Introduction:
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Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52055(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
• September-October 2014 - Cabinet meetings (4) - college and career readiness data analysis. All administrative teams analyzed site specific college and career readiness data that included the same indicators as the LCAP. Sites used this data with their School Site Councils to develop their SPSA. • November 12- 19 - Staff Survey conducted. • December 9, 2014 - LCAP Steering Committee is established and meets to analyze HBUHSD data and identify areas of need. Steering Committee includes parent rep., local bargaining reps both certificated and classified, assistant principal, principal,	The college and career readiness data packets included the following indicators: A-G completion rates, Early Assessment Program, CELDT, English Learner Reclassification rate, Advanced Placement, students exposed to advanced curricula, Graduation and Dropout, CAHSEE, SAT, ACT, Suspension and Expulsions, Attendance rates, PSAT & PLAN, and Career Technical Education. The data was analyzed by the Educational Services Team, Cabinet members, principals, and the LCAP Steering Committee to identify areas of growth as well as areas

district office administrator and student.

- January 16-21, 2015 - Parent Survey conducted.
- January 20, 2015 - District LCAP Planning Committee (includes parents, students, certificated and classified staff and administrators. Parent reps include EL, PTSA, LI and special education) meeting to evaluate effectiveness of 2014-15 actions/services and Actual Annual Measurable Outcomes.
- January 21, 2015 - Educational Services meeting to begin revision of 2014-15 goals.
- January 27-February 9, 2015 - Student Survey conducted (included English learners, Low Income, Foster Youth and Students with Disabilities).
- February 5, 2015 – Revised 2015-16 LCAP goals reviewed by principals.
- February 11, 2015 - Educational Services meeting to review revise actions/services.
- February 12-17, 2015 - Principals reviewed 2015-16 goals and actions/services via Google docs.
- February 19, 2015 - LCAP Steering Committee met to review draft of 2015-16 goals, actions and services and make recommended changes/additions.
- February 24, 2015 - Educational Services met to revise draft to include Steering Committee's recommendations.
- March 5, 2015 - District LCAP Planning & Steering Committee met to review 2015-16 LCAP draft.
- March 12, 2015- District LCAP Planning Committee Facilitators met to review recommendations from 3/5 meeting and 2015-16 Expected Annual Measurable Outcomes.
- March 19, 2015 - LCAP Parent Forums held at Westminster and Ocean View High Schools. Included parents representing PTSA, English learners, Low Income and Foster Youth. Parent input reviewed by Educational Services.
- April 15, 2015 - Submitted LCAP to OCDE for review.
- April 23, 2015 - LCAP presented at DELAC meeting.
- May 4 – 8 – 2015-16 LCAP posted to HBUHSD website for public comment.
- May 11 – 15 – Public comments reviewed. Response provided where requested.
- June 9, 2015 - LCAP Public Hearing Board meeting.

for improvement. Additionally, the District LCAP Planning Committee evaluated the effectiveness of each action/service in making progress toward each 2014-15 goal.

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. A student survey was administered with the results impacting the revision of the 2014-15 LCAP goals and actions. Students indicated in the survey that they are encouraged to enroll in challenging courses which supports HBUHSD Goal #1; providing a quality educational system to increase the academic achievement and career readiness of all students. Additionally, 94% of the students surveyed responded that they feel safe on campus. A safe learning environment where all students feel safe at school continues to be a focus for HBUHSD as identified in Goal #3.

Parent and staff surveys were conducted which provided information in the revision process as well. As we examined the results from our parent survey, we recognized a lower number of responses from our Spanish and Vietnamese families. Our 2015-16 LCAP includes actions/services that will be implemented to increase communication with families.

Principals provided feedback on the goals and actions/services and all sites' Single Plan for Student Achievement aligned with the LCAP goals.

The Parent Forums held on March 19 gave parents the opportunity to provide input on the following LCAP areas: 1). discussion topics for 2015-16 Parent University, 2). strategies to improve communication in reporting student achievement and college/career readiness, and 3). areas of strengths and areas for improvements.

Annual Update:
- September-October 2014 - Cabinet meetings (4) - college and career readiness data analysis.
- December 9, 2014 - LCAP Steering Committee meeting - analyzed data and identified areas of growth and areas of improvement.
- January 20, 2015 - District LCAP Planning Committee meeting - Evaluated the effectiveness of 2014-15 goals and actions/services. Also evaluated the Actual Annual Measurable Outcomes.

Annual Update: After reviewing the 2014-15 LCAP goals, Stakeholders agreed that several of the goals were similar and should be combined. Goals 1 and 3 and goals 2 and 4 were combined. Additionally, after discussion, it was determined that the parental involvement goal and the local technology goal would provide greater focus if embedded as specific actions/services within the newly revised goals. The revision process also included the realization that Goal 1 excluded special education students who earn a Certificate of Achievement versus

- January 21, 2015 - Educational Services meeting to begin revisions of 2014-15 goals.
- February 5, 2015 - Principals meeting - Reviewed the revised LCAP goals.
- February 11, 2015 - Educational Services meeting - reviewed the work of the January 20 District LCAP Planning Committee meeting. Began revising the actions/services for 2015-16.
- February 12-17, 2015 - Principals reviewed the 2015-16 goals and actions/services via Google docs.
- February 19, 2015 - LCAP Steering Committee meeting to review draft of 2015-16 goals, actions and services and make recommended changes/additions.
- February 24, 2015 - Educational Services meeting to revise draft to include Steering Committee's recommendations.
- March 5, 2015 - District LCAP Planning Committee & Steering Committee meeting to review LCAP draft.
- March 12, 2015 - District LCAP Planning Committee Facilitators met to review recommendations from the 3/5 meeting.

graduating with a high school diploma. Stakeholders agreed that the 2014-15 goals, actions and services were too broad. The goals were revised and continue to be aligned with the District Strategic Plan and the State Priority areas. Stakeholders used the data anlaysis process to determine identified needs for each goal. The Steering Committee, District LCAP Planning Committee and principals all had opportunity to comment on the proposed 2015-16 goals.

The District LCAP Planning Committee reviewed all 2014-15 actions/services using a rubric to identify whether the action/service was: 1). Effective in making progress toward the goal, 2). Minimal or no effectiveness, or 3). Eliminate, not aligned to the goal. During this process, the Committee recognized that many of the actions and services were too broad and recommended modifications. The Committee also reviewed each goal's Expected Annual Measurable Outcomes versus the Actual Annual Measurable Outcomes.   Several inconsistencies in how the data was reported were found. We also discovered the difficulty in collecting evidence on two local metrics. We hadn't set clear parameters and the data wasn't meaningful.

The involvement of our Stakeholders in the annual update process has refined our 2015-16 goals as well as the actions and services. Through the analysis of the Actual Annual Measurable Outcomes, specific student needs were identified and local metrics refined.

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

Instructions:

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

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

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

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups, as applicable (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.

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

Goal: Describe the goal:

> When completing the goal tables, include goals for all pupils and specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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.

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual 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 unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	**Goal Area 1: The district will provide a quality educational system to increase the academic achievement and career readiness of all students.**	Related State and/or Local Priorities: 1__ 2__ **3X** **4X 5X** 6__ 7__ **8X** COE only: 9__ 10__ Local : Specify _____

Identified Need :	**Identified Need:** There is a graduation rate gap between all students versus Low Income, Students with Disabilities and English learner subgroups. 2014 non-grad data identified 26% were 0.5 - 10 credits deficient and 72% had been enrolled in HBUHSD all 4 years. An A-G audit indicated that 44% of the 2014 grads who missed completing the requirements were deficient in one subject area. HBUHSD will: • Close the achievement gap and provide timely credit recovery options in order to decrease the non grad rate. • Increase a-g eligibility for students who are deficient in one subject area. • Create an awareness of Career Technical Education course offerings to fulfill graduation and/or A-G requirements. • **Metric:** Standardized Tests, API Scores, College and Career Ready, AP Passing Rate, Graduation Rate, Career Technical Education course enrollment, Credit Deficiency as of June Graduation Date, CTE Capstone Completion Report, Enrollment in 2 & 4 year post secondary institutio, Enrollment in Adult Education Certification Progra, SAT and ACT number/percent tested and averages scores

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

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Where applicable, the data will be disaggregated by All students, EL, LI, FY and SWD. 1. Increase 3% annually all graduates who complete the A-G requirements. 2. Increase 2% annually the grads who enroll in college (2 & 4 yr.) the fall immediately after high school. 3. Establish baseline data on the number of grads who enroll in HBUHSD Adult School Certification programs. 4. Increase 1% annually the 11th and 12th grade students enrolled in at least one CTE course. 5. Graduation rates will increase 1% annually, with SWD increasing 2% annually. 6. Establish baseline data on SBAC ELA and math achievement level results. 7. Students passing AP exams with a score of 3+ will increase 1% annually. 8. Decrease by 10% the Class of 2016 grads who miss completing the A-G requirements in only one subject area. 9. Establish baseline data on the percent of students participating in the Early Assessment Program in ELA and math. 10. Decrease the percent of seniors who are credit deficient as of the June graduation date. 11. Continue to increase the number/percent of students taking ACT. 12. Continue to increase the number/percent of students taking SAT.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1(1) Establish protocol for guidance teams and teachers to monitor student progress and communicate with parents to identify interventions as early as possible.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1(2) Continue to increase the number of a-g approved Career Technical Education courses.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):

1(3) Increase Career Technical Education (CTE) offerings and students' participation in CTE courses.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1(4) Provide multiple pathways for student success in postsecondary programs and inform parents of various options through parent nights, PTSA, Parent University, and site specific presentations.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1(5) Provide additional options for credit recovery.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost:$20,000 Funding Source(s): Supp/Conc: 10,000 Base: 10,000
1(6) Collaborate with students, counselors and guidance specialists to develop 4 year educational plan /career plan for all students and assess annually.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1(7) Dismantle barriers and provide support for all students to take higher level courses.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1(8) The English Language Development program will ensure sufficient rigor for all EL students so that students can meet annual English language development objectives.	LEA-wide	__ **All** __ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost:$6,000 Funding Source(s): Supp/Conc: 6,000
1(9) Expand literacy and numeracy skills in all curricular areas.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):

1(10) Provide best first instruction for all students.	LEA-wide	**X All** __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1(11) Utilize tools to identify and counsel students and their parents with the potential to succeed in rigorous courses.	LEA-wide	**X All** __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1(12) Utilize formative assessments to inform instruction and support student learning.	LEA-wide	**X All** __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1(13) Embed the effective use of technology in all curricular areas to enhance and accelerate learning.	LEA-wide	**X All** __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1(14) Improve student and parent understanding of digital literacy and cyber citizenship and respond effectively to safety and security issues as they relate to technology usage.	LEA-wide	**X All** __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1(15) Evaluate and update technology infrastructure on an ongoing basis.	LEA-wide	**X All** __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $153,000 Funding Source(s): Base: 153,000
1(16) Review, maintain and update hardware, software and internet based systems.	LEA-wide	**X All** __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s): Included in 1(15) above

1(17) Increase use of personal devices on campus to enhance learning.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1(18) Expand paperless workflows, e.g. purchase orders, online student registration, etc.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1(19) Provide training, through community meetings, on how to navigate the parent/student portal at each site.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s): No additional cost
1(20) Increase availability of interpretation and translation services for non-English speaking families at school-related functions.	LEA-wide	__ **All** __ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost:$86,800 Funding Source(s): Base: 86,800
1(21) Increase awareness of Parent University through site and district communication.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1(22) DELAC will develop/revise the District's master plan of education program and services for English learners.	LEA-wide	__ **All** __ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $1,000 Funding Source(s): Title III LEP: 1,000
1(23) Use parent groups to enhance communication to all stakeholders.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):

LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:	Where applicable, the data will be disaggregated by All students, EL, LI, FY and SWD. 1. Increase 3% annually all graduates who complete the A-G requirements. 2 .Increase 2% annually the grads who enroll in college (2 & 4 yr.) the fall immediately after high school. 3. Establish baseline data on the number of grads who enroll in HBUHSD Adult School Certification programs. 4. Increase 1% annually the 11th and 12th grade students enrolled in at least one CTE course. 5 .Graduation rates will increase 1% annually, with SWD increasing 2% annually. 6. Establish baseline data on SBAC ELA and math achievement level results. 7. Students passing AP exams with a score of 3+ will increase 1% annually. 8. Decrease by 10% the Class of 2017 grads who miss completing the A-G requirements in only one subject area. 9. Establish baseline data on the percent of students participating in the Early Assessment Program in ELA and math. 10. Decrease the percent of seniors who are credit deficient as of the June graduation date.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
1(1) Establish protocol for guidance teams and teachers to monitor student progress and communicate with parents to identify interventions as early as possible.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		Est.Cost: $0 Funding Source(s):
1(2) Continue to increase the number of a-g approved Career Technical Education courses.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		Est.Cost: $0 Funding Source(s):
1(3) Increase Career Technical Education (CTE) offerings and students' participation in CTE courses.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		Est.Cost: $0 Funding Source(s):
1(4) Provide multiple pathways for student success in postsecondary programs and inform parents of various options through parent nights, PTSA, Parent University, and site specific presentations.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		Est.Cost: $0 Funding Source(s):
1(5) Provide additional options for credit recovery.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		Est.Cost: $20000 Funding Source(s): Supp/Conc: 10,000 Base: 10,000

1(6) Collaborate with students, counselors and guidance specialists to develop 4 year educational plan /career plan for all students and assess annually.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1(7) Dismantle barriers and provide support for all students to take higher level courses.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1(8) The English Language Development program will ensure sufficient rigor for all EL students so that students can meet annual English language development objectives.	LEA-wide	__ All __ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $6,000 Funding Source(s): Supp/Conc: 6,000
1(9) Expand literacy and numeracy skills in all curricular areas.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1(10) Provide best first instruction for all students.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1(11) Utilize tools to identify and counsel students and their parents with the potential to succeed in rigorous courses.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1(12) Utilize formative assessments to inform instruction and support student learning.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):

