provide a well-balanced and supportive educational environment where all students have the opportunity to develop necessary skills for academic success and social emotional well being.	All pupils	LEA-wide		The District percentage of unduplicated students who are suspended will decrease 5% annually, and the percent expelled will decrease 2% annually. HBUHSD's suspension and expulsion percentages will remain below the annual average percentages of both the County and State as reported on Data Quest. Attendance rates will increase by .2% for all students.	The District percentage of unduplicated students who are suspended will decrease 5% annually, and the percent expelled will decrease 2% annually. HBUHSD's suspension and expulsion percentages will remain below the annual average percentages of both the County and State as reported on Data Quest. Maintain increased attendance rates for all students.	The District percentage of unduplicated students who are suspended will decrease 5% annually, and the percent expelled will decrease 2% annually. HBUHSD's suspension and expulsion percentages will remain below the annual average percentages of both the County and State as reported on Data Quest. Maintain increased attendance rates for all students.	Student Engagement and School Climate

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post grades electronically (HBUHSD data).					Drop out rates will decrease .5% annually for all students. Graduation rates will increase 1% annually, with Students with Disabilities increasing 2% annually.	Maintain decreased drop out rates for all students. Graduation rates will increase 1% annually, with Students with Disabilities increasing 2% annually.	Maintain decreased drop out rates for all students. Graduation rates will increase 1% annually, with Students with Disabilities increasing 2% annually. By the school year 2016-17, 100% of the teaching staff will post grades electronically so parents and students can monitor academic progress.	
Increase parent portal usage to monitor student academic progress (number of parent logins). Increase outreach efforts that invite parental participation at school site and district levels	Increase opportunities for parent/guardian engagement in matters related to students' academic endeavors as well as site and district decision making.	All pupils	LEA-wide		In 2014-15, establish baseline data in regards to the number of parent portal logins. Determine growth for 2015-16. Through coordination with site VIPS, in 2014-15 monitor the	Review 2014-15 parent portal baseline data and determine growth for 2015-16 and 2016-17. Through coordination with site VIPs continue to monitor the number of parents	Continue to monitor parent portal usage. Through coordination with site VIPs continue to monitor the number of parents who participate in site and district meetings and/or parent workshops	Parental Involvement

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(data collected by school VIPS).					number of parents who participate in site and district meetings and/or parent workshops.	who participate in site and district meetings and/or parent workshops.		
To provide facilities that are well-maintained and in good repair (Facility Inspection Tool (FIT) data as reported on School Accountability Report Cards). To provide all students with standards-aligned instructional materials (HBUHSD Board meeting minutes and number of Williams Act complaints). Continue to monitor the number of teacher misassignments (HBUHSD Certificated Personnel	All schools are clean, safe and have a positive climate that supports the academic, emotional and physical needs of students through appropriate supervision, positive behavior interventions and customer service.	All pupils	LEA-wide		All students will have access to standards-aligned instructional materials. All schools will receive an overall facility rate of 'Good' as reported on School Accountability Report Cards (SARCs). Facility concerns will continue to be addressed in a timely manner.	All students will have access to standards-aligned instructional materials. All schools will receive an overall facility rate of 'Good' as reported on School Accountability Report Cards (SARCs). Facility concerns will continue to be addressed in a timely manner.	All students will have access to standards-aligned instructional materials. All schools will receive an overall facility rate of 'Good' as reported on School Accountability Report Cards (SARCs). Facility concerns will continue to be addressed in a timely manner.	Basic Services

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Monthly Statistical Employee Report and December Board minutes).								
Provide access to digital resources that support student learning for purposes of remediation, acceleration, and enrichment as determined by the needs of each student (HBUHSD data - number of digital resources). Implement an open and robust Learning Management System (HBUHSD data - number of logins). Develop rigorous, high quality collaboration projects where students use 21st century skills that showcase student progress as	Ensure access to high quality technology to support teaching and learning.	All pupils	LEA-wide		All students will have access to technology to support learning. Continue to evaluate sites' technological needs as they relate to digital resources that support student learning for purposes of remediation, acceleration, and enrichment. In 2014-15, determine the number of teachers utilizing a Learning Management System. Determine growth for 2015-16 and 2016-17. Establish baseline data, in 2014-15, on the number of	All students will have access to technology to support learning. Continue to evaluate sites' technological needs as they relate to digital resources that support student learning for purposes of remediation, acceleration, and enrichment. In 2015-16, determine the number of teachers utilizing a Learning Management System. Determine growth for 2016-17. Monitor growth on the number of	All students will have access to technology to support learning. Continue to evaluate sites' technological needs as they relate to digital resources that support student learning for purposes of remediation, acceleration, and enrichment. In 2016-17, determine the number of teachers utilizing a Learning Management System. Monitor growth on the number of students using ePortfolios or websites to	Local Goal

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP Year Year 3: 2016-17	
demonstrated in student ePortfolios or websites (HBUHSD data- number of seniors completing portfolio requirements).					students using ePortfolios or websites to showcase projects. Continue to monitor the rate of teacher misassignment and report to the HBHUSD Board of Trustee annually for approval.	students using ePortfolios or websites to showcase projects. Continue to monitor the rate of teacher misassignment and report to the HBUHSD Board of Trustee annually for approval.	showcase projects. Continue to monitor the rate of teacher misassignment and report to the HBUHSD Board of Trustee annually for approval.	

Section 3: Actions, Services, and Expenditures

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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. 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 actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
2) How do these actions/services link to identified goals and performance indicators?
3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
5) In the annual update, 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?
6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 1: 2014-15	**LCAP YEAR 2: 2015-16**	**LCAP YEAR 3: 2016-17**
All students will graduate from high school completing a rigorous course of study with a seamless transition	Student Achievement and Other Student Outcomes	1.1 Yr. 1: Expand awareness and enrollment in college readiness testing to prepare students for college entrance exams and career explorations.	LEA-wide		**$ 3,800,000** <u>Source</u> LCFF Base	**$ 3,864,600** <u>Source</u> LCFF Base	**$ 3,930,298** <u>Source</u> LCFF Base

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 1: 2014-15	**LCAP YEAR 2: 2015-16**	**LCAP YEAR 3: 2016-17**
into a career pathway and/or post-secondary education towards a viable career.		Yr. 2: See year 1. Yr. 3: See year 1. 1.2 Yr. 1: District-wide procedures to inform parents and students to guide post secondary decisions. Yr. 2: See year 1. Yr. 3: See year 1. 1.3 Yr. 1: Explore technology and resources, such as Naviance, to help with college and career readiness. Yr. 2: See year 1. Yr. 3: See year 1. 1.4 Yr. 1: Increase the number of a-g approved Career Technical Education courses. Yr. 2: See year 1. Yr. 3: See year 1. 1.5 Yr. 1: Create individual grade 9-16 education/career plan (e.g. student dashboard) for all students and assess annually.			**See A 1.1** **Source** LCFF Base -0- **Source** LCFF Base **See A 1.1** **Source** LCFF Base	**See A 1.1** **Source** LCFF Base $10,000 **Source** LCFF Base **See A 1.1** **Source** LCFF Base	**See A 1.1** **Source** LCFF Base $10,000 **Source** LCFF Base **See A 1.1** **Source** LCFF Base

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
		Yr. 2: See year 1. Yr. 3: See year 1. **1.6** Yr. 1: Identify and coordinate resources, materials, and programs to provide CAHSEE interventions for all students including English learner, Low Income, Students with Disabilities, and Foster Youth subgroups. Yr. 2: See year 1. Yr. 3: See year 1. **1.7** Yr. 1: Develop and implement targeted interventions as determined by site Multi-Tiered Systems of Support (MTSS) plans. Yr. 2: See year 1. Yr. 3: See year 1. **1.8** Yr. 1: Provide guidance services to students and parents regarding equal access to curricula and post secondary options.			**$80,000** **Source** LCFF Supplemental, Title I, Title III **$50,000** **Source** LCFF Supplemental, Title I, Title II **See A 1.1** **Source** LCFF Base	**$80,000** **Source** LCFF Supplemental, Title I, Title III **$50,000** **Source** LCFF Supplemental, Title I, Title II **See A 1.1** **Source** LCFF Base	**$80,000** **Source** LCFF Supplemental, Title I, Title III **$50,000** **Source** LCFF Supplemental, Title I, Title II **See A 1.1** **Source** LCFF Base

