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
• **June 2015** – Educational Services developed the 2015-16 LCAP Implementation and Update Timeline. This Timeline included specific dates addressing Planning and Accountability and Stakeholder Engagement. • **August 2015** – Educational Services Team met individually with each site administrative team to review site specific college and career readiness data that included the same metrics as the LCAP. Sites identified highlights and areas of need and used the data to develop their Single Plan for Student Achievement (SPSA). The SPSA included the 2015-16 LCAP goals. • **September-October 2015** - Cabinet meetings (5) – HBUHSD college and career readiness data analysis. Specific data was analyzed at each meeting using	• The 2015-16 LCAP Implementation and Update Timeline mapped our entire process for the year including the involvement of all stakeholders. • The college and career readiness data packets included the following metrics: A-G completion rates, Number of non-grads due to credits deficient, Smarter Balanced ELA and math results, Early Assessment Program, CELDT, English learner Reclassification rate, Advanced Placement, students exposed to advanced curricula, Graduation and Dropout, SAT, ACT, Suspension and Expulsions, Truancy rates, Attendance rates, PSAT &

- a form to indicate highlights, gaps or areas of weakness, and questions the data generated. (Cabinet includes the Superintendent, Deputy Superintendent, Assistant Superintendents, and Directors.)
- **September 2015** – HBUHSD College and Career data presentation to the Board of Trustees.
- **October 13, 2015** – LCAP Steering Committee meeting. Committee members participated in a data gallery walk where they individually identified highlights and areas of need. The Committee reconvened as a large group to share their findings. (The Steering Committee includes parent representatives, local bargaining representatives from all associations, certificated and classified staff, assistant principal, principal, district office administrator and student.)
- **October 28, 2015** - LCAP Planning Committee meeting. The Committee divided into smaller groups and were given two tasks: 1) begin developing a HBUHSD college and career readiness definition and 2) participate in a data gallery walk and identify highlights and areas of need. The Committee reconvened and each group reported their data findings. (The Planning Committee includes parents, students, certificated and classified staff, local bargaining representatives from all associations, and administrators. Parent representatives include EL, PTSA, LI and special education.)
- **October 14 and November 12, 2015** – District Leadership meetings – All District administrators participated in an activity where they provided feedback addressing LCAP goal 1 and 2.
- **November 3, 2015** – Educational Services attendance at OCDE LCAP Collaborative Training.
- **November 17, 2015** – Educator Effectiveness Professional Development Committee met to determine district and site needs and potential topics for professional development. During this process, the Committee also reviewed the LCAP goals, actions and services.
- **December 9, 2015** – DELAC meeting. Reviewed the 2015-16 LCAP Infographic (Spanish) with members.
- **December 14, 2015** – Educational Services Team Retreat to review progress on the 2015-16 actions and services. The Team evaluated each action using a rubric with a score of 3 indicating full progress/implemented, score of 2 indicating in progress/planning, and a score of 1 signifying limited progress.
- **January 7, 2016** – Principals review progress on the 2015-16 actions and services and a draft of the HBUHSD college and career readiness definition.
- **January 14, 2016** – District Leadership meeting – District administrators provided feedback addressing LCAP goal 3.
- **January 20, 2016** - District LCAP Planning and Steering Committee meeting to evaluate the effectiveness of 2015-16 actions/services and Actual Annual

PLAN, and Career Technical Education. The data, or metrics, were aligned to each LCAP goal in the college and career packets. The data was analyzed by the Educational Services Team, Cabinet members, principals, and the LCAP Steering and Planning Committees to identify areas of growth as well as areas for improvement. This information was used to identify needs for each goal as well as actions and services for 2016-17.