1(13) Embed the effective use of technology in all curricular areas to enhance and accelerate learning.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1(14) Improve student and parent understanding of digital literacy and cyber citizenship and respond effectively to safety and security issues as they relate to technology usage.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1(15) Evaluate and update technology infrastructure on an ongoing basis.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $153,000 Funding Source(s): Base: 153,000
1(16) Review, maintain and update hardware, software and internet based systems.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s): Included in 1(15) above
1(17) Increase use of personal devices on campus to enhance learning.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1(18) Expand paperless workflows, e.g. purchase orders, online student registration, etc.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1(19) Provide training, through community meetings, on how to navigate the parent/student portal at each site.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s): No additional cost
1(20) Increase availability of interpretation and translation services for non-English speaking families at school-related functions.	LEA-wide	__ All __ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $86800 Funding Source(s): Base: 86,800

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1(21) Increase awareness of Parent University through site and district communication.	LEA-wide	**X All** __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1(22) DELAC will develop/revise the District's master plan of education program and services for English learners.	LEA-wide	__ All __ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $1000 Funding Source(s): Title III LEP: 1,000
1(23) Use parent groups to enhance communication to all stakeholders.	LEA-wide	**X All** __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Where applicable, the data will be disaggregated by All students, EL, LI, FY and SWD. 1. Increase 3% annually all graduates who complete the A-G requirements. 2 .Increase 2% annually the grads who enroll in college (2 & 4 yr.) the fall immediately after high school. 3. Establish baseline data on the number of grads who enroll in HBUHSD Adult School Certification programs. 4. Increase 1% annually the 11th and 12th grade students enrolled in at least one CTE course. 5. Graduation rates will increase 1% annually, with SWD increasing 2% annually. 6. Establish baseline data on SBAC ELA and math achievement level results. 7. Students passing AP exams with a score of 3+ will increase 1% annually. 8. Decrease by 10% the Class of 2018 grads who miss completing the A-G requirements in only one subject area. 9. Establish baseline data on the percent of students participating in the Early Assessment Program in ELA and math. 10. Decrease the percent of seniors who are credit deficient as of the June graduation date.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1(1) Establish protocol for guidance teams and teachers to monitor student progress and communicate with parents to identify interventions as early as possible.	LEA-wide	**X All** __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1(2) Continue to increase the number of a-g approved Career Technical Education courses.	LEA-wide	**X All** __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):

1(3) Increase Career Technical Education (CTE) offerings and students' participation in CTE courses.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1(4) Provide multiple pathways for student success in postsecondary programs and inform parents of various options through parent nights, PTSA, Parent University, and site specific presentations.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1(5) Provide additional options for credit recovery.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $20000 Funding Source(s): Supp/Conc: 10,000 Base: 10,000
1(6) Collaborate with students, counselors and guidance specialists to develop 4 year educational plan /career plan for all students and assess annually.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1(7) Dismantle barriers and provide support for all students to take higher level courses.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1(8) The English Language Development program will ensure sufficient rigor for all EL students so that students can meet annual English language development objectives.	LEA-wide	__ All __ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $6000 Funding Source(s): Supp/Conc: 6,000
1(9) Expand literacy and numeracy skills in all curricular areas.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1(10) Provide best first instruction for all students.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):

1(11) Utilize tools to identify and counsel students and their parents with the potential to succeed in rigorous courses.	LEA-wide	**X All** --- __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1(12) Utilize formative assessments to inform instruction and support student learning.	LEA-wide	**X All** --- __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1(13) Embed the effective use of technology in all curricular areas to enhance and accelerate learning.	LEA-wide	**X All** --- __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1(14) Improve student and parent understanding of digital literacy and cyber citizenship and respond effectively to safety and security issues as they relate to technology usage.	LEA-wide	**X All** --- __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1(15) Evaluate and update technology infrastructure on an ongoing basis.	LEA-wide	**X All** --- __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $153,000 Funding Source(s): Base: 153,000
1(16) Review, maintain and update hardware, software and internet based systems.	LEA-wide	**X All** --- __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s): Included in 1(15) above
1(17) Increase use of personal devices on campus to enhance learning.	LEA-wide	**X All** --- __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1(18) Expand paperless workflows, e.g. purchase orders, online student registration, etc.	LEA-wide	**X All** --- __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):

1(19) Provide training, through community meetings, on how to navigate the parent/student portal at each site.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s): No additional cost
1(20) Increase availability of interpretation and translation services for non-English speaking families at school-related functions.	LEA-wide	__ All __ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $86,800 Funding Source(s): Base: 86,800
1(21) Increase awareness of Parent University through site and district communication.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1(22) DELAC will develop/revise the District's master plan of education program and services for English learners.	LEA-wide	__ All __ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $1,000 Funding Source(s): Title III LEP: 1,000
1(23) Use parent groups to enhance communication to all stakeholders.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):

GOAL:	Goal Area 2: The district will provide a quality educational system for all students focusing on academic rigor with interventions to support and narrow the achievement gap for English learners, Low Income, Foster Youth and Students with Disabilities subgroups.	Related State and/or Local Priorities: 1__ 2__ **3X 4X 5X** 6__ 7__ **8X** COE only: 9__ 10__ Local : Specify _____

Identified Need :	**Identified Need:** Early identification of struggling students to provide support for academic success in school. HBUHSD will provide: • Research-based systems of support for all students. • A cohesive district-wide professional development for implementation of systems of support. **Metric:** EL Reclassification Rate, School Attendance Rates, Chronic Absenteeism Rate, Dropout Rate, CAHSEE, D/F rates, Students exposed to advanced curricula, Students transferred to programs outside HBUHSD

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

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Where applicable, the data will be disaggregated by All students, EL, LI, FY and SWD. 1. Attendance rates will increase by .2% for all students. 2. Establish baseline data for chronic absenteeism for all students. 3. Drop out rates will decrease .5% annually for all students. 4. English learner reclassification rate will increase 2% annually. 5. Increase 3% annually the English learners (with 5 or more, or less than 5 years of U.S. education) scoring proficient on CELDT. 6. Increase 1% annually the 11th and 12th grade students enrolled in at least one Advanced Placement course. 7. Increase 2% annually the 10th grade students scoring proficient on CAHSEE ELA and math. 8. Establish baseline data on the number of students transferred to programs outside HBUHSD.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2(1) Communicate options to students and parents about course offerings and relevance to college/career readiness.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2(2) Identify resources and implement summer prep academic support for students.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $30,000 Funding Source(s): Title I A : 10,000 Title III LEP: 10,000 Base: 10,000

Action	Scope	Subgroups	Cost/Funding
2(3) Evaluate existing elective courses and develop offerings that are based on student interests, unique needs and access college/career readiness.	LEA-wide	**X All** __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2(4) Continue to support AVID programs.	LEA-wide	**X All** __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $14,000 Funding Source(s): Other: 14,000
2(5) Provide research based interventions that help students develop their affective and executive skills for success.	LEA-wide	**X All** __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2(6) Provide research based CAHSEE interventions.	LEA-wide	**X All** __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $5,000 Funding Source(s): Supp/Conc: 5,000
2(7) Provide research based technological resources to support instruction in ELD/LEP content classrooms and as support for mainstream and Redesignated Fluent English Proficient (RFEP) students, and support implementation.	LEA-wide	__ All __ Low Income **X English Learners** __ Foster Youth **X Redesignated fluent English proficient** __ Other Subgroups:(Specify)_____	Est.Cost: $20,000 Funding Source(s): Supp/Conc: 10,000 Title III LEP: 5,000 Title I A : 5,000
2(8) Monitor quarterly English learners for progress on coursework.	LEA-wide	__ All __ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):

2(9) Utilize research based math and reading intervention programs in support classes to close the achievement gap for low income learners, English learners and Students with Disabilities.	LEA-wide	__ All **X Low Income X English Learners** __ Foster Youth __ Redesignated fluent English proficient **X Other Subgroups: Students with Disabilities**	Est.Cost: $19,000 Funding Source(s): Title III LEP: 5,000 Title I A : 8,000 Supp/Conc: 6,000
2(10) Implement a research based academic bridge program for English learners, Low Income and Foster Youth.	LEA-wide	__ All **X Low Income X English Learners** **X Foster Youth** __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	Est.Cost: $6,000 Funding Source(s): Supp/Conc: 6,000
2(11) Implement Restorative Practices to provide alternative means of addressing student behavior.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2(12) Continue Student Attendance Review Teams at each site.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2(13) Continue drug and alcohol education and interventions for students and parents.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2(14) Analyze and use the results of the biannual California Healthy Kids Survey to identify at-risk behavior and trends.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):

Action	Scope	Subgroups	Cost
2(15) Implement recommendations of HBUHSD English Learner Task Force to address the unique needs of the English Learner through a cohesive program.	LEA-wide	__ All __ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $10,000 Funding Source(s): Title III LEP: 10,000
2(16) On-going evaluation of effectiveness of implemented interventions.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2(17) Continue Student Study Teams at each site.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2(18) Focus professional development on instructional strategies used to support students in SDAIE sheltered instructional settings focusing on oral language skills and primary language support.	LEA-wide	__ All __ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2(19) Provide training and support in an effort to have all staff electronically post grades and assignments so parents and students have access to student progress.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2(20) Identify and implement classroom practices to support best first instruction and intervention methods to reduce the number of students receiving Ds and Fs.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2(21) Support co-teaching teams through professional development to support struggling students, including special education students mainstreamed into general education academic classes.	LEA-wide	__ All __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient **X Other Subgroups: Students with Disabilities**	Est.Cost: $0 Funding Source(s):

2(22) Provide collaboration opportunities for Low Income and English learner teachers and facilitators to identify and share strategies that will work across curricular areas to support closing the achievement gap.	LEA-wide	__ All **X Low Income X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2(23) Expand professional development for all staff to build their capacity in supporting student achievement and wellness and engaging parents.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $15,000 Funding Source(s): Title III LEP: 5,000 Supp/Conc: 10,000
2(24) Provide professional coaching for math and English teachers at schools serving higher populations of English learners and Low Income students.	LEA-wide	__ All **X Low Income X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2(25) Expand the skills of facilitators and teachers to support instruction with research based strategies that scaffold learning to support English learner and Low Income students.	LEA-wide	__ All **X Low Income X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2(26) Develop a dashboard through Aeries that allows for parents and students to monitor graduation and a-g requirements.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2(27) Continue to inform parents and students about programs such as TIPTXT.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2(28) Establish protocols and support for communications with English learner parents regarding student achievement and attaining high school graduation.	LEA-wide	__ All __ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2(29) Provide educational advisement to Foster Youth and their guardians.	LEA-wide	__ All _ Low Income __ English Learners **X Foster Youth** __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $1,000 Funding Source(s): Supp/Conc: 1,000
2(30) Provide training opportunities for DELAC members to assist them to better understand their roles and responsibilities.	LEA-wide	**X All** __ Low Income _English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2(31) Provide educational advisement through PTSA/PTSO.	LEA-wide	**X All** __ Low Income _English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2(32) Parents of students with exceptional needs have the opportunity to participate in their child's education through the Community Advisory Committee, the District College Night, 8th Grade Parent Night etc.		__ All __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient **X Other Subgroups: Students with Disabilities**	Est Cost::$0 Funding Source

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Where applicable, the data will be disaggregated by All students, EL, LI, FY and SWD.
	    1. Attendance rates will increase by .2% for all students.
	    2. Establish baseline data for chronic absenteeism for all students.
	    3. Drop out rates will decrease .5% annually for all students.
	    4. English learner reclassification rate will increase 2% annually.
	    5. Increase 3% annually the English learners (with 5 or more, or less than 5 years of U.S. education) scoring proficient on CELDT.
	    6. Increase 1% annually the 11th and 12th grade students enrolled in at least one Advanced Placement course.
	    7. Increase 2% annually the 10th grade students scoring proficient on CAHSEE ELA and math.
	    8. Establish baseline data on the number of students transferred to programs outside HBUHSD.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2(1) Communicate options to students and parents about course offerings and relevance to college/career readiness.	LEA-wide	**X All** __ Low Income _English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):

Action	Scope	Subgroups	Cost/Funding
2(2) Identify resources and implement summer prep academic support for students.	LEA-wide	**X All** __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $30,000 Funding Source(s): Title I A : 10,000 Title III LEP: 10,000 Base: 10,000
2(3) Evaluate existing elective courses and develop offerings that are based on student interests, unique needs and access college/career readiness.	LEA-wide	**X All** __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2(4) Continue to support AVID programs.	LEA-wide	**X All** __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $14,000 Funding Source(s): Other: 14,000
2(5) Provide research based interventions that help students develop their affective and executive skills for success.	LEA-wide	**X All** __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2(6) Provide research based CAHSEE interventions.	LEA-wide	**X All** __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $5,000 Funding Source(s): Supp/Conc: 5,000
2(7) Provide research based technological resources to support instruction in ELD/LEP content classrooms and as support for mainstream and Redesignated Fluent English Proficient (RFEP) students, and support implementation.	LEA-wide	__ All __ Low Income **X English Learners** __ Foster Youth **X Redesignated fluent English Proficient** __ Other Subgroups:(Specify)_____	Est.Cost: $20,000 Funding Source(s): Supp/Conc: 10,000 Title III LEP: 5,000 Title I A : 5,000

2(8) Monitor quarterly English learners for progress on coursework.	LEA-wide	__ All __ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2(9) Utilize research based math and reading intervention programs in support classes to close the achievement gap for low income learners, English learners and Students with Disabilities.	LEA-wide	__ All **X Low Income X English Learners** __ Foster Youth __ Redesignated fluent English proficient **X Other Subgroups: Students with Disabilities**	Est.Cost: $19,000 Funding Source(s): Title III LEP: 5,000 Title I A : 8,000 Supp/Conc: 6,000
2(10) Implement a research based academic bridge program for English learners, Low Income and Foster Youth.	LEA-wide	__ All **X Low Income X English Learners** **X Foster Youth** __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	Est.Cost: $6,000 Funding Source(s): Supp/Conc: 6,000
2(11) Implement Restorative Practices to provide alternative means of addressing student behavior.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2(12) Continue Student Attendance Review Teams at each site.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2(13) Continue drug and alcohol education and interventions for students and parents.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):