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
		Yr. 2: See year 1. Yr. 3: See year 1. 1.9 Yr. 1: Provide systemic targeted professional development and strategies to support student achievement. Monitor implementation and follow up opportunities to identify best practices for all staff. Yr. 2: See year 1. Yr. 3: See year 1. 1.10 Yr. 1: Provide multiple pathways for student success in post secondary programs. Yr. 2: See year 1. Yr. 3: See year 1.			**$40,000** **Source** LCFF Base, LCFF Supplemental, Title I, Title II, Title III **See A 1.1** **Source** LCFF Base	**$40,000** **Source** LCFF Base, LCFF Supplemental, Title I, Title II, Title III **See A 1.1** **Source** LCFF Base	**$40,000** **Source** LCFF Base, LCFF Supplemental, Title I, Title II, Title III **See A 1.1** **Source** LCFF Base

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
		1.11 Yr. 1: Provide assessment fee waivers (e.g.PSAT, SAT, IB, AP, ACT) to ensure educational opportunity to all students, characterized by quality and equality. Yr. 2: See year 1 Yr. 3: See year 1 1.12 Yr. 1: Continue to implement and expand rigorous alternative education classes (e.g. credit recovery). Yr. 2: See year 1 Yr. 3: See year 1			See A 1.1 **Source** LCFF Base $834,454 **Source** LCFF Base	See A 1.1 **Source** LCFF Base $854,000 **Source** LCFF Base	See A 1.1 **Source** LCFF Base $874,000 **Source** LCFF Base
All students will have access to the most rigorous courses with support structures (including intervention and technology) to ensure their success.	Course Access	2.1 Yr. 1: Expand course offerings in both traditional and nontraditional methods to meet unique learner needs. Yr. 2: See year 1. Yr. 3: See year 1.	LEA-wide		-0- **Source** LCFF Base	-0- **Source** LCFF Base	-0- **Source** LCFF Base

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
		2.2 Yr. 1: Utilize multiple measures to influence decisions for student placement in courses. Yr. 2: See year 1. Yr. 3: See year 1. 2.3 Yr. 1: Utilize tools (e.g. the AP Potential) to identify and counsel students with the potential to succeed in rigorous courses. Yr. 2: See year 1. Yr. 3: See year 1. 2.4 Yr. 1: Identify and implement classroom practices to support best first instruction and intervention methods to reduce the number of students receiving Ds and Fs. Yr. 2: See year 1. Yr. 3: See year 1.				**See A 1.1** **Source** LCFF Base **$25,000** **Source** LCFF Base **$190,000** **Source** LCFF Base, Title II, Common Core	**See A 1.1** **Source** LCFF Base **$25,000** **Source** LCFF Base **$190,000** **Source** LCFF Base, Title II	**See A 1.1** **Source** LCFF Base **$25,000** **Source** LCFF Base **$190,000** **Source** LCFF Base, Title II

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
		2.5 Yr. 1: Advanced course offerings (e.g. AP, IB, Honors) will continue to expand in order to expose more students to rigorous, college prep courses. Yr. 2: See year 1. Yr. 3: See year 1.			$100,000 **Source** LCFF Base, Title III	$100,000 **Source** LCFF Base, Title III	$100,000 **Source** LCFF Base, Title III
		2.6 Yr. 1: Utilize and/or expand existing student support programs, such as AVID, at all school sites. Yr. 2: See year 1. Yr. 3: See year 1.			$30,000 **Source** LCFF Base, LCFF Supplemental, Title I	$30,000 **Source** LCFF Base, LCFF Supplemental, Title I	$30,000 **Source** LCFF Base, LCFF Supplemental, Title I
		2.7 Yr. 1: Expand partnerships with local colleges/universities, businesses and agencies. Yr. 2: See year 1. Yr. 3: See year 1.			-0- **Source** LCFF Source	-0- **Source** LCFF Source	-0- **Source** LCFF Source
		2.8 Yr. 1: Increase alternative scheduling options and course offerings within the school day.			See A 1.12 **Source** LCFF Base	See A 1.12 **Source** LCFF Base	See A 1.12 **Source** LCFF Base

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
		Yr. 2: See year 1. Yr. 3: See year 1. 2.9 Yr. 1: Identify resources, materials, and programs to provide interventions and support for all students as we continue to transition to the Common Core State Standards and the Smarter Balanced assessment (e.g. English learners, Low Income, Students with Disabilities, and Foster Youth). Yr. 2: See year 1. Yr. 3: See year 1.			**$30,000** **Source** LCFF Supplemental, Common Core	**$30,000** **Source** LCFF Supplemental	**$30,000** **Source** LCFF Supplemental
		2.10 Yr. 1: Increase access to relevant and timely information through a variety of avenues and guidance resources (e.g. College/Career Center, classroom support) for parents and students regarding			**See A 1.1** **Source** LCFF Base	**See A 1.1** **Source** LCFF Base	**See A 1.1** **Source** LCFF Base

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
		college and career planning, college readiness assessments, and college/career pathways. Yr. 2: See year 1. Yr. 3: See year 1. 2.11 Yr. 1: Support co-teaching teams through professional development to support struggling students, including special education students mainstreamed into general education academic classes. Yr. 2: See year 1. Yr. 3: See year 1 2.12 Yr. 1: Identify resources and implement summer academic support for students in rigorous programs. Yr. 2: See year 1 Yr. 3: See year 1. 2.13 Yr. 1: Implement intervention programs and classes that support students			$15,000 **Source** Title II $100,000 **Source** LCFF Base, LCFF Supplemental $90,000 **Source** LCFF Base	$15,000 **Source** Title II $100,000 **Source** LCFF Base LCFF Supplemental $90,000 **Source** LCFF Base	$15,000 **Source** Title II $100,000 **Source** LCFF Base LCFF Supplemental $90,000 **Source** LCFF Base

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
		in achieving success in rigorous classes.					
The Common Core State Standards will guide the curriculum and instructional strategies to provide all students with skills needed for college and career success.	Implementation of Common Core State Standards	3.1 Yr. 1: Continue and expand the variety of teacher led professional development opportunities (e.g. after school, summertime, during the school day, and on-line) to include teacher collaboration components focused on best first instruction, intervention, and assessment (with emphasis on meeting the needs of English Learners, Low Income, Foster Youth and Students with Disabilities). Yr. 2: See year 1. Yr. 3: See year 1. 3.2 Yr. 1: Expand literacy and numeracy skills in all curricular areas. Yr. 2: See year 1. Yr. 3: See year 1.	LEA-wide		$40,000 **Source** LCFF Base, LCFF Supplemental, Title II $15,000 **Source** LCFF Base, Title I, Title II, Title III	$40,000 **Source** LCFF Base, LCFF Supplemental, Title II $15,000 **Source** LCFF Base, Title I, Title II, Title III	$40,000 **Source** LCFF Base, LCFF Supplemental, Title II $15,000 **Source** LCFF Base, Title I, Title II, Title III

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
		3.3 Yr. 1: Ensure equity and access by removing barriers and providing support for all students to take higher level courses. Yr. 2: See year 1. Yr. 3: See year 1. 3.4 Yr. 1: Improve articulation with feeder districts to create a smooth transition for incoming freshmen. Yr. 2: See year 1. Yr. 3: See year 1. 3.5 Yr. 1: Embed the Common Core State Standards, to include the Literacy standards for History/Social Science, Career Technical education and Science, across the curriculum to ensure a seamless transition to post-secondary options. Yr. 2: See year 1. Yr. 3: See year 1.				-0- **Source** LCFF Base -0- **Source** LCFF Base $25,000 **Source** Title II, Common Core	-0- **Source** LCFF Base -0- **Source** LCFF Base $25,000 **Source** Title II	-0- **Source** LCFF Base -0- **Source** LCFF Base $25,000 **Source** Title II