- In seeking to use our LCAP to promote a college and career culture, the LCAP Planning Committee began the task of developing the HBUHSD college and career readiness definition. The process included three drafts with input from all LCAP committee members and principals. The final HBUHSD college and career readiness definition guided the LCAP revision process.
- Administrators, at three District Leadership meetings, participated in an activity where they provided specific actions and services that addressed each LCAP goal. The responses, from the three activities, are included in the LCAP Annual update section; Actual Actions/Services. This information was included in our LCAP revision process as stakeholders evaluated each action/service to determine its effectiveness and implementation status.
- Two district administrators and two LCAP committee members attended the November 3rd LCAP Collaborative Training held at OCDE. The information provided contributed to the re-alignment of our actions/services to support the 2016-17 Identified Needs and Expected Measurable Outcomes for each goal. The re-alignment process included creating a Google document for each goal that listed the actions/services that support/address each Identified Need and the Expected Measurable Outcomes. Though the State approved LCAP template does not align with this format, we have organized our 2016-17 LCAP to follow this format.
- The Educator Effectiveness Professional Development Plan aligns with the 2016-17 LCAP goals and is also included as an action statement.
- The LCAP Steering and Planning Committees, the Educational Services Team, and the principals reviewed the 2015-16 actions/services to determine implementation

Measurable Outcomes. The group also reviewed a draft of the HBUHSD college and career readiness definition.

- **February 2, 2016** – LCAP Parent Forum held at Ocean View High School. Included parents representing PTSA, English learners, Low Income, Special Education and Foster Youth. Parents gave input to questions addressing school programs, parent education topics, communication and ways to improve the educational programs.
- **February 9, 2016** – Educational Services attended OCDE workshop 'Reflecting on Your LCAP: Providing Increase of Improved Services for English Learners.'
- **February 9 - 17, 2016** - Student Survey (focusing on school safety and school connectedness) conducted online (included General Education, English learners, Low Income, Foster Youth and Students with Disabilities). The survey was translated into Spanish and Vietnamese and available for students.
- **February 17, 2016** – Educational Services met with the LCAP Planning Committee Facilitators to de-brief the January 20th Committee meeting. Also discussed how to improve stakeholder engagement for 2016-17.
- **February 18, 2016** – LCAP Parent Forum at Westminster High School. Included parents representing English learners, Low Income, Special Education and Foster Youth. Parents gave input to questions addressing school programs, parent education topics, communication and ways to improve the educational programs.
- **February 24, 2016** – DELAC meeting. Parents gave input to questions addressing school programs, parent education topics, communication and ways to improve the educational programs.
- **February 24, 2016** – EL Task Force meeting (included teachers, Program for English Learners Coordinators, Directors, and Assistant Principals).
- **February 29, 2016** – Educational Services Team to revise/update 2016-17 identified needs and actions/services.
- **March 7, 2016** - District LCAP Steering Committee met to review 2016-17 LCAP draft and provide feedback.
- **March 15, 2016** - District LCAP Planning Committee met to review 2016-17 LCAP draft and provide feedback.
- **March 16-23, 2016** – Principals reviewed 2016-17 draft LCAP and provided feedback.
- **March 21, 2016** – Educational Services met to review LCAP Steering and Planning Committee recommendations.
- **April 15, 2016** - Submitted LCAP to OCDE for review.
- **April 20, 2016** - LCAP presented at DELAC meeting.
- **May 2-6, 2016** – LCAP posted to HBUHSD website for public comment.

progress as well as effectiveness. A Google document, listing all actions/services along with a rubric, was used in the evaluation process. All feedback was recorded on the Google document and used in the LCAP revision process.