Action	Scope	Subgroups	Cost
2(14) Analyze and use the results of the biannual California Healthy Kids Survey to identify at-risk behavior and trends.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2(15) Implement recommendations of HBUHSD English Learner Task Force to address the unique needs of the English Learner through a cohesive program.	LEA-wide	__ All __ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $10,000 Funding Source(s): Title III LEP: 10,000
2(16) On-going evaluation of effectiveness of implemented interventions.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2(17) Continue Student Study Teams at each site.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2(18) Focus professional development on instructional strategies used to support students in SDAIE sheltered instructional settings focusing on oral language skills and primary language support.	LEA-wide	__ All __ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2(19) Provide training and support in an effort to have all staff electronically post grades and assignments so parents and students have access to student progress.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):

2(20) Identify and implement classroom practices to support best first instruction and intervention methods to reduce the number of students receiving Ds and Fs.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2(21) Support co-teaching teams through professional development to support struggling students, including special education students mainstreamed into general education academic classes.	LEA-wide	__ All __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient **X Other Subgroups: Students with Disabilities**	Est.Cost: $0 Funding Source(s):
2(22) Provide collaboration opportunities for Low Income and English learner teachers and facilitators to identify and share strategies that will work across curricular areas to support closing the achievement gap.	LEA-wide	__ All **X Low Income X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2(23) Expand professional development for all staff to build their capacity in supporting students and engaging parents.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $15,000 Funding Source(s): Title III LEP: 5,000 Supp/Conc: 10,000
2(24) Provide professional coaching for math and English teachers at schools serving higher populations of English learners and Low Income students.	LEA-wide	__ All **X Low Income X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2(25) Expand the skills of facilitators and teachers to support instruction with research based strategies that scaffold learning to support English learner and Low Income students.	LEA-wide	__ All **X Low Income X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2(26) Develop a dashboard through Aeries that allows for parents and students to monitor graduation and a-g requirements.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):

2(27) Continue to inform parents and students about programs such as TIPTXT.	LEA-wide	**X All** --- __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2(28) Establish protocols and support for communications with English learner parents regarding student achievement and attaining high school graduation.	LEA-wide	__ All --- __ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2(29) Provide educational advisement to Foster Youth and their guardians.	LEA-wide	__ All --- __ Low Income __ English Learners **X Foster Youth** __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $1,000 Funding Source(s): Supp/Conc: 1,000
2(30) Provide training opportunities for DELAC members to assist them to better understand their roles and responsibilities.	LEA-wide	**X All** --- __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2(31) Provide educational advisement through PTSA/PTSO.	LEA-wide	**X All** --- __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2(32) Parents of students with exceptional needs have the opportunity to participate in their child's education through the Community Advisory Committee, the District College Night, 8th Grade Parent Night etc.		__ All __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient **X Other Subgroups: Students with Disabilities**	Est Cost: $0 Funding Source

LCAP Year 3: 2017-18				
Expected Annual Measurable Outcomes:	Where applicable, the data will be disaggregated by All students, EL, LI, FY and SWD. 1. Attendance rates will increase by .2% for all students. 2. Establish baseline data for chronic absenteeism for all students. 3. Drop out rates will decrease .5% annually for all students. 4. English learner reclassification rate will increase 2% annually. 5. Increase 3% annually the English learners (with 5 or more, or less than 5 years of U.S. education) scoring proficient on CELDT. 6. Increase 1% annually the 11th and 12th grade students enrolled in at least one Advanced Placement course. 7. Increase 2% annually the 10th grade students scoring proficient on CAHSEE ELA and math. 8. Establish baseline data on the number of students transferred to programs outside HBUHSD.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
2(1) Communicate options to students and parents about course offerings and relevance to college/career readiness.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		Est.Cost: $0 Funding Source(s):
2(2) Identify resources and implement summer prep academic support for students.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		Est.Cost: $30,000 Funding Source(s): Title I A : 10,000 Title III LEP: 10,000 Base: 10,000
2(3) Evaluate existing elective courses and develop offerings that are based on student interests, unique needs and access college/career readiness.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		Est.Cost: $0 Funding Source(s):
2(4) Continue to support AVID programs.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		Est.Cost: $14,000 Funding Source(s): Other: 14,000

2(5) Provide research based interventions that help students develop their affective and executive skills for success.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2(6) Provide research based CAHSEE interventions.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $5,000 Funding Source(s): Supp/Conc: 5,000
2(7) Provide research based technological resources to support instruction in ELD/LEP content classrooms and as support for mainstream and Redesignated Fluent English Proficient (RFEP) students, and support implementation.	LEA-wide	__ All __ Low Income **X English Learners** __ Foster Youth **X Redesignated fluent English Proficient** __ Other Subgroups:(Specify)_____	Est.Cost: $20,000 Funding Source(s): Supp/Conc: 10,000 Title III LEP: 5,000 Title I A : 5,000
2(8) Monitor quarterly English learners for progress on coursework.	LEA-wide	__ All __ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2(9) Utilize research based math and reading intervention programs in support classes to close the achievement gap for low income learners, English learners and Students with Disabilities.	LEA-wide	__ All **X Low Income X English Learners** __ Foster Youth __ Redesignated fluent English proficient **X Other Subgroups: Students with Disabilities**	Est.Cost: $19,000 Funding Source(s): Title III LEP: 5,000 Title I A : 8,000 Supp/Conc: 6,000

			Est.Cost: $6,000 Funding Source(s): Supp/Conc: 6,000
2(10) Implement a research based academic bridge program for English learners, Low Income and Foster Youth.	LEA-wide	__ All **X Low Income X English Learners** **X Foster Youth** __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $6,000 Funding Source(s): Supp/Conc: 6,000
2(11) Implement Restorative Practices to provide alternative means of addressing student behavior.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2(12) Continue Student Attendance Review Teams at each site.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2(13) Continue drug and alcohol education and interventions for students and parents.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2(14) Analyze and use the results of the biannual California Healthy Kids Survey to identify at-risk behavior and trends.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2(15) Implement recommendations of HBUHSD English Learner Task Force to address the unique needs of the English Learner through a cohesive program.	LEA-wide	__ All __ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $10,000 Funding Source(s): Title III LEP: 10,000
2(16) On-going evaluation of effectiveness of implemented interventions.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):

2(17) Continue Student Study Teams at each site.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2(18) Focus professional development on instructional strategies used to support students in SDAIE sheltered instructional settings focusing on oral language skills and primary language support.	LEA-wide	__ All __ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2(19) Provide training and support in an effort to have all staff electronically post grades and assignments so parents and students have access to student progress.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2(20) Identify and implement classroom practices to support best first instruction and intervention methods to reduce the number of students receiving Ds and Fs.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2(21) Support co-teaching teams through professional development to support struggling students, including special education students mainstreamed into general education academic classes.	LEA-wide	__ All __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient **X Other Subgroups: Students with Disabilities**	Est.Cost: $0 Funding Source(s):
2(22) Provide collaboration opportunities for Low Income and English learner teachers and facilitators to identify and share strategies that will work across curricular areas to support closing the achievement gap.	LEA-wide	__ All **X Low Income X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):

2(23) Expand professional development for all staff to build their capacity in supporting students and engaging parents.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $15,000 Funding Source(s): Title III LEP: 5,000 Supp/Conc: 10,000
2(24) Provide professional coaching for math and English teachers at schools serving higher populations of English learners and Low Income students.	LEA-wide	__ All **X Low Income X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2(25) Expand the skills of facilitators and teachers to support instruction with research based strategies that scaffold learning to support English learner and Low Income students.	LEA-wide	__ All **X Low Income X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2(26) Develop a dashboard through Aeries that allows for parents and students to monitor graduation and a-g requirements.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2(27) Continue to inform parents and students about programs such as TIPTXT.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2(28) Establish protocols and support for communications with English learner parents regarding student achievement and attaining high school graduation.	LEA-wide	__ All __ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2(29) Provide educational advisement to Foster Youth and their guardians.	LEA-wide	__ All __ Low Income __ English Learners **X Foster Youth** __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $1,000 Funding Source(s): Supp/Conc: 1,000

2(30) Provide training opportunities for DELAC members to assist them to better understand their roles and responsibilities.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2(31) Provide educational advisement through PTSA/PTSO.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2(32) Parents of students with exceptional needs have the opportunity to participate in their child's education through the Community Advisory Committee, the District College Night, 8th Grade Parent Night etc.		__ All __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient **X Other Subgroups: Students with Disabilities**	Est Cost: $0 Funding Source

GOAL:	**Goal Area 3: All schools are clean, safe and have a positive climate that supports the academic, emotional and physical needs of all students.**	Related State and/or Local Priorities: **1 X 2 X 3 X** 4__ 5__ **6 X 7 X** 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	**Identified Need:** In order to maximize student learning, HBUHSD will: • Provide additional support to address the emotional well-being of all students. • Provide a safe, well-maintained learning environment where all students feel safe at school. **Metric:** Teacher Misassignment, Standards-aligned Materials, Facilities in Good Repair, CCSS Implementation, Student Access and Enrollment, Suspension Rate, Expulsion Rate, Truancy, Sudent survey

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

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Where applicable, the data will be disaggregated by All students, EL, LI, FY and SWD. 1. Suspensions will continue to decrease and remain below or at the County and State averages. 2. Expulsions will continue to decrease and remain below or at the County and State averages. 3. Establish baseline truancy rate data. 4. All schools will receive an overall facility rate of 'Good' on their SARCs. 5. By 2016-17, 100% of HBUHSD teachers will have participated in Common Core professional development. 6. Establish baseline data on the number of students (duplicated count) receiving counseling services provided by the district Wellness Counselors. 7. Administer a student survey with questions addressing school safety and school connectedness.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3(1) All students will have appropriate standards-aligned textbooks/instructional materials.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $1,424,443 Funding Source(s): Base: 1,424,443 Base: 0

3(2) Provide resources for the on-going instructional, operational, and administrative needs to ensure a safe, secure learning and working environment.	LEA-wide	**X All** __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $139,416,314 Funding Source(s): Base: 116,800,000 Title II A: 173,500 Title I A : 805,000 Other: 21,096,411 Supp/Conc: 541,403
3(3) Ensure implementation of English Language Development (ELD) and English Language Arts (ELA) framework.	LEA-wide	__ All __ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $256,000 Funding Source(s): Supp/Conc: 256,000
3(4) Implement Next Generation Science Standards.	LEA-wide	**X All** __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
3(5) Monitor and evaluate the implementation of district focus on Common Core State Standards strategies including close/critical reading, expository reading/writing (argumentative writing), gradual release of responsibility to students, and academic rigor.	LEA-wide	**X All** __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
3(6) Continue to review Common Core State Standards to identify essentials standards and pace instruction with interventions to support struggling learners, English learners, Foster Youth, Low Income, and Students with Disabilities.	LEA-wide	__ All __ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $185,000 Funding Source(s): Supp/Conc: 185,000

3(7) Continue professional development on Common Core instructional shifts.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $285,000 Funding Source(s): Other: 285,000
3(8) Provide specialized professional development on implementing the ELD/ELA standards and Next Generation Science standards.	LEA-wide	__ All __ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $100,000 Funding Source(s): Supp/Conc: 100,000
3(9) Provide professional development to address the social-emotional well-being of students.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
3(10) Target professional development to increase teacher growth and retention.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $95,000 Funding Source(s): Base: 95,000
3(11) Hire two district Wellness Counselors to provide counseling services for students.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $200,000 Funding Source(s): Base: 200,000
3(12) Support misassigned teachers in obtaining appropriate credential authorization.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $16,000 Funding Source(s): Title II A: 16,000

3(13) Continue to support high quality library services including the Follett Library/Textbook Management System as well as databases used to support research.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $10,000 Funding Source(s): Base: 10,000
3(14) Educate students and parents on the lasting implications of social media.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
3(15) Continue outreach to Low Income students and families to communicate the available benefits of National School Lunch Program participation and Adult Education services.	LEA-wide	__ All **X Low Income** __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
3(16) Strengthen relationships through positive customer service to encourage active student and parent participation.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
3(17) Increase outreach efforts to encourage parental participation in site and district decision making.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $15,000 Funding Source(s): Title I-A-PI: 5,000 Title III LEP: 5,000 Base: 5,000

LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:	Where applicable, the data will be disaggregated by All students, EL, LI, FY and SWD. 1. Suspensions will continue to decrease and remain below or at the County and State averages. 2. Expulsions will continue to decrease and remain below or at the County and State averages. 3. Establish baseline truancy rate data. 4. All schools will receive an overall facility rate of 'Good' on their SARCs. 5. By 2016-17, 100% of HBUHSD teachers will have participated in Common Core professional development. 6. Determine measurable outcome data on the number of students (duplicated count) receiving counseling services provided by the district Wellness Counselors.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
3(1) All students will have appropriate standards-aligned textbooks/instructional materials.	LEA-wide	**X All** __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		Est.Cost: $1,424,443 Funding Source(s): Base: 0 Base: 1,424,443
3(2) Provide resources for the on-going instructional, operational, and administrative needs to ensure a safe, secure learning and working environment.	LEA-wide	**X All** __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		Est.Cost: $139,416,314 Funding Source(s): Base: 116,800,000 Title II A: 175,000 Title I A : 810,000 Other: 21,096,411 Supp/Conc: 544,000
3(3) Ensure implementation of English Language Development (ELD) and English Language Arts (ELA) framework.	LEA-wide	__ All __ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		Est.Cost: $256,000 Funding Source(s): Supp/Conc: 256,000

3(4) Implement Next Generation Science Standards.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
3(5) Monitor and evaluate the implementation of district focus on Common Core State Standards strategies including close/critical reading, expository reading/writing (argumentative writing), gradual release of responsibility to students, and academic rigor.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
3(6) Continue to review Common Core State Standards to identify essentials standards and pace instruction with interventions to support struggling learners including English learners, Foster Youth, Low Income, and Students with Disabilities.	LEA-wide	__ All __ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $185,000 Funding Source(s): Supp/Conc: 185,000
3(7) Continue professional development on Common Core instructional shifts.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $285,000 Funding Source(s): Other: 285,000
3(8) Provide specialized professional development on implementing the ELD/ELA standards and Next Generation Science standards.	LEA-wide	__ All __ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $100,000 Funding Source(s): Supp/Conc: 100,000
3(9) Provide professional development to address the social-emotional well-being of students.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
3(10) Hire two district Wellness Counselors to provide counseling services for students.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $203,000 Funding Source(s): Base: 203,000