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
		3.6 Yr. 1: Prepare students with the needed skills (e.g. technology, embedded tools, variety of questions, performance tasks) to be successful on the Smarter Balanced Assessments. Yr. 2: See year 1. Yr. 3: See year 1.			$66,851,856 **Source** LCFF Base	$69,000,000 **Source** LCFF Base	$71,000,000 **Source** LCFF Base
		3.7 Yr. 1: Utilize formative assessments, including District Common Formative Assessments, on an ongoing basis to inform instruction and support student learning. Yr. 2: See year 1. Yr. 3: See year 1.			$89,763 **Source** LCFF Base, Common Core	$90,000 **Source** LCFF Base	$90,000 **Source** LCFF Base
		3.8 Yr. 1: HBUHSD will continue to use Instructional Rounds methodology, practice and dialogue to improve instruction and			-0- **Source** (Site Budgets)	-0- **Source** (Site Budgets)	-0- **Source** (Site Budgets)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
		identify best practices. Yr. 2: See year 1. Yr. 3: See year 1. 3.9 Yr. 1: Implement English Language Development (ELD) learning targets within Common Core and the new California ELD standards. Yr. 2: See year 1. Yr. 3: See year 1. 3.10 Yr. 1: Monitor implementation of district focus Common Core State Standards strategies including close/critical reading, expository reading/writing (argumentative writing), gradual release of responsibility to students, and academic rigor. Yr. 2: See year 1. Yr. 3: See year 1. 3.11 Yr. 1: Provide support for district library databases			**$8,800** **Source** LCFF Supplemental, Title III **$131,000** **Source** LCFF Base **$88,000** **Source** LCFF Base	**$8,800** **Source** LCFF Supplemental, Title III **$131,000** **Source** LCFF Base **$88,000** **Source** LCFF Base	**$8,800** **Source** LCFF Supplemental, Title III **$131,000** **Source** LCFF Base **$88,000** **Source** LCFF Base

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 1: 2014-15	**LCAP YEAR 2: 2015-16**	**LCAP YEAR 3: 2016-17**
		to support research and accessing informational text. Yr. 2: See year 1. Yr. 3: See year 1. 3.12 Yr. 1: Provide essential research studies (e.g. Hanover Research) of district data, data analysis, calibration with national trends, and identification of best practices to influence professional development and program evaluation as we transition to the Common Core. Yr. 2: See year 1. Yr. 3: See year 1. 3.13 Yr. 1: Begin the implementation of Next Generation Science Standards by addressing the Disciplinary Core Ideas, identifying concepts that cut across all science domains, and utilizing science and engineering			$10,000 <u>Source</u> Common Core	$10,000 <u>Source</u> LCFF Base	$10,000 <u>Source</u> LCFF Base
					$8,500 <u>Source</u> LCFF Base, Common Core, Title II	$8,500 <u>Source</u> LCFF Base, Title II	$8,500 <u>Source</u> LCFF Base, Title II

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
		practices to create greater understanding of how science, technology, engineering and mathematics, (STEM) are integrated into science education. Yr. 2: See year 1. Yr. 3: See year 1.					
Provide a well-balanced and supportive educational environment where all students have the opportunity to develop necessary skills for academic success and social emotional well being.	Student Engagement and School Climate	4.1 Yr. 1: Provide training and support for teaching staff to electronically post grades and assignments so parents and students have access to student progress. Yr. 2: See year 1. Yr. 3: See year 1. 4.2 Yr. 1: Expand options for students to achieve a high school diploma. Yr. 2: See year 1. Yr. 3: See year 1. 4.3 Yr. 1: Develop an online system that	LEA-wide		**$47,000** **Source** LCFF Base **See A 1.1** **Source** LCFF Base **$16,000** **Source** LCFF Base, Common Core	**$47,000** **Source** LCFF Base **See A 1.1** **Source** LCFF Base **$16,000** **Source** LCFF Base	**$47,000** **Source** LCFF Base **See A 1.1** **Source** LCFF Base **$16,000** **Source** LCFF Base

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
		allows for parents and students to monitor graduation and a-g requirements through a parent dashboard. Yr. 2: See year 1. Yr. 3: See year 1. 4.4 Yr. 1: Teach students alternative methods of dealing with problems/issues prior to suspension. Yr. 2: See year 1. Yr. 3: See year 1. 4.5 Yr. 1: Assign consequences that are logical and directly related to the student's inappropriate behavior prior to suspension. Yr. 2: See year 1. Yr. 3: See year 1. 4.6 Yr. 1: Develop a menu of effective consequences that can be administered to replace			$2,923,381 **Source** LCFF Base -0- **Source** LCFF Base -0- **Source** LCFF Base	$3,300,000 **Source** LCFF Base -0- **Source** LCFF Base -0- **Source** LCFF Base	$3,500,000 **Source** LCFF Base -0- **Source** LCFF Base -0- **Source** LCFF Base

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
		suspension. Yr. 2: See year 1. Yr. 3: See year 1. 4.7 Yr. 1: Create positive whole-school activities that utilize positive reinforcement. Yr. 2: See year 1. Yr. 3: See year 1. 4.8 Yr. 1: Increase Career Technical Education (CTE) offerings and students' participation in CTE courses. Yr. 2: See year 1. Yr. 3: See year 1. 4.9 Yr. 1: Provide interventions that help students develop their affective and executive skills to succeed academically. Yr. 2: See year 1. Yr. 3: See year 1. 4.10 Yr. 1: Evaluate existing elective offerings and work to create/develop			-0- **Source** LCFF Base $54,000 **Source** LCFF Base $10,000 **Source** LCFF Base, LCFF Supplemental See A 1.1 **Source** LCFF Base	-0- **Source** LCFF Base $54,000 **Source** LCFF Base $10,000 **Source** LCFF Base, LCFF Supplemental See A 1.1 **Source** LCFF Base	-0- **Source** LCFF Base $54,000 **Source** LCFF Base $10,000 **Source** LCFF Base, LCFF Supplemental See A 1.1 **Source** LCFF Base

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
		offerings that are based on student interest and college/career readiness. Yr. 2: See year 1. Yr. 3: See year 1. 4.11 Yr. 1: Promote service learning or incorporate a service learning component for graduation. Yr. 2: See year 1. Yr. 3: See year 1. 4.12 Yr. 1: Develop protocols (e.g. student senate, require freshmen to join clubs, student rooter sections) that lead to increased student participation in extra-curricular activities. Yr. 2: See year 1. Yr. 3: See year 1. 4.13 Yr. 1: Continue to collaborate across the HBUHSD and share best practices and resources (e.g.			**$15,000** **Source** LCFF Base **-0-** **Source** (Site Budgets) **$10,000** **Source** LCFF Base, Common Core	**$15,000** **Source** LCFF Base **-0-** **Source** (Site Budgets) **$10,000** **Source** LCFF Base,	**$15,000** **Source** LCFF Base **-0-** **Source** (Site Budgets) **$10,000** **Source** LCFF Base,

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
		Canvas Learning Management System, Google docs) that lead to increased student engagement. Yr. 2: See year 1. Yr. 3: See year 1. 4.14 Yr. 1: Explore best practices within and outside HBUHSD related to increasing student attendance. Yr. 2: See year 1. Yr. 3: See year 1. 4.15 Yr. 1: Continue to collaborate with the Deputy District Attorney, the probation department and law enforcement through the Student Attendance Review Board (SARB), to resolve attendance issues. Yr. 2: See year 1. Yr. 3: See year 1. 4.16 Yr. 1: Increase drug and alcohol education and interventions for			-0- **Source** LCFF Base $60,000 **Source** LCFF Base $15,000 **Source** LCFF Base	-0- **Source** LCFF Base $60,000 **Source** LCFF Base $15,000 **Source** LCFF Base	-0- **Source** LCFF Base $60,000 **Source** LCFF Base $15,000 **Source** LCFF Base