- Parents had the opportunity to provide input at two Parent Forums and a DELAC meeting. All responses were recorded and the top themes were identified. One of the top themes included college/career readiness (i.e. financial aid, postsecondary pathways, SAT/ACT testing etc.). This theme is included in the 2016-17 LCAP as a new Identified Need under Goal 3. Additionally, we will include these topics in our 2016-17 Parent University discussions.
- As a result of attending the February 9 OCDE workshop; 'Reflecting on Your LCAP: Providing Increase of Improved Services for English Learners,' the 2016-17 LCAP includes additional research-based actions/services addressing EL students, including an Identified Need (Goal 2) that focuses on reducing the number of Long Term English Learner (LTEL) students.
- Student survey was conducted as a metric for Goal 3. Eighty-five percent of the students surveyed indicated that they feel safe at their school. Additionally, 89% indicated that they believe their school provides students with many opportunities to participate in extra-curricular activities. We will continue to explore additional methods to receive student input in 2016-17. Students' physical and emotional safety continues to be a focus in 2016-17.
- The EL Task Force met to review progress on their 2015-16 recommendations, evaluate the effectiveness of actions/services for EL students, and identify next steps for 2016-17. This information was included in the LCAP revision process.
- All input from Stakeholders was recorded on a Google document. The Educational Services Team used this information to determine Identified Needs and Actions and Services for 2016-17.
- The draft 2016-17 LCAP was presented to the Steering and Planning Committees for feedback. The Educational Services Team met to review the feedback and made revisions to the Actions and Services.

• **May 9-13, 2016** – Public comments reviewed. Response provided where requested. • **June 14, 2016** – LCAP Public Hearing Board meeting. • **June 28, 2016** – LCAP presented for Board approval.	
<u>Annual Update:</u> • **September-October 2015** - Cabinet meetings (5) – HBUHSD college and career readiness data analysis. • **October 13, 2015** - LCAP Steering Committee meeting. Committee members participated in a data gallery walk where they reviewed the district college & career readiness data and individually identified highlights and areas of need. • **October 28, 2015** - LCAP Planning Committee meeting. The Committee divided into smaller groups and were given two tasks: 1) begin developing a HBUHSD college and career readiness definition and 2) participate in a data gallery walk and identify highlights and areas of need. The Committee reconvened and each group reported their data findings. • **October 14, November 12, 2015 & January 14, 2016** – District Leadership meetings – All District administrators participated in an activity where they provided specific actions and services occurring on their site campuses that addressed each goal. • **November 17, 2015** – Educator Effectiveness Professional Development Committee met to determine district and site needs and potential topics for professional development. During this process, the Committee also reviewed the LCAP goals, actions and services. • **December 9, 2015** – DELAC meeting. Reviewed the 2015-16 LCAP Infographic (Spanish) with members. • **December 14, 2015** – Educational Services Team Retreat to review progress on the LCAP actions and services. The Team evaluated each action using a rubric with a score of 3 indicating full progress/implemented, score of 2 indicating in progress/planning, and a score of 1 signifying limited progress. • **January 7, 2016** – Principals review progress on the 2015-16 actions and services. • **January 20, 2016** - District LCAP Planning and Steering Committee meeting to evaluate the effectiveness of 2015-16 actions/services and Actual Annual Measurable Outcomes. • **February 24, 2016** – EL Task Force meeting to review progress on Actions and Services for English learners. • **February 29, 2016** – Educational Services Team to revise/update 2016-17 identified needs and actions/services. • **March 7, 2016** - District LCAP Steering Committee met to review 2016-17	<u>Annual Update:</u> • The revision process began with all Stakeholders participating in an analysis of the Expected Annual Measurable and Actual Outcomes. This data analysis process was the basis for identifying areas of improvement as well as areas of need for 2016-17. • Through the data analysis process, Stakeholders asked specific questions focusing on the English Learner (EL) subgroup. These questions led to a deeper data analysis that revealed approximately 70% of our EL students are Long Term English Learners (LTEL). This data discovery contributed to creating a new Identified Need for Goal 2 in 2016-17. Stakeholders also recognized the need to adjust the Expected Annual Measurable Outcomes and Actions/Services to further close the achievement gaps that exist between all students, EL, Students with Disabilities (SWD), Foster Youth (FY) and Low Income (LI) students specifically in completing the A-G requirements and graduation. • The HBUHSD College and Career definition, created this year by Stakeholders, served as a 'North Star' in guiding our LCAP revision. Our College and Career definition creates a vision of what HBUHSD students need in order to pursue their interests and aspirations during and after their high school experiences. Considering our College and Career definition, two new Identified Needs along with supporting Actions/Services, are included in the 2016-17 LCAP. • The Student Survey continues to support that are students feel safe at school (85%). Students' physical and emotional well-being will continue to be addressed in Goal 3. This focus area aligns with a belief statement in the District Strategic Plan. Additionally, a common theme that emerged from our Parent Forums and DELAC meeting included a focus on District services that prepare students for post-secondary programs and career pathways. This theme is a new focus area under Goal 3

LCAP draft and provide feedback.