3(11) Support misassigned teachers in obtaining appropriate credential authorization.	LEA-wide	**X All** __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $16,000 Funding Source(s): Title II A: 16,000
3(12) Continue to support high quality library services including the Follett Library/Textbook Management System as well as databases used to support research.	LEA-wide	**X All** __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $10,000 Funding Source(s): Base: 10,000
3(13) Educate students and parents on the lasting implications of social media.	LEA-wide	**X All** __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
3(14) Continue outreach to Low Income students and families to communicate the available benefits of National School Lunch Program participation and Adult Education services.	LEA-wide	__ All **X Low Income** __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
3(15) Strengthen relationships through positive customer service to encourage active student and parent participation.	LEA-wide	**X All** __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
3(16) Increase outreach efforts to encourage parental participation in site and district decision making.	LEA-wide	**X All** __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $15,000 Funding Source(s): Title I-A-PI: 5,000 Title III LEP: 5,000 Base: 5,000

LCAP Year 3: 2017-18				
Expected Annual Measurable Outcomes:	Where applicable, the data will be disaggregated by All students, EL, LI, FY and SWD. 1. Suspensions will continue to decrease and remain below or at the County and State averages. 2. Expulsions will continue to decrease and remain below or at the County and State averages. 3. Establish baseline truancy rate data. 4. All schools will receive an overall facility rate of 'Good' on their SARCs. 5.100% of HBUHSD teachers will have participated in Common Core professional development. 6. Determine measurable outcome data on the number of students (duplicated count) receiving counseling services provided by the district Wellness Counselors.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
3(1) All students will have appropriate standards-aligned textbooks/instructional materials.	LEA-wide	**X All** __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		Est.Cost: $1,424,443 Funding Source(s): Base: 0 Base: 1,424,443
3(2) Provide resources for the on-going instructional, operational, and administrative needs to ensure a safe, secure learning and working environment.	LEA-wide	**X All** __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		Est.Cost: $139,416,314 Funding Source(s): Base: 116,800,000 Title II A: 177,500 Title I A : 815,000 Other: 21,096,411 Supp/Conc: 549,000
3(3) Ensure implementation of English Language Development (ELD) and English Language Arts (ELA) framework.	LEA-wide	__ All __ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		Est.Cost: $256,000 Funding Source(s): Supp/Conc: 256,000

3(4) Implement Next Generation Science Standards.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
3(5) Monitor and evaluate the implementation of district focus on Common Core State Standards strategies including close/critical reading, expository reading/writing (argumentative writing), gradual release of responsibility to students, and academic rigor.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
3(6) Continue to review Common Core State Standards to identify essentials standards and pace instruction with interventions to support struggling learners including English learners, Foster Youth, Low Income, and Students with Disabilities.	LEA-wide	__ All __ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $185,000 Funding Source(s): Supp/Conc: 185,000
3(7) Continue professional development on Common Core instructional shifts.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $285,000 Funding Source(s): Other: 285,000
3(8) Provide specialized professional development on implementing the ELD/ELA standards and Next Generation Science standards.	LEA-wide	__ All __ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $100,000 Funding Source(s): Supp/Conc: 100,000
3(9) Provide professional development to address the social-emotional well-being of students.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
3(10) Hire two district Wellness Counselors to provide counseling services for students.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $206,000 Funding Source(s): Base: 206,000

3(11) Support misassigned teachers in obtaining appropriate credential authorization.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $16,000 Funding Source(s): Title II A: 16,000
3(12) Continue to support high quality library services including the Follett Library/Textbook Management System as well as databases used to support research.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $10,000 Funding Source(s): Base: 10,000
3(13) Educate students and parents on the lasting implications of social media.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
3(14) Continue outreach to Low Income students and families to communicate the available benefits of National School Lunch Program participation and Adult Education services	LEA-wide	__ All **X Low Income** __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
3(15) Strengthen relationships through positive customer service to encourage active student and parent participation.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
3(16) Increase outreach efforts to encourage parental participation in site and district decision making.	LEA-wide	**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $15,000 Funding Source(s): Title I-A-PI: 5,000 Title III LEP: 5,000 Base: 5,000

Annual Update

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

Guiding Questions:

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

Original GOAL from prior year LCAP:	**Goal 1: 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.**		Related State and/or Local Priorities: **1 X** 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All Students	
Expected Annual Measurable Outcomes:	1. All students will have access to standards-aligned instructional materials. 2. 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. 3. Continue to monitor the number of teacher misassignments (HBUHSD Certificated Personnel Monthly Statistical Employee Report and December HBUHSD Board meeting minutes).	**Actual Annual Measurable Outcomes:**	1. 2013-14: 14,091 textbooks were purchase for a total amount of $1,256,386.57 2014-15: 1,551 textbooks purchased for a total amount of $728,433. 2. All school sites have received an overall facility rate of 'Good' as reported on the 2014 SARCs. 3. Number of teacher misassignments for 2014-15 (reported December 9, 2014 HBUHSD Board meeting): 6 teachers.

LCAP Year: 2014-15				
Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
1.1Continue to provide district facilities that are safe, secure and conducive to learning and working.		$7,382,374	1.1 Continue to provide district facilities that are safe, secure and conducive to learning and working.	$7,382,374
Scope of service:	LEA-wide		Scope of service: LEA-wide	Maintenance and security staff
X All __ Low Income _English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			**X All** __ Low Income _English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
1.2 Research and implement programs that promote diversity, tolerance, student rights, and social awareness (e.g. Bridges Program).		$6,000	1.2 Research and implement programs that promote diversity, tolerance, student rights, and social awareness (e.g. Bridges Program).	$4,000
Scope of service:	LEA-wide		Scope of service: LEA-wide	Budget/Bridges OC Human Relations Commission
X All __ Low Income _English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			**X All** __ Low Income _English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
1.3 Integrate sound nutrition and fitness practices into the daily life of students.		$0	1.3 Integrate sound nutrition and fitness practices into the daily life of students.	$0
Scope of service:	LEA-wide		Scope of service: LEA-wide	
X All __ Low Income _English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			**X All** __ Low Income _English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
1.4 Counsel students in the areas of stress management and over-commitment in order to help them maintain a healthy balance.		$440,000	1.4 Counsel students in the areas of stress management and over-commitment in order to help them maintain a healthy balance.	$1,234,082
Scope of service:	LEA-wide		Scope of service: LEA-wide	Student Support Psychologists
X All __ Low Income _English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			**X All** __ Low Income _English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

1.5 Establish a welcoming culture to encourage active parent participation in campus life.	$0	1.5 Establish a welcoming culture to encourage active parent participation in campus life.	$0
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
X All __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
1.6 Educate students on the lasting implications of social media.	$0	1.6 Educate students on the lasting implications of social media.	$0
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
X All __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
1.7 All students will have appropriate standards-aligned textbooks/instructional materials.	$1,000,000	1.7 All students will have appropriate standards-aligned textbooks/instructional materials.	$753,205
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
X All __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Textbook purchases
1.8 Support misassigned teachers in obtaining appropriate credential authorization.	$30,000	1.8 Support misassigned teachers in obtaining appropriate credential authorization.	$1,200
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
X All __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	VPSS

1.9 Continue to support cost saving and efficient high quality textbook management with the Follett Library/Textbook Management System.	$40,000	1.9 Continue to support cost saving and efficient high quality textbook management with the Follett Library/Textbook Management System.	$9,984	
Scope of service:	LEA-wide		Scope of service:	LEA-wide	Annual contract for Follet
X All __ Low Income _ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		**X All** __ Low Income _ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
1.10 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.	$0	1.10 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.	$0	
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
X All __ Low Income _ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		**X All** __ Low Income _ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

3. B.1 Foster youth are eligible to participate in the Free and Reduced Lunch Program.	$0	3. B. Foster youth are eligible to participate in the Free and Reduced Lunch Program.	$0
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__ All			__ All	
__ Low Income __English Learners **X Foster Youth** __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			__ Low Income __English Learners **X Foster Youth** __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
3. B.2 Develop an outreach plan to help ensure identification of Low Income students/families and communicate the available benefits of program participation.	$0	3. B Develop an outreach plan to help ensure identification of Low Income students/families and communicate the available benefits of program participation.	$0
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__ All			__ All	
X Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			**X Low Income** __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This goal has been slightly modified for 2015-16 to better reflect the HBUHSD Core Program. In 2015-16 HBUHSD will specifically focus on providing additional support to address the emotional well-being of all students. A new action/service includes the hiring a two district Wellness Counselors. The previous action/service: 'Counsel students in the areas of stress management and over-commitment in order to help them maintain a healthy balance' are services that will be provided by the two Wellness Counselors. The rubric analysis identified that the 2014-15 actions/services were effective and will continue in 2015-16 with the exclusion of 'Integrate sound nutrition and fitness practices into the daily school life of students.' Though this action will continue to occur at school sites, it doesn't align with the 2015-16 LCAP identified need.

Original GOAL from prior year LCAP:	**Goal 2: 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.**	Related State and/or Local Priorities: 1__ 2__ 3__ **4 X** 5__ 6__ 7__ **8 X** COE only: 9__ 10__ Local : Specify _____

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

Expected Annual Measurable Outcomes:	1. Increase 3% annually all graduates completing the A-G requirements. 2. Increase 2% annually the HBUHSD graduates who attend a four year university after high school. 3. Increase 3% annually the English learners (with 5 or more, or less than 5 years of U.S. education) scoring proficient on CELDT. 4. English learner reclassification rate will increase 2% annually. 5. Increase 1% annually the 11th and 12th grade students enrolled in at least one Advanced Placement course. 6. Increase 1% annually the students passing AP exams with a score of 3 or higher. 7. Eleventh grade students scoring Exempt on the Early Assessment Program (EAP) ELA, and/or Algebra II/High School Summative Math will each increase by 5% annually. 8. 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.	Actual Annual Measurable Outcomes:	The following data compares 2012-13 vs. 2013-14: 1. Class of 2013 all grads completing A-G = 53%, or 1,817 students versus Class of 2014 all grads = 56%, or 2,047 students. 2. Attending 4 yr. university: Class of 2013: Total Grads = 3,478 #/% attending 4 yr = 1,167/34% Class of 2014: Total Grads = 3,693 #/% attending 4 yr = 1,286/35% 3. CELDT With 5 or more yrs: 2013 =54.2% vs. 2014 = 54.7% With less than 5 yrs: 2013 = 31% vs. 2014 = 32.1% 4. % Reclassified: 2013 = 21.4% vs. 2014 = 17.3% 5. AP Course Enrollment: 2013 = 33% vs. 2014 = 37% 6. % Passing AP Exams: 2013 = 69% vs. 2014 = 67% 7. EAP % scoring Exempt: ELA: 2013 = 33% vs. 2014 = 35% Algebra II: 2013 = 11% vs. 2014 = 7% High School Summative: 2013 = 34% vs. 2014 = 27% 8. CAHSEE % Proficient: ELA 2013 vs 2014 EL 45% 37% LI 61% 53% SWD 36% 24% FY 21% Math 2013 vs 2014 EL 57% 53% LI 66% 62% SWD 39% 31% FY 43%

LCAP Year: 2014-15				
Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
2.1 Expand awareness and enrollment in college readiness testing to prepare students for college entrance exams and career explorations.		$3,800,000	2.1 Expand awareness and enrollment in college readiness testing to prepare students for college entrance exams and career explorations.	$3,800,000
Scope of service:	LEA-wide		Scope of service: LEA-wide	Salaries for AP Guidance, Guidance Specialist, College/Career Specialist
X All			**X All**	
__ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			__ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
2.2 District-wide procedures to inform parents and students to guide post secondary decisions		$0	2.2 District-wide procedures to inform parents and students to guide post secondary decisions	$0
Scope of service:	LEA-wide		Scope of service: LEA-wide	
X All			**X All**	
__ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			__ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
2.3 Explore technology and resources, such as Naviance, to help with college and career readiness.		$0	2.3 Explore technology and resources, such as Naviance, to help with college and career readiness.	$0
Scope of service:	LEA-wide		Scope of service: LEA-wide	
X All			**X All**	
__ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			__ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
2.4 Increase the number of a-g approved Career Technical Education courses.		$0	2.4 Increase the number of a-g approved Career Technical Education courses.	
Scope of service:	LEA-wide		Scope of service: LEA-wide	
X All			**X All**	
__ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			__ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

2.5 Create individual grade 9-16 education/career plan (e.g. student dashboard) for all students and assess annually.	$0	2.5 Create individual grade 9-16 education/career plan (e.g. student dashboard) for all students and assess annually.	$2,500
Scope of service: LEA-wide		Scope of service: LEA-wide	UC/CSU Counselor Conference
X All __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
2.6 Identify and coordinate resources, materials, and programs to provide CAHSEE interventions for all students including English learners, Low Income, Students with Disabilities, and Foster Youth.	$80,000	2.6 Identify and coordinate resources, materials, and programs to provide CAHSEE interventions for all students including English learners, Low Income, Students with Disabilities, and Foster Youth.	$180,000
Scope of service: LEA-wide		Scope of service: LEA-wide	CAHSEE remediation sections (10)
X All __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
2.7 Develop and implement targeted interventions as determined by site Multi-Tiered Systems of Support (MTSS) plans.	$50,000	2.7 Develop and implement targeted interventions as determined by site Multi-Tiered Systems of Support (MTSS) plans.	$600 $2,500 $1,075
Scope of service: LEA-wide		Scope of service: LEA-wide	Anti-Bullying Conference Restorative Practices Conference School Nurse Conference
X All __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
2.8 Provide guidance services to students and parents regarding equal access to curricula and post secondary options.	$0	2.8 Provide guidance services to students and parents regarding equal access to curricula and post secondary options.	$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
X All __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