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
		all students and parents. Yr. 2: See year 1. Yr. 3: See year 1. 4.17 Yr. 1: Collaborate with the community to produce safe and healthy schools. Yr. 2: See year 1. Yr. 3: See year 1.			-0- **Source** LCFF Base	-0- **Source** LCFF Base	-0- **Source** LCFF Base
		4.18 Yr. 1: Continue to identify and reconcile dropouts through the District Dropout Recovery Program. Yr. 2: See year 1. Yr. 3: See year 1.			$22,000 **Source** LCFF Base	$22,000 **Source** LCFF Base	$22,000 **Source** LCFF Base
		4.19 Yr. 1: Analyze and use the results of the 2014 California Healthy Kids Survey to identify at-risk behavior and trends. Yr. 2: See year 1. Yr. 3: See year 1.			$2,923,381 **Source** LCFF Base	$3,300,000 **Source** LCFF Base	$3,500,000 **Source** LCFF Base
		4.20 Yr. 1: Explore resources to expand arts education/elective (e.g. Arts			$36,000 **Source** LCFF Base	$36,000 **Source** LCFF Base	$36,000 **Source** LCFF Base

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
		Advantage) in our schools.					
Increase opportunities for parent/ guardian engagement in matters related to students' academic endeavors as well as site and district decision making.	Parental Involvement	5.1 Yr. 1: Provide training on how to navigate the parent/student portal at each site. Yr. 2: See year 1. Yr. 3: See year 1.	LEA-wide		**$4,200** **Source** LCFF Base, Title III	**$4,200** **Source** LCFF Base, Title III	**$4,200** **Source** LCFF Base, Title III
		5.2 Yr. 1: Provide information about methods for communicating with school staff. Yr. 2: See year 1. Yr. 3: See year 1.			**-0-** **Source** LCFF Base	**-0-** **Source** LCFF Base	**-0-** **Source** LCFF Base
		5.3 Yr. 1: Increase availability of translation services for non-English speaking families at school-related functions. Yr. 2: See year 1. Yr. 3: See year 1.			**$14,200** LCFF Supplemental, Title III	**$14,200** LCFF Supplemental, Title III	**$14,200** LCFF Supplemental, Title III
		5.4 Yr. 1: Develop, maintain, and strengthen relationships based on trust, respect, and effective communication			**-0-** **Source** LCFF Base	**-0-** **Source** LCFF Base	**-0-** **Source** LCFF Base

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
		among staff, students, families and the community. Yr. 2: See year 1. Yr. 3: See year 1. 5.5 Yr. 1: Increase outreach efforts to encourage parental participation in site and district decision making. Yr. 2: See year 1. Yr. 3: See year 1. 5.6 Yr. 1: Survey parents to identify effective methods to increase parental input and promote participation. Yr. 2: See year 1. Yr. 3: See year 1. 5.7 Yr. 1: Survey sites to identify methods used for seeking parental input and promoting parental participation. Yr. 2: See year 1. Yr. 3: See year 1.			-0- **Source** LCFF Base See A 3.12 **Source** LCFF Base, Common Core See A 3.12 **Source** LCFF Base, Common Core	-0- **Source** LCFF Base See A 3.12 **Source** LCFF Base See A 3.12 **Source** LCFF Base	-0- **Source** LCFF Base See A 3.12 **Source** LCFF Base See A 3.12 **Source** LCFF Base

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
		5.8 Yr. 1: Increase awareness of Parent University through site and district communication. Yr. 2: See year 1. Yr. 3: See year 1. 5.9 Yr. 1: Create Parent Centers on campuses to provide technology assistance and computer access to those who need support. Yr. 2: See year 1. Yr. 3: See year 1.			**$43,000** **Source** LCFF Base **$174,000** **Source** LCFF Base	**$43,000** **Source** LCFF Base **$176,000** **Source** LCFF Base	**$43,000** **Source** LCFF Base **$178,000** **Source** LCFF Base
All schools are clean, safe and have a positive climate that supports the academic, emotional and physical needs of students through appropriate supervision, positive behavior interventions and customer service.	Basic Services	6.1 Yr. 1: Continue to provide district facilities that are safe, secure and conducive to learning and working. Yr. 2: See year 1. Yr. 3: See year 1. 6.2 Yr. 1: Research and implement programs that promote diversity, tolerance, student rights, and social	LEA-wide		**Maintenance/Operations $7,382,374** **Source** LCFF Base **$6,000** **Source** LCFF Base, LCFF Supplemental	**Maintenance/Operations $7,493,110** **Source** LCFF Base **$6,000** **Source** LCFF Base, LCFF Supplemental	**Maintenance/Operations $7,605,506** **Source** LCFF Base **$6,000** **Source** LCFF Base, LCFF Supplemental

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
		awareness (e.g. Bridges Program). Yr. 2: See year 1. Yr. 3: See year 1. 6.3 Yr. 1: Integrate sound nutrition and fitness practices into the daily school life of students. Yr. 2: See year 1. Yr. 3: See year 1. 6.4 Yr. 1: Counsel students in the areas of stress management and over-commitment in order to help them maintain a healthy balance. Yr. 2: See year 1. Yr. 3: See year 1. 6.5 Yr. 1: Establish a welcoming culture to encourage active parent participation in campus life. Yr. 2: See year 1. Yr. 3: See year 1. 6.6 Yr. 1: Educate students on the lasting implications			**-0-** **Source** LCFF Base **$440,000** **Source** LCFF Base **-0-** **Source** LCFF Base **See A 3.6** **Source** LCFF Base	**-0-** **Source** LCFF Base **$440,000** **Source** LCFF Base **-0-** **Source** LCFF Base **See A 3.6** **Source** LCFF Base	**-0-** **Source** LCFF Base **$440,000** **Source** LCFF Base **-0-** **Source** LCFF Base **See A 3.6** **Source** LCFF Base

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
		of social media. Yr. 2: See year 1. Yr. 3: See year 1. 6.7 Yr. 1: All students will have appropriate standards-aligned textbooks/ instructional materials. Yr. 2: See year 1. Yr. 3: See year 1. 6.8 Yr. 1: Support misassigned teachers in obtaining appropriate credential authorization. Yr. 2: See year 1. Yr. 3: See year 1. 6.9 Yr. 1: Continue to support cost saving and efficient high quality library services and quality textbook management with the Follett Library/Textbook Management System. Yr. 2: See year 1.			**$1,000,000** **Source** LCFF Base **$30,000** **Source** Title II **$40,000** **Source** LCFF Base	**$1,000,000** **Source** LCFF Base **$30,000** **Source** Title II **$40,000** **Source** LCFF Base	**$1,000,000** **Source** LCFF Base **$30,000** **Source** Title II **$40,000** **Source** LCFF Base

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
		Yr. 3: See year 1. 6.10 Yr. 1: Inform parents and students about programs such as TIPTXT that encourages students to anonymously notify school officials of activity related to bullying or school safety. Yr. 2: See year 1. Yr. 3: See year 2.			-0- **Source** (Site Budgets)	-0- **Source** (Site Budgets)	-0- **Source** (Site Budgets)
Ensure access to high quality technology to support teaching and learning.	Local Goal	7.1 Yr. 1: Evaluate and update technology infrastructure on an ongoing basis to provide all staff and students with compatible, reliable, and cutting edge technology. Yr. 2: See year 1. Yr. 3: See year 1. 7.2 Yr. 1: Develop relevant, flexible, and continuous training resources. Yr. 2: See year 1. Yr. 3: See year 1.	LEA-wide		**$2,100,000** **Source** LCFF Base, Common Core **See A 7.1** **Source** LCFF Base	**$2,300,000** **Source** LCFF Base **See A 7.1** **Source** LCFF Base	**$2,400,000** **Source** LCFF Base **See A 7.1** **Source** LCFF Base