- **March 8, 2016** – Assistant Superintendent, Educational Services, presented an LCAP update to the Board of Trustees.
- **March 15, 2016** - District LCAP Planning Committee met to review 2016-17 LCAP draft and provide feedback.

and will also be included in the 2016-17 Parent University topics for discussion.

- As Stakeholders began evaluating the effectiveness of the 2015-16 Actions/Services, it became clear that we needed to create a process to help Stakeholders see the connection between the Identified Needs, Metrics, Actual Outcomes, and the Actions/Services. The Educational Services Team created a Google document that aligns each Identified Need with specific Metrics, Expected Annual Measurable Outcomes, and Actions/Services to support each need. We used this document and format to re-align the Metrics and Actions/Services for the 2016-17 LCAP. We used this Google document in presenting the draft 2016-17 LCAP to Stakeholders. We believe this new document will help our Stakeholders as they evaluate the effectiveness of the 2016-17 Actions/Services.
- The LCAP continues to align with the HBUHSD Strategic Plan. Additionally, it also aligns with the Educator Effectiveness Professional Development Plan.

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 schoolsites 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 districtwide, schoolwide, countywide, or charterwide.

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

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupil 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__ 3 ✓ 4 ✓ 5 ✓ 6__ 7__ 8 ✓ COE only: 9__ 10__ Local : Specify _____
Identified Need :	**Identified Needs:** **1. Increase A-G eligibility for all students.** • Analysis of 3 years of graduates who completed the A-G requirements shows that 62% of the Class of 2015 graduates completed A-G compared to 53% of the Class of 2013 and 56% of the Class of 2014. English learners have shown a growth of 3% and Students with Disabilities a growth of 2% over 3 years, however, a gap between all students and these two subgroups still remains. The HBUHSD A-G audit indicates that 654 Class of 2014 grads missed completing the A-G requirements in only one subject area compared to 553 Class of 2015 grads. The data reflects that the subject area, with the highest number of grads deficient in both years, is Visual/Performing Arts (F). Specific actions and services are included in the 2016-17 LCAP to address this area of concern. **2. Decrease the graduation rate gap between All Students, Students with Disabilities (SWD), Foster Youth (FY), Low Income (LI), and English learners (EL).** Cohort graduation rate analysis from the Class of 2012 through the Class of 2014 indicates the following: • All students–graduation rate of 93.9% in 2012 to 94.1% in 2014. Students with Disabilities–grad rate of 71.3% in 2012 to 68.8% in 2014. Gap of approximately 25% annually when compared to all students. English learners–grad rate of 82.7% in 2012 to 80% in 2014. Gap of approximately 12% annually when compares to all students. Low Income–grad rate of 89% in 2012 to 89.3% in 2014. Gap of approximately 4% annually when compared to all students. • The number of non-grads due to credits deficient as of the June graduation date has decreased from 304 in 2013-14 to 228 in 2014-15. In both years, approximately 70% of the non-grads entered the HBUHSD in the 9th grade. **3. Increase Science, Technology, Engineering, and Math (STEM)(Science, Technology, Engineering, Art, and Math - STEAM)/Career Technical Education (CTE) pathways to provide career readiness options for students.** • The HBUHSD College and Career Readiness definition: Students graduate ready to learn, work, and succeed after high school. They will qualify for and succeed in baccalaureate degree programs, certificate or career training, and/or apprenticeships without needing remediation. **Metrics for each Identified Need include:** **Identified Need 1:** a. Share of pupils that are college & career ready (A-G rates) b. College enrollment data (National Student Clearinghouse) c. Graduates missing one A-G subject area data (HBUHSD A-G Audit) **Identified Need 2:** a. Cohort Graduation rates b. Number of seniors credit deficient as of June graduation date (HBUHSD data) **Identified Need 3:** a. Enrollment in CTE courses b. CTE pathway course completers	