Action	Budget	Action	Budget	Notes
2.9 Provide systemic targeted professional development and strategies to support student achievement. Monitor implementation and follow up opportunities to identify best practices for all staff.	$40,000	2.9 Provide systemic targeted professional development and strategies to support student achievement. Monitor implementation and follow up opportunities to identify best practices for all staff.	$53,605 $25,570 $4,350	
Scope of service: LEA-wide		Scope of service: LEA-wide		Summer Institute After school PD PELL Workshops
X All __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
2.10 Provide multiple pathways for student success in post secondary programs.	$0	2.10 Provide multiple pathways for student success in post secondary programs.	$0	
Scope of service: LEA-wide		Scope of service: LEA-wide		
X All __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
2.11 Provide assessment fee waivers (e.g. PSAT, SAT, IB, AP, ACT) to ensure educational opportunity to all students, characterized by quality and equality.	$0	2.11 Provide assessment fee waivers (e.g. PSAT, SAT, IB, AP, ACT) to ensure educational opportunity to all students, characterized by quality and equality.	$0	
Scope of service: LEA-wide		Scope of service: LEA-wide		
X All __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
2.12 Continue to implement and expand rigorous alternative education classes (e.g. credit recovery).	$834,454	2.12 Continue to implement and expand rigorous alternative education classes (e.g. credit recovery).	$834,454	
Scope of service: LEA-wide		Scope of service: LEA-wide		Coast High School/Adult School
X All __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		

3.B.1 Implement credit recovery support services to support English learners to decrease dropout rates	$45,000	3.B.Implement credit recovery support services to support English learners to decrease dropout rates	Included in 1.12
Scope of service: LEA-wide		Scope of service: LEA-wide	Adult School/Coast High School
__ All **X Low Income X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		__ All **X Low Income X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
3.B.2 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	$0	3.B.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	$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
__ All __ Low Income __English Learners **X Foster Youth** __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		__ All __ Low Income __English Learners **X Foster Youth** __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
3. B.3 Begin discussions regarding foster youth and the state minimum graduation requirements of 130 credits.	$0	3. B.Begin discussions regarding foster youth and the state minimum graduation requirements of 130 credits.	$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
__ All __ Low Income __English Learners **X Foster Youth** __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		__ All __ Low Income __English Learners **X Foster Youth** __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
3. B.4 Foster youth may graduate as soon as the state minimum graduation requirements are completed.	$0	3. B.Foster youth may graduate as soon as the state minimum graduation requirements are completed.	$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
__ All __ Low Income __English Learners **X Foster Youth** __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		__ All __ Low Income __English Learners **X Foster Youth** __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

3. B.5 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.	$23,000	3. B.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.	$23,000
Scope of service: LEA-wide		Scope of service: LEA-wide	Legal mandate, included in staffing
__ All __ Low Income __English Learners **X Foster Youth** __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		__ All __ Low Income __English Learners **X Foster Youth** __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
3. B.6 Foster youth and Educational Rights Holder will be provided information about transfer opportunities through the California Community Colleges.	$0	3. B.Foster youth and Educational Rights Holder will be provided information about transfer opportunities through the California Community Colleges.	$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
__ All __ Low Income __English Learners **X Foster Youth** __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		__ All __ Low Income __English Learners **X Foster Youth** __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
3. B.7 The English Language Development program will ensure sufficient rigor for all English learner students so that students can meet annual English language development objectives.	$190,000	3. B.The English Language Development program will ensure sufficient rigor for all English learner students so that students can meet annual English language development objectives.	$106,000
Scope of service: LEA-wide		Scope of service: LEA-wide	PELL Coordinator release periods and stipends
__ All __ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		__ All __ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The revision process included combining this goal with the following goal: 'The Common Core State Standards will guide the curriculum and instructional strategies to provide all students with skills needed for college and career success.' Additionally while reviewing this goal, Stakeholders realized the goal excluded special education students who earned a Certificate of Achievement versus graduating with a high school diploma. Given this realization, the revised 2015-16 goal states 'The district will provide a quality educational system to increase the academic achievement and career readiness of all students.' The rubric analysis of the 2014-15 actions/services identified the following changes for 2015-16: • Combine: 'Expand awareness and enrollment in college readiness testing to prepare students for college entrance exams and career exploration' and 'District-wide procedures to inform parents and students to guide post secondary decisions' Revised 2015-16 Action/Service: Provide multiple avenues for student success in postsecondary programs and inform parents of various options through parent nights, PTSA, Parent University and site specific presentations. • Revise: 'Create individual grade 9-16 education/career plan for all students and assess annually' Revised 2015-16 action: 'Collaborate with students, counselors and guidance specialists to develop 4 year educational plan/career plan for all students and assess annually.' • The following 2014-15 action is included in 2015-16 Goal #2: 'Develop and implement targeted interventions as determined by site Multi-Tiered Systems of Support (MTSS) plans.' • Revise: 'Provide guidance and services to students and parents regarding equal access to curricula and post-secondary options.' Revised 2015-16 action: 'Dismantle barriers and provide support for all students to take higher level courses.' • Revise: 'Provide assessment fee waivers (e.g. PSAT, SAT, IB, AP, ACT) to ensure educational opportunity to all students, characterized by quality and equality.' Revised 2015-16 action: 'Continue outreach to Low Income students and families to communicate the available benefits of National School Lunch Program participation and Adult Education services.' (included as an action under new 2015-16 Goal) • The following 2014-15 actions (Section 3B) continue to be implemented but are not included in the 2015-16 LCAP because they are required practices per AB 1806: 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. 2. Begin discussions regarding foster youth and the state minimum graduation requirements of 130 credits. 3. Foster youth may graduate as soon as the state minimum graduation requirements are completed. 4. 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.

		Related State and/or Local Priorities:
Original GOAL from prior year LCAP:	**Goal 3: All students will have access to the most rigorous courses with support structures (including interventions and technology) to ensure their success.**	1__ 2__ 3__ 4__ 5__ 6__ **7 X** 8__ COE only: 9__ 10__ Local : Specify _____

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

Expected Annual Measurable Outcomes:	1. HBUHSD will decrease the number of students receiving Ds and Fs by 3% annually in each subject area and semester.
	 2. 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.
	 3. Increase the unduplicated count of 11th and 12th grade students enrolled in at least one Career Technical Education (CTE) course.
		Actual Annual Measurable Outcomes:	The following data compares 2012-13 vs. 2013-14:
			 1. See attachment for D and F rates
			 2. Subgroups: % enrolled in at least one AP course:
			   2012-13 vs. 2013-14
			   SWD: 2% 5%
			   EL 7% 4%
			   LI 34% 34%
			 3. Enrollment (all students)in at least one CTE course: 2012-13 = 33% vs. 2013-14 = 29%

LCAP Year: 2014-15

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
3.1 Expand course offerings in both traditional and nontraditional methods to meet unique learner needs.	$0	3.1 Expand course offerings in both traditional and nontraditional methods to meet unique learner needs.	$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
X All __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
3.2 Utilize multiple measures to influence decisions for student placement in courses.	$0	3.2 Utilize multiple measures to influence decisions for student placement in courses.	$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
X All __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

3.3 Utilize tools (e.g. the AP potential) to identify and counsel students with the potential to succeed in rigorous courses.	$25,000	3.3 Utilize tools (e.g. the AP potential) to identify and counsel students with the potential to succeed in rigorous courses.	Included in 2.1 Guidance Services	
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
X All __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
3.4 Identify and implement classroom practices to support best first instruction and intervention methods to reduce the number of students receiving Ds and Fs.	$190,000	3.4 Identify and implement classroom practices to support best first instruction and intervention methods to reduce the number of students receiving Ds and Fs.	$79,175	
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
X All __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Included in 2.9
3.5 Advanced course offerings (e.g. AP, IB, Honors) will continue to expand in order to expose more students to rigorous, college prep courses.	$100,000	3.5 Advanced course offerings (e.g. AP, IB, Honors) will continue to expand in order to expose more students to rigorous, college prep courses.	$4,308	
Scope of service:	LEA-wide		Scope of service:	LEA-wide	PD for new AP teachers ($77,426 for new courses AP textbooks included in 1.7)
X All __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
3.6 Utilize and/or expand existing student support programs, such as AVID, at all school sites.	$30,000	3.6 Utilize and/or expand existing student support programs, such as AVID, at all school sites.	$0	
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
X All __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

3.7 Expand partnerships with local colleges/universities, businesses and agencies.	$0	3.7 Expand partnerships with local colleges/universities, businesses and agencies.	$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
X All __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
3.8 Increase alternative scheduling options and course offerings within the school day.	$0	3.8 Increase alternative scheduling options and course offerings within the school day.	$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
X All __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
3.9 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)	$30,000	3.9 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)	$64,779 included in 1.7 Textbook adoption
Scope of service: LEA-wide		Scope of service: LEA-wide	New textbook adoption-EDGE series
X All __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
3.10 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 college and career planning, college readiness assessments, and college/career pathways.	$0	3.10 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 college and career planning, college readiness assessments, and college/career pathways.	$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
X All __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

3.11 Support co-teaching teams through professional development to support struggling students, including special education students mainstreamed into general education academic classes.	$15,000	3.11 Support co-teaching teams through professional development to support struggling students, including special education students mainstreamed into general education academic classes.		$13,635 ($7,637 PD for Co-teachers $6,000 for teacher collaboration)
Scope of service: LEA-wide		Scope of service: LEA-wide		
X All __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
3.12 Identify resources and implement summer academic support for students in rigorous programs.	$100,000	3.12 Identify resources and implement summer academic support for students in rigorous programs.		$60,000
Scope of service: LEA-wide		Scope of service: LEA-wide		To support after school tutoring
X All __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
3.13 Implement intervention programs and classes that support students in achieving success in rigorous classes.	$90,000	3.13 Implement intervention programs and classes that support students in achieving success in rigorous classes.		$954,000
Scope of service: LEA-wide		Scope of service: LEA-wide		
X All __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		53 support sections in reading and math
3. B.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.	$190,000	3. B.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.		Included in Section 1 3B
Scope of service: LEA-wide		Scope of service: LEA-wide		
__ All __ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		__ All __ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		PELL Coordinator Releases periods and stipends

3. B.2 Develop, implement and monitor RtI/Multi Tiered Systems of Support strategies to support the unique needs of English learners and Low Income students.	$0	3. B.Develop, implement and monitor RtI/Multi Tiered Systems of Support strategies to support the unique needs of English learners and Low Income students.	$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
__ All		__ All	
X Low Income X English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		**X Low Income X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
3.B.3 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.	$15,000	3.B.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.	Included in 2.9
Scope of service: LEA-wide		Scope of service: LEA-wide	
__ All		__ All	
__ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		__ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
3. B.4 Ensure effective instructional practices such as daily oral academic language practice, systematic and direct instruction with guided/independent practice, scaffolding teaching, differentiating instruction and high level thinking skills.	$17,000	3. B.Ensure effective instructional practices such as daily oral academic language practice, systematic and direct instruction with guided/independent practice, scaffolding teaching, differentiating instruction and high level thinking skills.	Included in Textbook adoption costs 1.7
Scope of service: LEA-wide		Scope of service: LEA-wide	
__ All		__ All	
X Low Income X English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		**X Low Income X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
3. B.5 Provide math support for English learners and Low Income students struggling in Algebra 1.	$108,000	3. B.Provide math support for English learners and Low Income students struggling in Algebra 1.	Included in 3.13
Scope of service: LEA-wide		Scope of service: LEA-wide	Support classes in math
__ All		__ All	
X Low Income X English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		**X Low Income X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

3.B.6 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.	$100,000	3.B.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.	$116,570
Scope of service: LEA-wide __ All **X Low Income X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		Scope of service: LEA-wide __ All **X Low Income X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Math facilitator release periods and stipends PD costs included in 7.1
3. B.7 Program for English Language Learners (PELL) coordinators and ELD teachers will determine needs for supplemental materials to support increased rigor.	$15,000	3. B.Program for English Language Learners (PELL) coordinators and ELD teachers will determine needs for supplemental materials to support increased rigor.	Included in 1.7
Scope of service: LEA-wide __ All __ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		Scope of service: LEA-wide __ All __ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	New Textbook adoption for EL program see 3.9
3. B.8 PELL coordinators monitor students quarterly to support academic success and attaining graduation.	$0	3. B.PELL coordinators monitor students quarterly to support academic success and attaining graduation.	$0
Scope of service: LEA-wide __ All __ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		Scope of service: LEA-wide __ All __ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Included in PELL Coordinator release periods and stipends
3. B.9 PELL coordinators monitor RFEP students quarterly to support academic success and attaining graduate status.	$0	3. B.PELL coordinators monitor RFEP students quarterly to support academic success and attaining graduate status.	$0
Scope of service: LEA-wide __ All __ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		Scope of service: LEA-wide __ All __ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Included in PELL Coordinator release periods and stipends

3. B.10 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.	$0	3. B.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.	$0

Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__ All			__ All		
__ Low Income __English Learners **X Foster Youth** __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			__ Low Income __English Learners **X Foster Youth** __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		

3. B.11 Continue to review/revise the process and system used to accurately identify foster youth to ensure they are receiving the appropriate educational services.	$0	3. B.Continue to review/revise the process and system used to accurately identify foster youth to ensure they are receiving the appropriate educational services.	$0

Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__ All			__ All		
__ Low Income __English Learners **X Foster Youth** __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			__ Low Income __English Learners **X Foster Youth** __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		

3. B.12 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.	$10,000	3. B.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.	$10,000

Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__ All			__ All		Portion of salary of Director, Student Services
__ Low Income __English Learners **X Foster Youth** __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			__ Low Income __English Learners **X Foster Youth** __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		

3. B.13 Utilize support classes and reading intervention programs to close the achievement gap for low income learners.	$50,000	3. B.Utilize support classes and reading intervention programs to close the achievement gap for low income learners.	Included in 3.13

Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__ All			__ All		Sections for support in reading and math
X Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			**X Low Income** __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		