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
		7.3 Yr. 1: Respond effectively to safety and security issues as they relate to technology usage. Yr. 2: See year 1. Yr. 3: See year 1.			See A 7.1 **Source** LCFF Base	See A 7.1 **Source** LCFF Base	See A 7.1 **Source** LCFF Base
		7.4 Yr. 1: Embed the effective use of technology (e.g. Learning Management System) in all curricular areas to enhance and accelerate learning. Yr. 2: See year 1. Yr. 3: See year 1.			**$10,000** **Source** LCFF Base, Common Core	**$10,000** **Source** LCFF Base	**$10,000** **Source** LCFF Base
		7.5 Yr. 1: Review, maintain, and update software and internet based systems in a timely manner in response to the needs of various users. Yr. 2: See year 1. Yr. 3: See year 1.			See A 7.1 **Source** LCFF Base	See A 7.1 **Source** LCFF Base	See A 7.1 **Source** LCFF Base
		7.6 Yr. 1: Implement paperless workflows, e.g.			See A 7.1 **Source** LCFF Base	See A 7.1 **Source** LCFF Base	See A 7.1 **Source** LCFF Base

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
		purchase orders, online student registration, etc. Yr. 2: See year 1. Yr. 3: See year 1. 7.7 Yr. 1: Proactively maintain infrastructure to support future needs. Yr. 2: See year 1. Yr. 3: See year 1. 7.8 Yr. 1: Update district guidelines and acceptable use policies. Yr. 2: See year 1. Yr. 3: See year 1. 7.9 Yr. 1: Increase use of personal devices on campus to enhance learning. Yr. 2: See year 1. Yr. 3: See year 1. 7.10 Yr. 1: Develop a process to repair, update, and replace, as needed, aging hardware. Yr. 2: See year 1.			See A 7.1 **Source** LCFF Base -0- **Source** LCFF Base -0- **Source** LCFF Base $150,000 **Source** LCFF Base	See A 7.1 **Source** LCFF Base -0- **Source** LCFF Base -0- **Source** LCFF Base $150,000 **Source** LCFF Base	See A 7.1 **Source** LCFF Base -0- **Source** LCFF Base -0- **Source** LCFF Base $150,000 **Source** LCFF Base

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 1: 2014-15	**LCAP YEAR 2: 2015-16**	**LCAP YEAR 3: 2016-17**
		Yr. 3: See year 1. 7.11 Yr. 1: Utilize technological resources (e.g. Illuminate, INSPECT Item Bank) to develop Common Formative Assessments to inform instruction through data analysis. Yr. 2: See year 1. Yr. 3: See year 1. 7.12 Yr. 1: Improve student digital literacy and cyber citizenship. Yr. 2: See year 1. Yr. 3: See year 1.			**$50,000** <u>Source</u> LCFF Base **See A 3.6** <u>Source</u> LCFF Base	**$50,000** <u>Source</u> LCFF Base **See A 3.6** <u>Source</u> LCFF Base	**$50,000** <u>Source</u> LCFF Base **See A 3.6** <u>Source</u> LCFF Base

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding Source)?		
					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
All students will graduate from high school completing a rigorous course of study with a seamless transition into a career pathway and/or post-secondary education towards a viable career.	Student Achievement and Other Student Outcomes	1.1 Yr. 1: Implement credit recovery support services to support English learners to decrease dropout rates. Yr. 2: See year 1. Yr. 3: See year 1.	LEA-wide English Learner		**$45,000** **Source** LCFF Supplemental	**$45,000** **Source** LCFF Supplemental	**$45,000** **Source** LCFF Supplemental
		1.2 Yr. 1: Foster youth, who are in their 3rd or 4th year of high school, will be exempt from graduation requirements if they are unable to complete the district graduation requirements prior to the completion of the 4th year of high school. Yr. 2: See year 1. Yr. 3: See year 1.	Foster Youth		**-0-** **Source** LCFF Base	**-0-** **Source** LCFF Base	**-0-** **Source** LCFF Base
		1.3 Yr. 1: Begin discussions regarding foster	Foster Youth		**See A 1.1** **Source** LCFF Base	**See A 1.1** **Source** LCFF Base	**See A 1.1** **Source** LCFF Base

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding Source)?		
					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
		youth and the state minimum graduation requirements of 130 credits. Yr. 2: See year 1. Yr. 3: See year 1. 1.4 Yr. 1: Foster youth may graduate as soon as the state minimum graduation requirements are completed. Yr. 2: See year 1. Yr. 3: See year 1. 1.5 Yr. 1: Foster youth, regardless of their age, will be given the option of a 5th year of high school in order to complete district graduation requirements. Yr. 2: See year 1. Yr. 3: See year 1. 1.6 Yr. 1: Foster youth and Educational Rights Holder will be provided information about transfer	Foster Youth		See A 1.1 **Source** LCFF Base	See A 1.1 **Source** LCFF Base	See A 1.1 **Source** LCFF Base
			Foster Youth		$23,000 **Source** LCFF Base	$23,000 **Source** LCFF Base	$23,000 **Source** LCFF Base
			Foster Youth		See A 1.1 **Source** LCFF Base	See A 1.1 **Source** LCFF Base	See A 1.1 **Source** LCFF Base

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding Source)?		
					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
		opportunities through the California Community Colleges. Yr. 2: See year 1. Yr. 3: See year 1. 1.7 Yr. 1: Implement credit recovery support services to support Low Income students to decrease dropout rates. Yr. 2: See year 1. Yr. 3: See year 1.	Low Income		**$23,000** **Source** LCFF Base, LCFF Supplemental	**$23,000** **Source** LCFF Base, LCFF Supplemental	**$23,000** **Source** LCFF Base, LCFF Supplemental
		1.8 Yr. 1: The English Language Development program will ensure sufficient rigor for all English learner students so that students can meet annual English language development objectives Yr. 2: See year 1. Yr. 3: See year 1.	English Learner		**$190,000** **Source** LCFF Supplemental	**$192,000** **Source** LCFF Supplemental	**$194,000** **Source** LCFF Supplemental
		1.9 Yr. 1: Provide assessment fee waivers (e.g. PSAT,	Low Income		**See A 1.1** **Source** LCFF Base	**See A 1.1** **Source** LCFF Base	**See A 1.1** **Source** LCFF Base

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding Source)?		
					LCAP YEAR 1: 2014-15	**LCAP YEAR 2: 2015-16**	**LCAP YEAR 3: 2016-17**
		SAT, IB, AP, ACT) to ensure educational opportunity to all students, characterized by quality and equality. Yr 2: See year 1. Yr 3: See year 1. 1.10 Yr. 1: Identify and coordinate resources, materials, and programs to provide CAHSEE interventions for English learners, Low Income, Students with Disabilities, and Foster Youth. Yr 2: See year 1 Yr 3: See year 1.	English Learner, Low Income, Foster Youth		**See A 1.6** **Source** LCFF Supplemental, Title I, Title III	**See A 1.6** **Source** LCFF Supplemental, Title I, Title III	**See A 1.6** **Source** LCFF Supplemental, Title I, Title III
		1.11 Yr. 1: Expand awareness and enrollment in college readiness testing to prepare students for college entrance exams and career exploration. Yr 2: See year 1. Yr 3: See year 1.	English Learner, Low Income, Foster Youth		**See A 1.1** **Source** LCFF Base, LCFF Supplemental	**See A 1.1** **Source** LCFF Base, LCFF Supplemental	**See A 1.1** **Source** LCFF Base, LCFF Supplemental