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

Expected Annual Measurable Outcomes:	**1. Increase A-G eligibility for all students:** a. Increase 3% annually the graduates who complete the A-G requirement for each of the following: All Students, SWD, EL, RFEP, LI and FY. b. Increase 2% annually the graduates who enroll in college (2yr + 4yr) the fall immediately after high school (National Student Clearinghouse). c. Decrease by 10% of the Class of 2016 grads who miss completing the A-G requirements in only one subject area (compared to Class of 2015). **2. Decrease the graduation rate gap between All students and SWD, FY, LI, and EL:** a. Increase cohort graduation rates 1% annually for all students and at minimum 2% annually for each of the following subgroups: SWD, LI, and EL. b. Continue to decrease the number of seniors who are credit deficient as of the June graduation date. **3. Increase STEM (STEAM)/CTE pathways to provide career readiness options for students:** a. Increase 1% annually the 11th and 12th grade students enrolled in at least one CTE course. b. Establish 2015-16 baseline data on the number of CTE pathway course completers.

Goal 1 – Actions/Services to Support Identified <u>Need #1</u>	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1. Articulate with community colleges to promote dual enrollment.	LEA-wide	✓**All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1.2. Provide multiple opportunities for student success in postsecondary programs and inform parents of options through parent nights, PTSA/PTSO, Parent University and site specific presentations.	LEA-wide	✓**All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1.3. Implement a college readiness tracking system (i.e. Overgrad) to inform parents and align students' strengths and interests to postsecondary goals.	LEA-wide	✓**All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1.4. Continue to ensure that EL students have access to the full range of college preparatory courses.	LEA-wide	__ **All** OR: __Low Income pupils ✓ **English Learners** __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1.5. Continue to dismantle barriers, as identified in the A-G	LEA-wide	✓**All**	Est.Cost:

	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
audit, and provide support for all students to take higher level courses.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source(s):
1.6. Utilize tools, such as AP Potential, to identify and counsel students and their parents with the potential to succeed in rigorous courses.	LEA-wide	✓ **All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1.7. Provide training to students and parents on how to navigate the parent/student portal at each site.	LEA-wide	✓ **All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1.8. All teachers will use available online resources (i.e. Canvas, Aeries Gradebook) to communicate with students and parents (i.e. grades, assignments, attendance) on a timely and consistent basis.	LEA-wide	✓ **All** OR: __Low Income pupils ___English Learners __Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1.9. 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.	LEA-wide	__All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient ✓ **Other Subgroups:(Specify): Students with Disabilities**	Est.Cost: $0 Funding Source(s):
Goal 1 – Actions/Services to Support Identified <u>Need #2</u>	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
2.1. Ensure best first instruction through student-centered and standards-aligned instruction with frequent formative assessments to inform/modify instruction.	LEA-wide	✓ **All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2.2. Transcripts from non-HBUHSD schools are evaluated so that students can be accurately placed and receive credit for courses taken and passed outside the district and the United States.	LEA-wide	✓ **All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2.3. Continue to embed the effective use of technology in all	LEA-wide	✓ **All**	Est.Cost: $0