3. B.14 Additional support resources and strategies will be used to support students in SDAIE sheltered instructional settings focusing on oral language skills and primary language support.	$16,000	3. B. Additional support resources and strategies will be used to support students in SDAIE sheltered instructional settings focusing on oral language skills and primary language support.	$16,000
Scope of service: LEA-wide		Scope of service: LEA-wide	Included in 1.7 ELD Textbook adoption
__ All		__ All	
__ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		__ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
3. B.15 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.	$12,500	3. B. 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.	$9,000
Scope of service: LEA-wide		Scope of service: LEA-wide	
__ All		__ All	
X Low Income X English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		**X Low Income X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
3. B.16 Provide professional development for instructional assistance in strategies to support access to core curriculum.	$42,000	3. B. Provide professional development for instructional assistance in strategies to support access to core curriculum.	$422
Scope of service: LEA-wide		Scope of service: LEA-wide	
__ All		__ All	
X Low Income X English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		**X Low Income X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
3. B.17 Identify resources and implement a summer academic bridge program to reinforce and support learning for English learners, Low Income and Foster Youth.	$35,000	3. B. Identify resources and implement a summer academic bridge program to reinforce and support learning for English learners, Low Income and Foster Youth.	$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
__ All		__ All	
X Low Income X English Learners **X Foster Youth** __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		**X Low Income X English Learners** **X Foster Youth** __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	During the revision process, Stakeholders agreed that this goal could be combined with the following 2014-15 goal: '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.' The revised 2015-16 goals states: 'The district will provide a quality educational system for all students focusing on academic rigor with interventions to support and narrow the achievement gap for English learners, Low Income, Foster Youth and Students with Disabilities subgroups.' Rubric analysis of the 2014-15 actions/services identified the following: The actions/services stated in the original goal were effective and will continue in the 2015-16 LCAP with the following revisions: • Revise: 'Advanced course offerings (e.g. Advanced Placement, International Baccalaureate, and Honors) will continue to expand in order to expose more students to rigorous, college prep courses. Revised 2015-16 Action: 'Dismantle barriers and provide support for all students to take higher level courses.' (included in 2015-16 Goal #1) • Revise: 'Increase alternative scheduling options and course offerings within the school day.' Revised 2015-16 Action: 'Provide additional options for credit recovery.' (included in 2015-16 Goal #1) The following are revisions to actions in 2014-15 Section 3B: • Action statement: 'Develop, implement and monitor RtI/Mulit Tiered Systems of Support strategies to support the unique needs of English learners and Low Income students.' This action is included as 2015-16 Goal #2. • Action statement: 'Continue to provide professional development and district dialogue regarding the unique needs of long term (LTELS) and strategies to support LTELS in the classroom. Revised 2015-16 action: 'Implement recommendations of HBUHSD English learner Task Force to address the unique needs of the English learner through a cohesive program.' • Action statement: '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.' Because this is the law, this action is excluded from 2015-16 LCAP. • Action statement: 'Continue to review/revise the process and system used to accurately identify foster youth to ensure they are receiving the appropriate educational services. Through Aeries and Cal Pads there is a process in place to identify foster youth. • Action statement: 'The District Director, Student Services will continue to attend Foster Youth District Liaison meetings to receive updated information to support HBUUHSD foster youth. The Director continues to attend these meetings as part of her job assignment and the action is not included in the 2015-16 LCAP.

Original GOAL from prior year LCAP:	**Goal 4: Ensure access to high quality technology to support teaching and learning.**	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ **Local : X Technology**

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

Expected Annual Measurable Outcomes:	1. All students will have access to technology to support learning. 2. Continue to evaluate sites' technological needs as they relate to digital resources that support student learning for purposes of remediation, acceleration, and enrichment. 3. In 2014-15, determine the number of teachers utilizing a Learning Management System. Determine growth for 2015-16 and 2016-17. 4. Establish baseline data, in 2014-15, on the number of students using ePortfolios or websites to showcase projects.	Actual Annual Measurable Outcomes:	1. All sites have mobile Chrome book carts, computer labs, and campus wide wireless access to the Internet. All students have access to Canvas Learning Management System, Aeries Student/Parent Portal and the Destiny Library System. 2. Digital resources available to all students for remediation, acceleration and enrichment include: Read 180, EdGenuity, System 44, Canvas, Khan Academy, Illuminate, and Google Apps. 3. In 2014-15, 527 teachers are currently utilizing Canvas, a Learning Management system 4. Class of 2014 – 858 (23%) seniors completed ePortfolios.

LCAP Year: 2014-15

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
4.1 Evaluate and update technology infrastructure on an ongoing basis to provide all staff and students with compatible, reliable, and cutting edge technology.		$2,100,000	4.1 Evaluate and update technology infrastructure on an ongoing basis to provide all staff and students with compatible, reliable, and cutting edge technology.		$2,100,000
Scope of service:	LEA-wide		Scope of service:	LEA-wide	Infrastructure upgrades
X All			**X All**		
__ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			__ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
4.2 Develop relevant, flexible, and continuous training resources.		$0	4.2 Develop relevant, flexible, and continuous training resources.		$0
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
X All			**X All**		
__ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			__ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		

4.3 Respond effectively to safety and security issues as they relate to technology usage.		$0	4.3 Respond effectively to safety and security issues as they relate to technology usage.	$0
Scope of service:	LEA-wide		Scope of service: ¦ LEA-wide	
X All			**X All**	
__ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			__ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
4.4 Embed the effective use of technology (e.g. Learning Management System) in all curricular areas to enhance and accelerate learning.		$50,000	4.4 Embed the effective use of technology (e.g. Learning Management System) in all curricular areas to enhance and accelerate learning.	$84,000 $86,053
Scope of service:	LEA-wide		Scope of service: ¦ LEA-wide	Canvas contract Turnitin.com contract
X All			**X All**	
__ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			__ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
4.5 Review, maintain, and update software and internet based systems in a timely manner in response to the needs of various users.		$0	4.5 Review, maintain, and update software and internet based systems in a timely manner in response to the needs of various users.	$0
Scope of service:	LEA-wide		Scope of service: ¦ LEA-wide	
X All			**X All**	
__ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			__ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
4.6 Implement paperless workflows, e.g. purchase orders, online student registration, etc.		$0	4.6 Implement paperless workflows, e.g. purchase orders, online student registration, etc.	$0
Scope of service:	LEA-wide		Scope of service: ¦ LEA-wide	
X All			**X All**	
__ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			__ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

4.7 Proactively maintain infrastructure to support future needs.	$0	4.7 Proactively maintain infrastructure to support future needs.	$0	
Scope of service: LEA-wide		Scope of service: LEA-wide		Included in 4.1
X All __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
4.8 Update district guidelines and acceptable use policies.	$0	4.8 Update district guidelines and acceptable use policies.	$0	
Scope of service: LEA-wide		Scope of service: LEA-wide		
X All __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
4.9 Increase use of personal devices on campus to enhance learning.	$0	4.9 Increase use of personal devices on campus to enhance learning.	$0	
Scope of service: LEA-wide		Scope of service: LEA-wide		
X All __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
4.10 Develop a process to repair, update, and replace, as needed, aging hardware.	$150,000	4.10 Develop a process to repair, update, and replace, as needed, aging hardware.	$150,000	
Scope of service: LEA-wide		Scope of service: LEA-wide		Repair and Replacement Budget
X All __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
4.11 Utilize technological resources (e.g. Illuminate, INSPECT Item Bank) to develop Common Formative Assessments to inform instruction through data analysis.	$50,000	4.11 Utilize technological resources (e.g. Illuminate, INSPECT Item Bank) to develop Common Formative Assessments to inform instruction through data analysis.	$65,768	
Scope of service: LEA-wide		Scope of service: LEA-wide		Illuminate and Inspect Item Bank
X All __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		

4.12 Improve student digital literacy and cyber citizenship.		$0	4.12 Improve student digital literacy and cyber citizenship.		$0
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
X All			**X All**		
__ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			__ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		

3.B.1 Provide research based technological resources (e.g. Scholastic Read 180, Accelerated Reader, access to technology) to support instruction in ELD/LEP content classrooms, and Low Income and as support for mainstream and Redesignated Fluent English Proficient (RFEP).	$50,000	3.B.Provide research based technological resources (e.g. Scholastic Read 180, Accelerated Reader, access to technology) to support instruction in ELD/LEP content classrooms, and Low Income and as support for mainstream and Redesignated Fluent English Proficient (RFEP).	$190,000
Scope of service: LEA-wide		Scope of service: LEA-wide	Scholastic Upgrade to Read 180 Next Generation
__ All **X Low Income X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		__ All **X Low Income X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
3. B.2 Provide professional development for PELL coordinators regarding the integration of technology in the EL/LEP classroom.	$10,000	3. B. Provide professional development for PELL coordinators regarding the integration of technology in the EL/LEP classroom.	$0
Scope of service: LEA-wide		Scope of service: LEA-wide	Included in 2.9
__ All __ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		__ All __ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This was a local goal in 2014-15. As a result of Stakeholder and district rubric analysis, all of the 2014-15 actions/services were effective and will continue to be included in the 2015-16 goals, and technology will not be a 'stand alone' goal. Technology will continue to be a resource to support teaching and learning with a focus on enhancing student achievement.		

			Related State and/or Local Priorities:
Original GOAL from prior year LCAP:	**Goal 5: Increase opportunities for parent/guardian engagement in matters related to students' academic endeavors as well as site and district decision making.**		1__ 2__ **3 X** 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

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

Expected Annual Measurable Outcomes:	1. In 2014-15, establish baseline data in regards to the number of parent portal logins. Determine growth for 2015-2016. 2. Through coordination with site VIPS, in 2014-15 monitor the number of parents who participate in site and district meetings and/or parent workshops.	Actual Annual Measurable Outcomes:	1.2014-15 parent and student account logins as of Jan 2015 = 18,763 2. Number of parents participating (2014-15) at the comprehensive sites as of January 2015 (duplicated): 14,705

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
5.1 Provide training on how to navigate the parent/student portal at each site.	$4,200	5.1 Provide training on how to navigate the parent/student portal at each site.	$5,000
Scope of service: LEA-wide		Scope of service: LEA-wide	
X All __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
5.2 Provide information about methods for communicating with school staff.	$0	5.2 Provide information about methods for communicating with school staff.	$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
X All __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

5.3 Increase availability of translation services for non-English speaking families at school-related functions.	$14,200	5.3 Increase availability of translation services for non-English speaking families at school-related functions.	$14,200
Scope of service: LEA-wide		Scope of service: LEA-wide	Increase of hours of Spanish Interpreter Translator
X All __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
5.4 Develop, maintain, and strengthen relationships based on trust, respect, and effective communication among staff, students, families, and the community.	$0	5.4 Develop, maintain, and strengthen relationships based on trust, respect, and effective communication among staff, students, families, and the community.	$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
X All __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
5.5 Increase outreach efforts to encourage parental participation in site and district decision making.	$0	5.5 Increase outreach efforts to encourage parental participation in site and district decision making.	$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
X All __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
5.6 Survey parents to identify effective methods to increase parental input and promote participation.	$0	5.6 Survey parents to identify effective methods to increase parental input and promote participation.	$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
X All __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
5.7 Survey sites to identify methods used for seeking parental input and promoting parental participation.	$0	5.7 Survey sites to identify methods used for seeking parental input and promoting parental participation.	$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
X All __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

5.8 Increase awareness of Parent University through site and district communication.		$43,000	5.8 Increase awareness of Parent University through site and district communication.		$44,000
Scope of service:	LEA-wide		Scope of service:	LEA-wide	Blackboard Connect
X All __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			**X All** __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
5.9 Create Parent Centers on campuses to provide technology assistance and computer access to those who need support.		$174,000	5.9 Create Parent Centers on campuses to provide technology assistance and computer access to those who need support.		$140,400 $6,000
Scope of service:	LEA-wide		Scope of service:	LEA-wide	Community Outreach Specialist Technology
X All __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			**X All** __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		

3.B.1 Continue the use of interpreters/translators for verbal communication and translation of 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.	$127,981	3.B.Continue the use of interpreters/translators for verbal communication and translation of 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.	$127,981	
Scope of service: LEA-wide		Scope of service: LEA-wide		Interpreter/ Translator Salaries
__ All __ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		__ All __ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
3.B.2 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.	$0	3.B.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.	$0	
Scope of service: LEA-wide		Scope of service: LEA-wide		
__ All __ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		__ All __ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
3. B.3 Utilize district resources (e.g. ConnectEd, Principal Newsletters, Twitter, Facebook) to inform parents of upcoming events such as DELAC presentation dates/topics.	$20,000	3. B. Utilize district resources (e.g. ConnectEd, Principal Newsletters, Twitter, Facebook) to inform parents of upcoming events such as DELAC presentation dates/topics.	Included in 5.8	
Scope of service: LEA-wide		Scope of service: LEA-wide		Blackboard Connect Contract
__ All __ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		__ All __ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
3.B.4 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.	$20,000	3.B 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.	$1,800	
Scope of service: LEA-wide		Scope of service: LEA-wide		
__ All __ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		__ All __ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		

3. B.5 Continue annual mailer with CELDT scores, placement information, and other assessment scores. Update as annual CELDT scores are released.	$20,000	3. B. Continue annual mailer with CELDT scores, placement information, and other assessment scores. Update as annual CELDT scores are released.	$20,000
Scope of service: LEA-wide		Scope of service: LEA-wide	
__ All		__ All	Mailing costs
__ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		__ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
3. B.6 Provide annual communication to parents of English learners with information regarding English learner levels, placement, language proficiency, academic achievement, redesignation, and graduation requirements.	$0	3. B. Provide annual communication to parents of English learners with information regarding English learner levels, placement, language proficiency, academic achievement, redesignation, and graduation requirements.	$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
__ All		__ All	
__ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		__ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
3. B.7 DELAC meetings will be held at rotating school sites.	$0	3. B. DELAC meetings will be held at rotating school sites.	$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
__ All		__ All	
__ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		__ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
3. B.8 DELAC members will attend professional development workshops and conferences.	$20,000	3. B. DELAC members will attend professional development workshops and conferences.	Included in section 3B 4 above
Scope of service: LEA-wide		Scope of service: LEA-wide	
__ All		__ All	
__ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		__ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

3. B.9 The district will provide training opportunities for DELAC members to assist them to better understand their roles and responsibilities.		$0	3. B. The district will provide training opportunities for DELAC members to assist them to better understand their roles and responsibilities.		$0
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__ All			__ All		
__ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			__ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
3. B.10 DELAC will develop/revise the District's master plan of education program and services for English learners.		$0	3. B. DELAC will develop/revise the District's master plan of education program and services for English learners.		$0
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__ All			__ All		
__ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			__ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	After analyzing this goal, Stakeholders agreed that parent involvement should be included as specific actions supporting each 2015-16 goal. Each 2015-16 goal includes specific actions that address parent involvement. Rubric analysis identified each 2014-15 action/service to be effective, therefore, each action/service will continue to be addressed in 2015-16. The only revisions to the 2014-15 actions are:

After analyzing this goal, Stakeholders agreed that parent involvement should be included as specific actions supporting each 2015-16 goal. Each 2015-16 goal includes specific actions that address parent involvement. Rubric analysis identified each 2014-15 action/service to be effective, therefore, each action/service will continue to be addressed in 2015-16. The only revisions to the 2014-15 actions are:

- Revise: 'Increase availability of translation services for non-English speaking families at school related functions. Revised 2015-16 action: 'Increase availability of interpretation and translation services for non-English speaking families at school-related functions.'
- Revise: 'Develop, maintain, and strengthen relationships based on trust, respect, and effective communication among staff, students, families, and the community.' Revised 2015-16 action: 'Strengthen relationships through positive customer service to encourage active student and parent participation.
- Additionally, one of the 2014-15 metrics that required the collection of the number of parents who participated at school site meetings was not meaningful data. We realized we had not determined clear parameters in terms of the data to be collected. The data did not provide any insight to essential questions. We administered a Parent Survey in January (2015) that provided valuable information for the 2015-16 LCAP.