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding Source)?		
					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
		1.12 Yr. 1: Provide guidance and services to English learners, Low Income and Foster Youth students and parents/guardians regarding equal access to curricula and post-secondary options Yr 2: See year 1. Yr 3: See year 1.	English Learner, Low Income, Foster Youth		See A 1.1 **Source** LCFF Base, LCFF Supplemental	See A 1.1 **Source** LCFF Base, LCFF Supplemental	See A 1.1 **Source** LCFF Base, LCFF Supplemental
All students will have access to the most rigorous courses with support structures (including intervention and technology) to ensure their success.	Course Access	2.1 Yr. 1: English learners placed in mainstream courses are monitored quarterly for progress on coursework. Program for English Language Learner (PELL) coordinators will communicate with teachers regarding student success and academic struggles to target appropriate interventions. Yr. 2: See year 1. Yr. 3: See year 1.	LEA-wide English Learner		**$190,000** **Source** LCFF Supplemental	**$210,000** **Source** LCFF Supplemental	**$230,000** **Source** LCFF Supplemental

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding Source)?		
					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
		2.2 Yr. 1: Develop, implement and monitor RtI/Multi Tiered Systems of Support strategies to support the unique needs of English learners and Low Income students. Yr. 2: See year 1. Yr. 3: See year 1.	English Learners, Low Income		**See A 4.19** **Source** LCFF Base	**See A 4.19** **Source** LCFF Base	**See A 4.19** **Source** LCFF Base
		2.3 Yr. 1: Continue to provide professional development and district dialogue regarding the unique needs of long term English learners (LTELS) and strategies to support LTELS in the classroom. Yr. 2: See year 1. Yr. 3: See year 1.	English Learner		**$15,000** **Source** LCFF Supplemental	**$15,000** **Source** LCFF Supplemental	**$15,000** **Source** LCFF Supplemental
		2.4 Yr. 1: Ensure effective instructional practices such as daily oral academic language practice, systematic and direct instruction	English Learner, Low Income, Foster Youth		**$17,000** **Source** LCFF Supplemental, Title III	**$17,000** **Source** LCFF Supplemental, Title III	**$17,000** **Source** LCFF Supplemental, Title III

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding Source)?		
					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
		with guided/independent practice, scaffolding teaching, differentiating instruction and high level thinking skills. Yr. 2: See year 1. Yr. 3: See year 1. 2.5 Yr. 1: Provide math support for English learners and Low Income students struggling in Algebra 1. Yr. 2: See year 1. Yr. 3: See year 1.	English Learner, Low Income		**$108,000** **Source** LCFF Base, Title III	**$108,000** **Source** LCFF Base, Title III	**$108,000** **Source** LCFF Base, Title III
		2.6 Yr. 1: Utilize skills of math facilitators and district math teachers to support math instruction with increasing use of instructional strategies that scaffold learning to support English learner and Low Income students. Yr. 2: See year 1. Yr. 3: See year 1.	English Learner, Low Income		**$100,000** **Source** LCFF Supplemental, Title II, Title III	**$100,000** **Source** LCFF Supplemental, Title II, Title III	**$100,000** **Source** LCFF Supplemental, Title II, Title III

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding Source)?		
					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
		2.7 Yr. 1: Program for English Language Learners (PELL) coordinators and ELD teachers will determine needs for supplemental materials to support increased rigor. Yr. 2: See year 1. Yr. 3: See year 1.	English Learner		**$15,000** **Source** LCFF Supplemental, Title III	**$15,000** **Source** LCFF Supplemental, Title III	**$15,000** **Source** LCFF Supplemental, Title III
		2.8 Yr. 1: PELL coordinators monitor students quarterly to support academic success and attaining graduation. Yr. 2: See year 1. Yr. 3: See year 1.	English Learner		**See B 2.1** **Source** LCFF Supplemental	**See B 2.1** **Source** LCFF Supplemental	**See B 2.1** **Source** LCFF Supplemental
		2.9 Yr. 1: PELL coordinators monitor RFEP students quarterly to support academic success and attaining graduate status. Yr. 2: See year 1. Yr. 3: See year 1.	Redesignated Fluent English Proficient		**See B 2.1** **Source** LCFF Supplemental	**See B 2.1** **Source** LCFF Supplemental	**See B 2.1** **Source** LCFF Supplemental

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding Source)?		
					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
		2.10 Yr. 1: In accordance with AB 167/216, when a foster youth enrolls into the district, a conference will be held with the student, Educational Rights Holder, Social Worker, and the school site administrator or designee to determine requirements for graduation. Yr. 2: See year 1. Yr. 3: See year 1.	Foster Youth		**See A 1.1** **Source** LCFF Base	**See A 1.1** **Source** LCFF Base	**See A 1.1** **Source** LCFF Base
		2.11 Yr. 1: Continue to review/revise the process and system used to accurately identify foster youth to ensure they are receiving the appropriate educational services. Yr. 2: See year 1. Yr. 3: See year 1.	Foster Youth		**See A 1.1** **Source** LCFF Base	**See A 1.1** **Source** LCFF Base	**See A 1.1** **Source** LCFF Base

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding Source)?		
					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
		2.12 Yr. 1: The District Director, Student Services will continue to attend the Foster Youth District Liaison (FYDL) meetings to receive updated information to support HBUHSD foster youth. Yr. 2: See year 1. Yr. 3: See year 1.	Foster Youth		**$10,000** **Source** LCFF Base	**$10,000** **Source** LCFF Base	**$10,000** **Source** LCFF Base
		2.13 Yr. 1: Utilize support classes and reading intervention programs to close the achievement gap for low income learners.	Low Income		**$50,000** **Source** LCFF Supplemental, Title I, Title II	**$50,000** **Source** LCFF Supplemental, Title I, Title II	**$50,000** **Source** LCFF Supplemental, Title I, Title II
		2.14 Yr. 1: Additional support resources and strategies will be used to support student s in SDAIE sheltered instructional settings focusing on oral language skills and primary language support.	English Learner		**$16,000** **Source** LCFF Supplemental, Title III	**$16,000** **Source** LCFF Supplemental, Title III	**$16,000** **Source** LCFF Supplemental, Title III

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding Source)?		
					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
		2.15 Yr. 1: Provide collaboration opportunities for at-risk (LI) and English learner teachers and facilitators to identify and share strategies that will work across curricular areas to support closing the achievement gap. Yr. 2: See year 1. Yr. 3: See year 1.	English Learner, Low Income		**$12,500** **Source** LCFF Supplemental, Title II, Title III	**$12,500** **Source** LCFF Supplemental, Title II, Title III	**$12,500** **Source** LCFF Supplemental, Title II, Title III
		2.16 Yr. 1: Provide professional development for instructional assistance in strategies to support access to core curriculum. Yr. 2: See year 1. Yr. 3: See year 1.	English Learner, Low Income, Foster Youth		**$42,000** **Source** LCFF Supplemental, Title II, Title III	**$42,000** **Source** LCFF Supplemental, Title II, Title III	**$42,000** **Source** LCFF Supplemental, Title II, Title III
		2.17 Yr. 1: Identify resources and implement a summer academic bridge program to reinforce and support learning for English learners, Low Income and Foster Youth.	English Learner, Low Income, Foster Youth		**$35,000** **Source** LCFF Supplemental, Title III	**$35,000** **Source** LCFF Supplemental, Title III	**$35,000** **Source** LCFF Supplemental, Title III

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding Source)?		
					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
		Yr. 2: See year 1. Yr. 3: See year 1.					
The Common Core State Standards will guide the curriculum and instructional strategies to provide all students with skills needed for college and career success.	Implementation of Common Core State Standards	3.1 Yr. 1: Begin awareness and alignment of English Language Development (ELD) Common Core State Standards and ELA Common Core State Standards to increase rigor in the ELD and Limited English Proficient (LEP) content classrooms. Yr. 2: See year 1. Yr. 3: See year 1.	LEA-wide English Learner		$15,000 **Source** LCFF Supplemental, Title III	$15,000 **Source** LCFF Supplemental, Title III	$15,000 **Source** LCFF Supplemental, Title III
		3.2 Yr. 1: Review Common Core State Standards to identify essential standards and pace instruction accordingly. Pacing includes interventions to support English learners. Yr. 2: See year 1. Yr. 3: See year 1.	English Learner		$40,000 **Source** LCFF Supplemental, Title II, Title III	$40,000 **Source** LCFF Supplemental, Title II, Title III	$40,000 **Source** LCFF Supplemental, Title II, Title III