curricular areas to enhance and accelerate learning.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source(s):
2.4. Provide extended time (i.e. library hours) to utilize district/site resources for all students (i.e. LI, FY, SWD, EL).	LEA-wide	✔ **All**	Est.Cost: $0 Funding Source(s):
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.5. Establish protocols and support for communications with English learner parents regarding student achievement and attaining high school graduation.	LEA-wide	___All	Est.Cost: $0 Funding Source(s): Base:
		OR: __Low Income pupils ✔ **English Learners** __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.6. Provide staff training in working with ELs that is subject specific.	LEA-wide	___All	Est.Cost: $0 Funding Source(s):
		OR: __Low Income pupils ✔ **English Learners** __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.7. Increase availability, awareness, and access to parent/family education programs geared toward EL community (i.e. PL1, Grupo Crecer, etc.)	LEA-wide	___All	Est.Cost: $0 Funding Source(s):
		OR: __Low Income pupils ✔ **English Learners** __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Goal 1 – Actions/Services to Support Identified Need #3	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
3.1. Evaluate existing CTE elective courses and develop new offerings based on student interests, unique needs and access to college and career readiness.	LEA-wide	✔ **All**	Est.Cost: $0 Funding Source(s):
		OR: __Low Income pupils ___ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3.2. Develop sequenced pathways aligned to careers and STEM fields.	LEA-wide	✔ **All**	Est.Cost: $0 Funding Source(s):
		OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

3.3 Continue to collaborate with the Department of Rehabilitation through transition services for Students with Disabilities to increase understanding of student options.	LEA-wide	__ All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient ✓ **Other Subgroups:(Specify): Students with Disabilities**	Est.Cost: $0 Funding Source(s):
3.4. Implement career pathways actions and services as outlined in California Department of Education Career Technical Education Incentive Grants program	LEA-wide	✓ **All** OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
3.5. Implement Orange County STEM initiative activities through interdistrict, community college, and feeder school articulation.	LEA-wide	✓ **All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _ __Other Subgroups:(Specify)	Est.Cost: $0 Funding Source(s):
3.6. Foster community partnerships to support learning beyond the classroom.	LEA-wide	✓ **All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _ __Other Subgroups:(Specify)	Est.Cost: $0 Funding Source(s):
3.7. Continue to increase the number of A-G approved Career Technical Education courses.	LEA-wide	✓ **All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _ __Other Subgroups:(Specify)	Est.Cost: $0 Funding Source(s):

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	**1. Increase A-G eligibility for all students:** a. Increase 3% annually the graduates who complete the A-G requirement for each of the following: All Students, SWD, EL, RFEP, LI and FY. b. Increase 2% annually the graduates who enroll in college (2yr + 4yr) the fall immediately after high school (National Student Clearinghouse). c. Decrease by 10% of the Class of 2016 grads who miss completing the A-G requirements in only one subject area (compared to Class of 2015). **2. Decrease the graduation rate gap between All students and SWD, FY, LI, and EL:** a. Increase cohort graduation rates 1% annually for all students and at minimum 2% annually for each of the following subgroups: SWD, LI, and EL. b. Continue to decrease the number of seniors who are credit deficient as of the June graduation date. **3. Increase STEM (STEAM)/CTE pathways to provide career readiness options for students:** a. Increase 1% annually the 11th and 12th grade students enrolled in at least one CTE course. b. Establish 2015-16 baseline data on the number of CTE pathway course completers.

Goal 1 – Actions/Services to Support Identified **Need #1**	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1. Articulate with community colleges to ensure transcript credit for students in dual enrollment.	LEA-wide	✓ **All** --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1.2. Provide multiple opportunities for student success in postsecondary programs and inform parents of options through parent nights, PTSA/PTSO, Parent University and site specific presentations.	LEA-wide	✓ **All** --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1.3. Implement a college readiness tracking system (i.e. Overgrad) to inform parents and align students' strengths and interests to postsecondary goals.	LEA-wide	✓ **All** --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1.4. Continue to ensure that EL students have access to the full range of college preparatory courses.	LEA-wide	___ All --- OR: __Low Income pupils ✓ **English Learners** __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1.5. Continue to dismantle barriers, as identified in the A-G	LEA-wide	✓ **All**	Est.Cost:

	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
audit, and provide support for all students to take higher level courses.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source(s):
1.6. Utilize tools, such as AP Potential, to identify and counsel students and their parents with the potential to succeed in rigorous courses.	LEA-wide	✓ **All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1.7. Provide training to students and parents on how to navigate the parent/student portal at each site.	LEA-wide	✓ **All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1.8. All teachers will use available online resources (i.e. Canvas, Aeries Gradebook) to communicate with students and parents (i.e. grades, assignments, attendance) on a timely and consistent basis.	LEA-wide	✓ **All** OR: __ Low Income pupils __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1.9. 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.	LEA-wide	__ All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient ✓**Other Subgroups:(Specify): Students with Disabilities**	Est.Cost: $0 Funding Source(s):
Goal 1 – Actions/Services to Support Identified <u>Need #2</u>	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
2.1. Ensure best first instruction through student-centered and standards aligned instruction with frequent formative assessments to inform/modify instruction.	LEA-wide	✓ **All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2.2. Transcripts from non-HBUHSD schools are evaluated so that students can be accurately placed and receive credit for courses taken and passed outside the district and the United States.	LEA-wide	✓ **All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):

	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.3. Continue to embed the effective use of technology in all curricular areas to enhance and accelerate learning.	LEA-wide	✓ **All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2.4. Provide extended time (e.g. library hours) to utilize district/site resources for all students (i.e. LI, FY, SWD, EL).	LEA-wide	✓ **All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2.5. Establish protocols and support for communications with English learner parents regarding student achievement and attaining high school graduation.	LEA-wide	__All OR: __Low Income pupils ✓ **English Learners** __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2.6. Provide staff training in working with ELs that is subject specific.	LEA-wide	__All OR: __Low Income pupils ✓ **English Learners** __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2.7. Increase availability, awareness, and access to parent/family education programs geared toward EL community (i.e. PL1, Grupo Crecer, etc.)	LEA-wide	__All OR: __Low Income pupils ✓ **English Learners** __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
Goal 1 – Actions/Services to Support Identified <u>Need #3</u>	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
3.1. Evaluate existing CTE elective courses and develop new offerings based on student interests, unique needs and access to college and career readiness.	LEA-wide	✓ **All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
3.2. Develop sequenced pathways aligned to careers and	LEA-wide	✓ **All**	Est.Cost: $0

STEM fields.		OR: __ Low Income pupils ___English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Funding Source(s): Base:
3.3 Continue to collaborate with the Department of Rehabilitation through transition services for Students with Disabilities to increase understanding of student options.	LEA-wide	___**All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient ✔ **Other Subgroups:(Specify): Students with Disabilities**	Est.Cost: $0 Funding Source(s):
3.4. Implement career pathways actions and services as outlined in California Department of Education Career Technical Education Incentive Grants program.	LEA-wide	✔ **All** OR: __ Low Income pupils ___ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s)::
3.5. Implement Orange County STEM initiative activities through interdistrict, community college, and feeder school articulation.	LEA-wide	✔ **All** OR: __ Low Income pupils ___ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s)::
3.6. Foster community partnerships to support learning beyond the classroom.	LEA-wide	✔ **All** OR: __ Low Income pupils ___ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s)::
3.7. Continue to increase the number of A-G approved Career Technical Education courses.	LEA-wide	✔ **All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
LCAP Year 3: **2018-19**			

Expected Annual Measurable Outcomes:	**1. Increase A-G eligibility for all students:** a. Increase 3% annually the graduates who complete the A-G requirement for each of the following: All Students, SWD, EL, RFEP, LI and FY. b. Increase 2% annually the graduates who enroll in college (2yr + 4yr) the fall immediately after high school (National Student Clearinghouse). c. Decrease by 10% of the Class of 2016 grads who miss completing the A-G requirements in only one subject area (compared to Class of 2015). **2. Decrease the graduation rate gap between All students and SWD, FY, LI, and EL:** a. Increase cohort graduation rates 1% annually for all students and at minimum 2% annually for each of the following subgroups: SWD, LI, and EL. b. Continue to decrease the number of seniors who are credit deficient as of the June graduation date. **3. Increase STEM (STEAM)/CTE pathways to provide career readiness options for students:** a. Increase 1% annually the 11th and 12th grade students enrolled in at least one CTE course. b. Establish 2015-16 baseline data on the number of CTE pathway course completers.