The following are revisions to actions in 2014-15 Section 3B;

- Action statement: '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. Because this is the law and implemented throughout HBUHSD, this action is excluded from the 2015-16 LCAP.
- Action statement: 'DELAC meetings will be held at rotating school sites.' This practice is in place and will continue in 2015-16. This action is not included in the 2015-16 LCAP.

Original GOAL from prior year LCAP:	**Goal 6: 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.**	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ **5 X** **6 X** 7__ 8__ COE only: 9__ 10__ Local : Specify _____

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

Expected Annual Measurable Outcomes:	1. 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. 2. Attendance rates will increase by .2% for all students. 3. Drop out rates will decrease .5% annually for all students. 4. Graduation rates will increase 1% annually, with Students with Disabilities increasing 2% annually. 5. Increase the percentage of teaching staff that post grades electronically.	Actual Annual Measurable Outcomes:	1. # of Suspensions: 2011-12 = 1095 5% decrease from 2011-12 is 1095 - 55 = 1040 (target) 2012-13 = 652 # of Expulsions 2011-12 = 24 2% decrease from 2011-12 is 24 - .5 = 23.5 (target) 2012-13 = 24 2012-13 & 2013-14 Suspension Rate & Expulsion Rate <table><tr><td></td><td colspan="2">2012-13</td><td colspan="2">2013-14</td></tr><tr><td></td><td>Susp</td><td>Expul</td><td>Susp</td><td>Expul</td></tr><tr><td>HBUHSD =</td><td>3.8</td><td>0.1</td><td>2.8</td><td>0.1</td></tr><tr><td>County =</td><td>3.2</td><td>0.1</td><td>2.8</td><td>0.1</td></tr><tr><td>State =</td><td>5.1</td><td>0.1</td><td>4.4</td><td>0.1</td></tr></table>2. <u>HBUHSD attendance rates:</u> 2012-13 = 95.60% 2013-14 = 96.20% 3. <u>HBUHSD Drop out rates:</u> Class of 2012 = 2.4% vs Class of 2013 = 2.8% 4. <u>Graduation rates:</u> All Students:Class of 2012 =93.9% vs Class of 2013 = 93.1% SWD: Class of 2012 = 71.3% vs. Class of 2013 = 65.8% 5. <u>Percent of teaching staff posting grades electronically</u> either through Aeries, Easy Grade Pro, or Canvas (these include teachers that only upload for the purpose of Report Card requirements. They may not have any regular assignments or grade updates outside of that: 2014-15 (as of 1/16/15) (number posting / total number of teachers by site): HBHS = 105 / 111 EHS = 82 / 116 WHS = 93 / 109 OVHS = 61 / 66 MHS = 90 / 99 VVHS = 3 / 30 FVHS = 120 / 131

LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
6.1 Provide training and support for teaching staff to electronically post grades and assignments so parents and students have access to student progress.		$47,000	6.1 Provide training and support for teaching staff to electronically post grades and assignments so parents and students have access to student progress.	$41,362 $103,819
Scope of service:	LEA-wide		Scope of service:	LEA-wide	Technology Resource Teacher Coordinator Education Technology
X All			**X All**	
__ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			__ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
6.2 Expand options for students to achieve a high school diploma.		$0	6.2 Expand options for students to achieve a high school diploma.	$0
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
X All			**X All**	
__ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			__ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
6.3 Develop an online system that allows for parents and students to monitor graduation and a-g requirements through a parent dashboard.		$16,000	6.3 Develop an online system that allows for parents and students to monitor graduation and a-g requirements through a parent dashboard.	Included in Canvas contract 4.4
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
X All			**X All**	
__ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			__ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
6.4 Teach students alternative methods of dealing with problems/issues prior to suspension.		$2,923,381	6.4 Teach students alternative methods of dealing with problems/issues prior to suspension.	Included in 1.4
Scope of service:	LEA-wide		Scope of service:	LEA-wide	Salaries for School Support Psychologist
X All			**X All**	
__ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			__ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

6.5 Assign consequences that are logical and directly related to the student's inappropriate behavior prior to suspension.	$0	6.5 Assign consequences that are logical and directly related to the student's inappropriate behavior prior to suspension.	$0
Scope of service:	LEA-wide		Scope of service:	LEA-wide
X All __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
6.6 Develop a menu of effective consequences that can be administered to replace suspension.	$0	6.6 Develop a menu of effective consequences that can be administered to replace suspension.	$0
Scope of service:	LEA-wide		Scope of service:	LEA-wide
X All __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
6.7 Create positive whole-school activities that utilize positive reinforcement.	$0	6.7 Create positive whole-school activities that utilize positive reinforcement.	$0
Scope of service:	LEA-wide		Scope of service:	LEA-wide
X All __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
6.8 Increase Career Technical Education (CTE) offerings and students' participation in CTE courses.	$54,000	6.8 Increase Career Technical Education (CTE) offerings and students' participation in CTE courses.	$18,000
Scope of service:	LEA-wide		Scope of service:	LEA-wide
X All __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
6.9 Provide interventions that help students develop their affective and executive skills to succeed academically.	$50,000	6.9 Provide interventions that help students develop their affective and executive skills to succeed academically.	Included in 1.4
Scope of service:	LEA-wide		Scope of service:	LEA-wide	Student Support Psychologist salaries
X All __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

6.10 Evaluate existing elective offerings and work to create/develop offerings that are based on student interest and college/career readiness.	$0	6.10 Evaluate existing elective offerings and work to create/develop offerings that are based on student interest and college/career readiness.	$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
X All		**X All**	
__ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		__ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
6.11 Promote service learning or incorporate a service learning component for graduation.	$15,000	6.11 Promote service learning or incorporate a service learning component for graduation.	$0
Scope of service: LEA-wide		Scope of service: LEA-wide	No Expenditure
X All		**X All**	
__ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		__ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
6.12 Develop protocols (e.g. student senate, require freshmen to join clubs, student rooter sections) that lead to increased student participation in extra-curricular activities.	$0	6.12 Develop protocols (e.g. student senate, require freshmen to join clubs, student rooter sections) that lead to increased student participation in extra-curricular activities.	$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
X All		**X All**	
__ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		__ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
6.13 Continue to collaborate across the HBUHSD and share best practices and resources (e.g. Canvas Learning Management System, Google docs) that lead to increased student engagement.	$25,000	6.13 Continue to collaborate across the HBUHSD and share best practices and resources (e.g. Canvas Learning Management System, Google docs) that lead to increased student engagement.	Included in 2.9
Scope of service: LEA-wide		Scope of service: LEA-wide	Professional development opportunities
X All		**X All**	
__ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		__ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

6.14 Explore best practices within and outside HBUHSD related to increasing student attendance.	$0	6.14 Explore best practices within and outside HBUHSD related to increasing student attendance.	$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
X All __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
6.15 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.	$60,000	6.15 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.	$60,000
Scope of service: LEA-wide		Scope of service: LEA-wide	Portion of salary of SARB team
X All __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
6.16 Increase drug and alcohol education and interventions for all students and parents.	$15,000	6.16 Increase drug and alcohol education and interventions for all students and parents.	$15,000
Scope of service: LEA-wide		Scope of service: LEA-wide	Increased to support JADE program
X All __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
6.17 Collaborate with the community to produce safe and healthy schools.	$0	6.17 Collaborate with the community to produce safe and healthy schools.	$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
X All __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

6.18 Continue to identify and reconcile dropouts through the District Dropout Recovery Program.	$22,000	6.18 Continue to identify and reconcile dropouts through the District Dropout Recovery Program.	$22,000	
Scope of service:	LEA-wide		Scope of service:	LEA-wide	Portion of salary of Special Projects Technician/ Guidance Services Technician
X All __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
6.19 Analyze and use the results of the 2014 California Healthy Kids Survey to identify at-risk behavior and trends.	$2,923,381	6.19 Analyze and use the results of the 2014 California Healthy Kids Survey to identify at-risk behavior and trends.		
Scope of service:	LEA-wide		Scope of service:	LEA-wide	Included in 1.4
X All __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
6.20 Explore resources to expand arts education/elective (e.g. Arts Advantage) in our schools.	$36,000	6.20 Explore resources to expand arts education/elective (e.g. Arts Advantage) in our schools.	$14,000 $3,720	
Scope of service:	LEA-wide		Scope of service:	LEA-wide	Arts Facilitator Stipends Arts Conference
X All __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

3. B.1 Provide in-service opportunities for DELAC parents on accessing and using the parent portal to support their students' academic success.		$20,000	3. B. Provide in-service opportunities for DELAC parents on accessing and using the parent portal to support their students' academic success.		$20,000
Scope of service:	LEA-wide		Scope of service:	LEA-wide	Built into DELAC meeting and site presentations
__ All __ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			__ All __ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
3. B.2 Provide information on available campus/district/community resources to support the parents of English learners in appropriate languages.		$10,000	3. B. Provide information on available campus/district/community resources to support the parents of English learners in appropriate languages.		$140,400
Scope of service:	LEA-wide		Scope of service:	LEA-wide	Community Outreach Specialists
__ All __ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			__ All __ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Stakeholder groups and district analysis of the 2014-15 goals determined that this goal should be combined with the following 2014-15 goal: 'All students will have access to the most rigorous courses with support structures (including intervention and technology) to ensure their success.' The revised 2015-16 goal states: 'The district will provide a quality educational system for all students focusing on academic rigor with interventions to support and narrow the achievement gap for English learners, Low Income, Foster Youth, and Students with Disabilities subgroups. Rubric analysis of the 2014-15 actions/services identified the following changes for 2015-16: • Revise: 'Expand options for students to achieve a high school diploma.' Revised 2015-16 (included in Goal #2): 'Communicate options to students and parents about course offerings and relevance to college/career readiness.' • Combine the following 2014-15 actions: 'Teach students alternative methods of dealing with problems/issues prior to suspension.' 'Assign consequences that are logical and directly related to the student's inappropriate behavior prior to suspension.' 'Develop a menu of effective consequences that can be administered to replace suspension.' These three actions are included in 2015-16 Goal #3 Identified Need: 'Provide additional support to address the emotional well-being of all students. New Action: 'Hire two district Wellness Counselors to provide counseling services for students.' • In an effort to focus on the three 2015-16 goals, Stakeholders recommended to not include the following 2014-15 actions: 1.'Promote service learning or incorporate a service component for graduation.' 2.'Develop protocols (e.g. student senate, require freshmen to join clubs, student rooter sections) that lead to increased student participation in extracurricular activities.' 3.'Explore best practices within and outside HBUHSD related to increasing student attendance.

Original GOAL from prior year LCAP:	**Goal 7: The Common Core State Standards will guide curriculum and instructional strategies to provide all students with skills needed for college and career success.**	Related State and/or Local Priorities: 1__ **2 X** 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

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

Expected Annual Measurable Outcomes:	1. 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. 2. Monitor implementation of strategies to support best first instruction, through observation and Instructional Rounds. 3. Establish baseline data in 2014-15 in regards to the number of teachers who participate in Instructional Rounds methodology, practice, and dialogue. 4. Through the use of formative assessments, students' academic achievement will improve. Indicators include the identified metrics for Goal #1.	Actual Annual Measurable Outcomes:	1a. On January 26, 2015, all teachers participated in the Certificated Professional Development Day. Curricular area workshops included: Math, History, Science, Reading, Visual Performing Arts, World Language, English, English learners, Career Tech and Moderate/Severe Ed. 1b. As of 1/5/15, 306 teachers (unduplicated) have participated in professional development 2. Site 2014-15 Instructional Rounds agendas, handouts and notes reflect a focus on strategies in the following areas to support best first instruction: a.) AVID, b.) student engagement, c.) integration of technology, d.) checking for understanding, e.) Depth of Knowledge, f.) academic vocabulary, g.) differentiated instruction, h.) reading/writing strategies, i.) classroom environment, and j.) a book study on 'Instructional Rounds in Education' Additionally: •Debriefings occurred after each Instructional Round and teachers shared out. •Groups of teachers visited other HBUHSD schools. •ELAC parents at one school observed the ELD classes. •All new teachers at one school participated in an Instructional Round in the fall. •Principals are also participating in administrative 'learning walks' (5 'walks' have occurred). 3. Number of teachers participating in Instructional Rounds: 236 or 37% (comprehensive sites only) 4. See Actual Annual Measurable Outcomes for Goal 1. •Additionally, site English language arts and math Common Formative Assessment data analysis meetings included teacher discussions on areas of student strength and areas needing improvement and suggested re-teaching strategies and interventions.