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding Source)?		
					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
		3.3 Yr. 1: Continue and expand the variety of teacher led professional development opportunities to include teacher collaboration components focused on best first instruction, intervention, and assessment with emphasis on meeting the needs of English learners, Low Income, Foster Youth and Students with Disabilities. Yr. 2: See year 1. Yr. 3: See year 1.	English Learner, Low Income, Foster Youth		**$33,000** **Source** LCFF Supplemental, Title II, Title III	**$33,000** **Source** LCFF Supplemental, Title II, Title III	**$33,000** **Source** LCFF Supplemental, Title II, Title III
		3.4 Yr. 1: Expand literacy and numeracy skills in all curricular areas. Yr 2: See year 1. Yr 3: See year 1.	English Learner, Low Income, Foster Youth		**See A 3.2** **Source** LCFF Supplemental, Title II, Title III	**See A 3.2** **Source** LCFF Supplemental, Title II, Title III	**See A 3.2** **Source** LCFF Supplemental, Title II, Title III
		3.5 Yr. 1: Ensure equity and access by removing barriers and providing support for all students to take higher level	English Learner, Low Income, Foster Youth		**-0-** **Source** LCFF Base	**-0-** **Source** LCFF Base	**-0-** **Source** LCFF Base

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding Source)?		
					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
		courses. Yr 2: See year 1. Yr 3: See year 1.					
		3.6 Yr. 1: Implement English Language Development (ELD) learning targets with Common Core and the new California ELD standards. Yr 2: See year 1. Yr 3: See year 1.	English Learner		**See A 3.9** <u>**Source**</u> LCFF Supplemental, Title III	**See A 3.9** <u>**Source**</u> LCFF Supplemental, Title III	**See A 3.9** <u>**Source**</u> LCFF Supplemental, Title III
		3.7 Yr. 1: Monitor implementation of district focus Common Core State Standards strategies including close/critical reading, expository reading/writing (argumentative writing), gradual release of responsibility to students, and academic rigor. Yr 2: See year 1. Yr 3: See year 1.	English Learner, Low Income, Foster Youth		**See A 3.10** <u>**Source**</u> LCFF Base	**See A 3.10** <u>**Source**</u> LCFF Base	**See A 3.10** <u>**Source**</u> LCFF Base
		3.8 Yr. 1: Invite representatives from local community	English Learner		-0- <u>**Source**</u> LCFF Base	-0- <u>**Source**</u> LCFF Base	-0- <u>**Source**</u> LCFF Base

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					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
		colleges to share resources and services available to support successful English learner transition into the community college setting. Yr 2: See year 1. Yr 3: See year 1. 3.9 Yr. 1: Provide professional coaching for math and English teachers at schools serving higher populations of English learners and Low Income students. Yr. 2: See year 1. Yr. 3: See year 1.	English Learner, Low Income		$8,000 **Source** LCFF Supplemental, Title II, Title III	$8,000 **Source** LCFF Supplemental, Title II, Title III	$8,000 **Source** LCFF Supplemental, Title II, Title III
Provide a well-balanced and supportive educational environment where all students have the opportunity to develop necessary skills for academic success and	Student Engagement and School Climate	4.1 Yr. 1: Expand options for students to achieve a high school diploma. Yr 2: See year 1. Yr 3: See year 1. 4.2 Yr. 1: Continue to collaborate across the HBUHSD and share best practices and	LEA-wide English Learner, Low Income, Foster Youth English Learner, Low Income		See A 1.1 **Source** LCFF Base $15,000 **Source** LCFF Supplemental	See A 1.1 **Source** LCFF Base $15,000 **Source** LCFF Supplemental	See A 1.1 **Source** LCFF Base $15,000 **Source** LCFF Supplemental

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					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
social emotional well being.		resources that lead to increased student engagement with English learner and Low Income students. Yr 2: See year 1. Yr 3: See year 1. 4.3 Yr. 1: Provide interventions that help students develop their affective and executive skills to succeed academically. Yr 2: See year 1. Yr 3: See year 1.	English Learner, Low Income, Foster Youth		**$40,000** **Source** LCFF Base, LCFF Supplemental	**$40,000** **Source** LCFF Base, LCFF Supplemental	**$40,000** **Source** LCFF Base, LCFF Supplemental
		4.4 Yr. 1: Evaluate existing elective offerings and work to create/develop offerings that are based on student interest and college/career readiness. Yr 2: See year 1. Yr 3: See year 1.	English Learner, Low Income, Foster Youth		**See A 1.1** **Source** LCFF Base	**See A 1.1** **Source** LCFF Base	**See A 1.1** **Source** LCFF Base
		4.5 Yr. 1: Continue to identify and reconcile English learner, Low Income, and Foster	English Learner, Low Income, Foster Youth		**-0-** **Source** LCFF Base	**-0-** **Source** LCFF Base	**-0-** **Source** LCFF Base

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					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
		Youth dropouts through the District Dropout Recovery Program. Yr 2: See year 1. Yr 3: See year 1. 4.6 Yr. 1: Provide in-service opportunities for DELAC parents on accessing and using the parent portal to support their student's academic success. Yr 2: See year 1. Yr 3: See year 1.	English Learner		$20,000 **Source** LCFF Supplemental, Title III	$20,000 **Source** LCFF Supplemental, Title III	$20,000 **Source** LCFF Supplemental, Title III
		4.7 Yr. 1: Provide information on available campus/district/community resources to support the parents of English learners in appropriate languages. Yr 2: See year 1. Yr 3: See year 1.	English Learner		$10,000 **Source** LCFF Base, LCFF Supplemental, Title III	$10,000 **Source** LCFF Base, LCFF Supplemental, Title III	$10,000 **Source** LCFF Base, LCFF Supplemental, Title III
Increase opportunities for parent/guardian engagement in matters	Parental Involvement	5.1 Yr. 1: Continue the use of interpreters/translators for verbal communication and translation of	LEA-wide English Learner		$127,981 **Source** LCFF Base, LCFF Supplemental	$132,000 **Source** LCFF Base, LCFF Supplemental	$142,000 **Source** LCFF Base, LCFF Supplemental

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					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
related to students' academic endeavors as well as site and district decision making.		documents to include, but not limited to progress in ELD, graduation requirements, UC a-g requirements, and assessment data regarding language proficiency and college readiness. Yr. 2: See year 1. Yr. 3: See year 1. 5.2 Yr. 1: Ensure that when 15% or more of students at the school speak a primary language other than English, notices, reports, statements, and records that the school sends home are written in the primary language and English. Yr. 2: See year 1. Yr. 3: See year 1. 5.3 Yr. 1: Utilize district resources (e.g. ConnectEd, Principal Newsletters, Twitter, Facebook) to inform parents	English Learner		**See B 5.1** **Source** LCFF Base, LCFF Supplemental	**See B 5.1** **Source** LCFF Base, LCFF Supplemental	**See B 5.1** **Source** LCFF Base, LCFF Supplemental
			English Learner		**$20,000** **Source** LCFF Base, LCFF Supplemental	**$20,000** **Source** LCFF Base, LCFF Supplemental	**$20,000** **Source** LCFF Base, LCFF Supplemental

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					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
		of upcoming events such as DELAC presentation dates/topics. Yr. 2: See year 1. Yr. 3: See year 1. 5.4 Yr. 1: Provide district level workshops for English learner parents and/or access to conferences that address topics such as parenting skills, executive skills, school information, graduation requirements, parent leadership opportunities, and college/career readiness. Yr. 2: See year 1. Yr. 3: See year 1.	English Learner		$20,000 **Source** LCFF Supplemental, Title III	$20,000 **Source** LCFF Supplemental, Title III	$20,000 **Source** LCFF Supplemental, Title III
		5.5 Yr. 1: Continue annual mailer with CELDT scores, placement information, and other assessment scores. Update as annual CELDT	English Learner		$20,000 **Source** LCFF Base	$20,000 **Source** LCFF Base	$20,000 **Source** LCFF Base

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					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
		scores are released. Yr. 2: See year 1. Yr. 3: See year 1. 5.6 Yr. 1: Provide annual communication to parents of English learners with information regarding English learner levels, placement, language proficiency, academic achievement, redesignation, and graduation requirements. Yr. 2: See year 1. Yr. 3: See year 1.	English Learner		**See B 5.5** **Source** LCFF Base	**See B 5.5** **Source** LCFF Base	**See B 5.5** **Source** LCFF Base
		5.7 Yr. 1: DELAC meetings will be held at rotating school sites. Yr. 2: See year 1. Yr. 3: See year 1.	English Learner		**-0-** **Source** LCFF Base	**-0-** **Source** LCFF Base	**-0-** **Source** LCFF Base
		5.8 Yr. 1: DELAC members will attend professional development	English Learner		**$20,000** **Source** LCFF Supplemental, Title III	**$20,000** **Source** LCFF Supplemental, Title III	**$20,000** **Source** LCFF Supplemental, Title III

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					LCAP YEAR 1: 2014-15	**LCAP YEAR 2: 2015-16**	**LCAP YEAR 3: 2016-17**
		workshops and conferences. 5.9 Yr. 1: The district will provide training opportunities for DELAC members to assist them to better understand their roles and responsibilities. Yr 2: See year 1. Yr 3: See year 1.	English Learner		**See B 5.8** **Source** LCFF Supplemental, Title III	**See B 5.8** **Source** LCFF Supplemental, Title III	**See B 5.8** **Source** LCFF Supplemental, Title III
		5.10 Yr. 1: DELAC will develop/revise the District's master plan of education program and services for English learners. Yr 2: See year 1. Yr 3: See year 1.	English Learner		**-0-** **Source** LCFF Base	**-0-** **Source** LCFF Base	**-0-** **Source** LCFF Base
All schools are clean, safe and have a positive climate that supports the academic, emotional and physical needs of students through	Basic Services	6.1 Yr. 1: Foster youth are eligible to participate in the Free and Reduced Lunch Program. Yr. 2: See year 1. Yr. 3: See year 1.	LEA-wide Foster Youth		**$6,000** **Source** LCFF Supplemental	**$6,000** **Source** LCFF Supplemental	**$6,000** **Source** LCFF Supplemental

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					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
appropriate supervision, positive behavior interventions and customer service.		6.2 Yr. 1: Develop an outreach plan to help ensure identification of Low Income students/families and communicate the available benefits of program participation. Yr. 2: See year 1. Yr. 3: See year 1.	Low Income		**$10,000** **Source** LCFF Base, LCFF Supplemental	**$10,000** **Source** LCFF Base, LCFF Supplemental	**$10,000** **Source** LCFF Base, LCFF Supplemental
		6.3 Yr. 1: Research and implement programs that promote diversity, tolerance, student rights, and social awareness. Yr 2: See year 1. Yr 3: See year 1.	English Learner, Low Income, Foster Youth		**See A 6.2** **Source** LCFF Base, LCFF Supplemental	**See A 6.2** **Source** LCFF Base, LCFF Supplemental	**See A 6.2** **Source** LCFF Base, LCFF Supplemental
		6.4 Yr. 1: Establish a welcoming culture to encourage active English learner and Low Income parent participation in campus life. Yr 2: See year 1. Yr 3: See year 1.	English Learner, Low Income, Foster Youth		**-0-** **Source** LCFF Base	**-0-** **Source** LCFF Base	**-0-** **Source** LCFF Base

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					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
		6.5 Yr. 1: All students will have appropriate standards-aligned textbooks/instructional materials. Yr 2: See year 1. Yr 3: See year 1.	English Learner, Low Income, Foster Youth		**$1,000,000** **Source** LCFF Base	**$1,000,000** **Source** LCFF Base	**$1,000,000** **Source** LCFF Base
Ensure access to high quality technology to support teaching and learning.	Local Goal	7.1 Yr. 1: Provide research based technological resources (e.g. Scholastic Read 180, Accelerated Reader) to support instruction in ELD/LEP content classrooms and as support for mainstream and Redesignated Fluent English Proficient (RFEP) students. Yr. 2: See year 1. Yr. 3: See year 1.	LEA-wide English Learner, Redesignated Fluent English Proficient		**$50,000** **Source** LCFF Base, LCFF Supplemental, Title III	**$50,000** **Source** LCFF Base, LCFF Supplemental, Title III	**$50,000** **Source** LCFF Base, LCFF Supplemental, Title III
		7.2 Yr. 1: Provide professional development for PELL coordinators regarding the integration of technology in the EL/LEP classroom.	English Learner		**$10,000** **Source** LCFF Supplemental, Title III	**$10,000** **Source** LCFF Supplemental, Title III	**$10,000** **Source** LCFF Supplemental, Title III

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					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
		Yr. 2: See year 1. Yr. 3: See year 1. 7.3 Yr. 1: Provide research based technological resources (e.g. Scholastic Read 180, Accelerated Reader, access to technology) to support instruction for Low Income and English learners. Yr 2: See year 1. Yr 3: See year 1.	English Learner, Low Income		**See B 7.1** **Source** LCFF Base, LCFF Supplemental, Title III	**See B 7.1** **Source** LCFF Base, LCFF Supplemental, Title III	**See B 7.1** **Source** LCFF Base, LCFF Supplemental, Title III
		7.4 Yr. 1: Improve student digital literacy and cyber citizenship. Yr 2: See year 1. Yr 3: See year 1.	English Learner, Low Income, Foster Youth		**$40,000** **Source** LCFF Base, LCFF Supplemental, Title II	**$40,000** **Source** LCFF Base, LCFF Supplemental, Title II	**$40,000** **Source** LCFF Base, LCFF Supplemental, Title II
		7.5 Yr. 1: Embed the effective use of technology (e.g. Learning Management System) in all curricular areas to enhance and accelerate English learner and Low income students' learning. Yr 2: See year 1.	English Leaner, Low Income		**See A 7.4** **Source** LCFF Base, LCFF Supplemental, Title II	**See A 7.4** **Source** LCFF Base, LCFF Supplemental, Title II	**See A 7.4** **Source** LCFF Base, LCFF Supplemental, Title II

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding Source)?		
					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
		Yr 3: See year 1.					

C. Describe the LEA's increase in 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 school site 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 priority areas. (See 5 CCR 15496(b) for guidance.)

The LCFF Supplemental funds are calculated at $3,360,125 which is $2,199,186 more than the $1,160,939 funding related to the District's EIA expenditures minimum in 2013-2014. The services outlined are an effective use of funds as the goal is to increase the achievement of students of the unduplicated pupil on the campuses of the Huntington Beach Union High School District. Services include credit recovery, support for participation in rigorous coursework, focusing on acquisition of the academic language, and preparing all students for college and career readiness. Additionally, there is a focus on professional development to support teachers in meeting the unique needs of English learners and long-term English learners and accessing and effectively utilizing materials that will support scaffolding instruction.   Support staff will focus on addressing the needs of students as they face the daily challenges of living in a low income setting and/or struggling with family relationships.

D. 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). 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). 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.

Based on the minimum proportionality calculation for Huntington Beach Union High School District, the MPP is 2.74%. The services for the low income pupils, foster youth, and English learners provide targeted interventions and support beyond the core program in the Huntington Beach Union High School District. All students receive a quality education in HBUHSD, but students who are struggling due to the challenges they may face that are beyond their control need additional support both academically and social emotionally. The services outlined ensure that as students access more rigorous and challenging educational opportunities a "safety net" is provided to help avoid both failure and becoming disenfranchised from our system. Additionally, as a component we are looking to strengthen the opportunities that we provide our parents and community members so that their engagements and knowledge about their students education in enhanced.

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