LCAP Year: 2014-15				
Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
7.1 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, and assessment (with emphasis on meeting the needs of English learners, Low Income, Foster Youth and Students with Disabilities).		$73,000	7.1 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, and assessment (with emphasis on meeting the needs of English learners, Low Income, Foster Youth and Students with Disabilities).	$100,995
Scope of service:	LEA-wide		Scope of service:	LEA-wide	Site PD/teacher collaboration
X All			X All	
__ Low Income _ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			__ Low Income _ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
7.2 Expand literacy and numeracy skills in all curricular areas.		$15,000	7.2 Expand literacy and numeracy skills in all curricular areas.	Included in 7.1
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
X All			X All	
__ Low Income _ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			__ Low Income _ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
7.3 Ensure equity and access by removing barriers and providing support for all students to take higher level courses.		$0	7.3 Ensure equity and access by removing barriers and providing support for all students to take higher level courses.	$0
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
X All			X All	
__ Low Income _ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			__ Low Income _ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

7.4 Improve articulation with feeder districts to create a smooth transition for incoming freshmen.	$0	7.4 Improve articulation with feeder districts to create a smooth transition for incoming freshmen.	$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
X All __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
7.5 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.	$25,000	7.5 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.	$76,656
Scope of service: LEA-wide		Scope of service: LEA-wide	Science Facilitator, CTE Facilitator, and History/SS release periods and stipends
X All __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
7.6 Prepare students with the needed skills (e.g. technology embedded tools, variety of questions, performance tasks) to be successful on the Smarter Balanced assessments.	$66,851,856	7.6 Prepare students with the needed skills (e.g. technology embedded tools, variety of questions, performance tasks) to be successful on the Smarter Balanced assessments.	$66,851,856
Scope of service: LEA-wide		Scope of service: LEA-wide	Chromebook and Chromebook cart purchases
X All __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		X All __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
7.7 Utilize formative assessments, including District Common Formative Assessments, on an ongoing basis to inform instruction and support student learning.	$89,763	7.7 Utilize formative assessments, including District Common Formative Assessments, on an ongoing basis to inform instruction and support student learning.	$65,768
Scope of service: LEA-wide		Scope of service: LEA-wide	Contract Illuminate and Inspect Item Bank
X All __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

7.8 HBUHSD will continue to use Instructional Rounds methodology, practice and dialogue to improve instruction and identify best practices.	$0	7.8 HBUHSD will continue to use Instructional Rounds methodology, practice and dialogue to improve instruction and identify best practices.	$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
X All __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
7.9 Implement English Language Development (ELD) learning targets within Common Core and the new California ELD standards.	$8,800	7.9 Implement English Language Development (ELD) learning targets within Common Core and the new California ELD standards.	$35,000
Scope of service: LEA-wide		Scope of service: LEA-wide	PIVOT contract for Administrator PD
__ All __ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		__ All __ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
7.10 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.	$131,000	7.10 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.	$131,000
Scope of service: LEA-wide		Scope of service: LEA-wide	Percentage of administrative salaries
X All __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
7.11 Provide support for district library databases to support research and accessing informational text.	$88,000	7.11 Provide support for district library databases to support research and accessing informational text.	$9,510
Scope of service: LEA-wide		Scope of service: LEA-wide	Library Research Database
X All __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		**X All** __ Low Income __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

7.12 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.	$10,000	7.12 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.	$32,000
Scope of service: LEA-wide		Scope of service: LEA-wide	
X All		**X All**	Hanover contract
__ Low Income _English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		__ Low Income _English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
7.13 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 practices to create greater understanding of how science, technology, engineering and mathematics, (STEM) are integrated into science education.	$8,500	7.13 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 practices to create greater understanding of how science, technology, engineering and mathematics, (STEM) are integrated into science education.	Included in all PD 2.9 and 7.1
Scope of service: LEA-wide		Scope of service: LEA-wide	
X All		**X All**	
__ Low Income _English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		__ Low Income _English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

3. B.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.	$15,000	3. B. 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.	Included in 2.9 and 7.9
Scope of service: LEA-wide		Scope of service: LEA-wide	
__ All		__ All	
__ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		__ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
3. B.2 Review Common Core State Standards to identify essential standards and pace instruction accordingly. Pacing includes interventions to support English learners.	$40,000	3. B. Review Common Core State Standards to identify essential standards and pace instruction accordingly. Pacing includes interventions to support English learners.	Included in 7.9
Scope of service: LEA-wide		Scope of service: LEA-wide	Teacher release days district and site level
__ All		__ All	
__ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		__ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
3. B.3 Implement English Language Development (ELD) learning targets with Common Core and the new Calif. ELD standards.	$0	3. B. Implement English Language Development (ELD) learning targets with Common Core and the new Calif. ELD standards.	$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
__ All		__ All	
__ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		__ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
3. B.4 Invite representatives from local community colleges to share resources and services available to support successful English learner transition into the community college setting.	$0	3. B. Invite representatives from local community colleges to share resources and services available to support successful English learner transition into the community college setting.	$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
__ All		__ All	
__ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		__ Low Income **X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

3. B.5 Provide professional coaching for math and English teachers at schools serving higher populations of English learners and Low Income students.		$8,000	3. B. Provide professional coaching for math and English teachers at schools serving higher populations of English learners and Low Income students.		$4,000
Scope of service:	LEA-wide		Scope of service:	LEA-wide	Dr. Patrick Callahan
__ All			__ All		
X Low Income X English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			**X Low Income X English Learners** __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The revision process included combining this goal with the following goal: '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.' The new 2015-16 Goal states: 'The district will provide a quality educational system to increase the academic achievement and career readiness of all students.' Rubric analysis of the 2014-15 actions/services identified the following changes for 2015-16: • Action/Service eliminated: 'Improve articulation with feeder districts to create a smooth transition for incoming freshmen.' HBUHSD will continue to articulate with the feeder districts even though it is not included as an action in the 2015-16 LCAP. • Action/Service eliminated: 'Prepare students with the needed skills (e.g. technology, embedded tools, variety of questions, performance tasks) to be successful on the Smarter Balanced assessments.' In the 2015-16 LCAP, there are 2 action statements that address the implementation of CCSS with a specific focus on close reading, expository reading/writing, gradual release of responsibility, and academic rigor, as well as providing interventions to support struggling learners. We believe students will be prepared for the SBAC assessment as teachers continue to implement the instructional shifts. • Action/Service eliminated: 'HBUHSD will continue to use Instructional Rounds methodology, practice and dialogue to improve instruction and identify best practices.' Instructional Rounds will continue at several of the schools sites in 2015-16, however it is not included as an action in the 2015-16 LCAP. The utilization of formative assessments to inform instruction and support student learning is included as an action statement in 2015-16 Goal 1 • Action/Service eliminated: '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.' We did not renew our contract with Hanover, though we will continue to provide data analysis to identify areas of growth and need, as well as to guide our professional development. We have included a new action for Goal 2 which states: ' On-going evaluation of effectiveness of implemented interventions.' We will work with our Instructional Technology department to generate identified data to measure program effectiveness.

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

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

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a district wide, school wide, countywide, or charter wide 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 district wide or school wide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	$ 6,539,714

Supplemental funds are used to support services for unduplicated pupils in the state and local priority areas. As supported by the College Board, David Conley and our EPIC Partnership, increasing academic achievement and career readiness for our EL, LI, RFEP and SWD subgroups is a primary focus for the Huntington Beach Union High School District. The following actions/services will be provided districtwide to support EL, LI, RFEP and SWD students:

1. Provide timely credit recovery options in order to close the graduation gap. In our work with The EPIC School Partnership, Dr. Conley stressed the importance of a systems approach to improvement. Our data analysis, as well as reflection on input, process and outcome measures, contributed to the identification of focusing on 9th grade students who are credit deficient.

2. Provide an English Language Development Program that will ensure rigor for EL students. As stated in the ELA/ELD Framework (pp. 6-10 and pp. 5-16), the goals of the HBUHSD ELD Program are for each student to graduate from high school to have: a). developed the readiness for college and career; b). attain the capacities of literate individuals; c). become broadly literate, and d). acquire the skills for living and learning in the 21st century.

3. Provide research-based systems of support including CAHSEE, math and English intervention programs. Khan Academy (math), Read 180 Next Generation and System 44 (English) are programs used to close the achievement gap and support language acquisition and literacy skills. The Khan Academy website lists classroom case studies to support student success. Scholastic provides in its Compendium of Read 180 Research and System 44 Compendium Research, a variety of statistics to support its instructional model for both programs.

4. Implement a research based academic bridge program/interventions to support students in all levels of courses. Our data indicates a gap in terms of the number of EL and LI students who enroll in an advanced course in the 11th and 12th grades. In the 'Blue Print for Great Schools' report, Expanded Learning is a recommended educational support. The report states 'that expanded learning opportunities play an important and unique role that support mastery and expand young people's horizons.'

5. Expand professional development for all staff to build their capacity in supporting students. The 'Blue Print for Great Schools' report identifies the McKinsey study that found investments in teachers and teaching are central to improving student outcomes. Additionally, professional development provides opportunities for teachers to learn how to adapt instruction for the needs of ELs and students with special needs, and how to work with parents to build strong school programs.

6. Ensure implementation of ELD/ELA framework. We are using Chapter 11 (Implementing High-Quality ELA/Literacy and ELD Instruction: Professional Learning, Leadership, and Program Supports) in the SBE-Adopted ELA/ELD Framework as a guide for implementation. Our implementation process begins with an all administrator professional development scheduled for June 17, 2015.

7. Continue to review CCSS to identify essential standards and pace instruction with interventions to support EL, FY, LI and SWD. The report 'Blue Print for Great Schools' supports the need to adapt instruction for the needs of ELs and students with special needs, and how to assess learning continuously.

8. Continue to increase access to appropriate technology to enhance learning. It is a priority to ensure access in the EL classrooms. 'Blue Print for Great Schools' report indicates the urgency in ensuring that schools have more rapid and ready access to appropriate digital materials to support student learning.

9. Focus on parent communication for increased involvement. As Dr. Conley states in 'College and Career Ready' it is particularly important to communicate well with the parents of potential first-generation college attendees. We will use traditional outreach methods (e.g. emails, newsletters, automated phone calls etc.) as well as creative solutions to improve communication.

10. Provide PELL coordinators to monitor EL and redesignated students to help ensure success in the EL program or in the transition to mainstream instruction. Title III's overarching purpose is to ensure that EL students attain English proficiency and meet the same challenging academic content and achievement standards that other students are expected to meet.

11. Implement recommendations of the HBUHSD English Learner Task Force to address the unique needs of the English learner through a cohesive program. The EL Task Force recommendations were presented to the Board at the May 12th meeting. Recommendations will be implemented in 2015-16 and the EL Task Force will be included in the HBUHSD LCAP Planning Cycle.

12. Continue to provide a well-maintained learning environment where students feel safe at school. Data from our Student Survey indicates that students' feel safe at school.' HBUHSD will continue to implement school safety best practices

13. Continue to support AVID programs. The HBUHSD AVID program will use proven practices in order to prepare students for success in high school, college and a career, especially students traditionally under represented in higher education. AVID's researched-based strategies and methodologies develop students' critical thinking, literacy, and math skills across all content areas.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

| 4.99 | % |

The Huntington Beach Union High School District will meet or exceed the requirement to increase or improve services to unduplicated pupils by 4.99% through the following actions:

1. Specific technology purchases to support integration of technology in EL and LEP core content classes.

2. Reading (Read 180 Next Generation and System 44) and math intervention programs target the underperforming students and EL students to close the achievement gap and support language acquisition skills.

3. CAHSEE intervention sections target and support underperforming students, low income students and foster youth in meeting graduation requirements.

4. The PELL program provides sections for lowering class size, supplemental resources, and bilingual instructional assistants to support language and access to the core curriculum.

5. The EL Facilitator has two release periods to provide support and coaching to ELD teachers. She facilitates the implementation of the EDGE textbook series adopted in the fall.

6. ELD Program is aligned to common core and ELD/ELA framework. ELD teachers are released throughout the year to dialogue about best practices, innovative use of technology to support instruction, and to develop assessments to monitor student progress.

7. The EL Task Force, consisting of certificated and classified staff, are developing recommendations for the HBUHSD Board to heighten awareness , provide focus, and identify targeted professional development to support EL and RFEP students.

8. The AVID program on four campuses reaches the underperforming population, disenfranchised students and provides a family environment that supports students in achieving success on a college pathway.

9. Afterschool tutors provide services for extended support beyond the school day.

10. Professional development for all staff is focused on best first instruction, scaffolding instruction, and engaging students in appropriate grade level learning opportunities.

11. Parent communication and increased participation is supported by site community liaisons and other personnel. Community liaisons have provided opportunities and programs (Latino Initiative, Grupo Crecer, Parent Institute, Community Computers) that bring parents into the school, support parenting skills, engage parents in the educational programs, and provide parents with the opportunity to develop leadership skills. DELAC participation has increased and EL parents are active participants in program development.

12. The credit recovery and online learning opportunities support student in addressing credits deficits to attain a diploma.

13. The A-G audit/monitoring highlighted systematic challenges of underperforming students and ELs in accessing core curriculum and provided the impetus to focus dialogue on continual improvement of programs.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:
  (a) "Chronic absenteeism rate" shall be calculated as follows:
      (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
      (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
      (3) Divide (1) by (2).
  (b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.
  (c) "High school dropout rate" shall be calculated as follows:
      (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
      (2) The total number of cohort members.
      (3) Divide (1) by (2).
  (d) "High school graduation rate" shall be calculated as follows:
      (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
      (2) The total number of cohort members.
      (3) Divide (1) by (2).
  (e) "Suspension rate" shall be calculated as follows:
      (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
      (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
      (3) Divide (1) by (2).
  (f) "Expulsion rate" shall be calculated as follows:
      (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
      (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
      (3) Divide (1) by (2).

01-13-15 [California Department of Education]