Goal 1 – Actions/Services to Support Identified **Need #1**	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1. Articulate with community colleges to ensure transcript credit for students in dual enrollment.	LEA-wide	✓ **All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1.2. Provide multiple opportunities for student success in postsecondary programs and inform parents of options through parent nights, PTSA/PTSO, Parent University and site specific presentations.	LEA-wide	✓ **All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1.3. Implement a college readiness tracking system (i.e. Overgrad) to inform parents and align students' strengths and interests to postsecondary goals.	LEA-wide	✓ **All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1.4. Continue to ensure that EL students have access to the full range of college preparatory courses.	LEA-wide	__All OR: __Low Income pupils ✓ **English Learners** __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1.5. Continue to dismantle barriers, as identified in the A-G	LEA-wide	✓ **All**	Est.Cost: $0

	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
audit, and provide support for all students to take higher level courses.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source(s):
1.6. Utilize tools, such as AP Potential, to identify and counsel students and their parents with the potential to succeed in rigorous courses.	LEA-wide	✓ **All** --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1.7. Provide training to students and parents on how to navigate the parent/student portal at each site.	LEA-wide	✓ **All** --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1.8. All teachers will use available online resources (i.e. Canvas, Aeries Gradebook) to communicate with students and parents (i.e. grades, assignments, attendance) on a timely and consistent basis.	LEA-wide	✓ **All** --- OR: __ Low Income pupils ✓ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1.9. 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.	LEA-wide	__All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient ✓ **Other Subgroups:(Specify): Students with Disabilities**	Est.Cost: $0 Funding Source(s):
Goal 1 – Actions/Services to Support Identified <u>Need #2</u>	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
2.1. Ensure best first instruction through student-centered and standards aligned instruction with frequent formative assessments to inform/modify instruction.	LEA-wide	✓ **All** --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2.2. Transcripts from non-HBUHSD schools are evaluated so that students can be accurately placed and receive credit for courses taken and passed outside the district and the United States.	LEA-wide	✓ **All** --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):

	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.3. Continue to embed the effective use of technology in all curricular areas to enhance and accelerate learning.	LEA-wide	✔ **All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2.4. Provide extended time (e.g. library hours) to utilize district/site resources for all students (i.e. LI, FY, SWD, EL).	LEA-wide	✔ **All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2.5. Establish protocols and support for communications with English learner parents regarding student achievement and attaining high school graduation.	LEA-wide	__All OR: __Low Income pupils ✔ **English Learners** __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s): Base: 0
2.6. Provide staff training in working with ELs that is subject specific.	LEA-wide	✔ All OR: __Low Income pupils ✔ **English Learners** __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2.7. Increase availability, awareness, and access to parent/family education programs geared toward EL community (i.e. PL1, Grupo Crecer, etc.)	LEA-wide	✔ All OR: __Low Income pupils ✔ **English Learners** __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
Goal 1 – Actions/Services to Support Identified <u>Need #3</u>	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
3.1. Evaluate existing CTE elective courses and develop new offerings based on student interests, unique needs and access to college and career readiness.	LEA-wide	✔ **All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
3.2. Develop sequenced pathways aligned to careers and	LEA-wide	✔ All	Est.Cost: $0

STEM fields.		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Funding Source(s): Base: 0
3.3 Continue to collaborate with the Department of Rehabilitation through transition services for Students with Disabilities to increase understanding of student options.	LEA-wide	__ All	Est.Cost: $0 Funding Source(s):
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient ✔ **Other Subgroups:(Specify): Students with Disabilities**	
3.4. Implement career pathways actions and services as outlined in California Department of Education Career Technical Education Incentive Grants program.	LEA-wide	✔ **All**	Est.Cost: $0 Funding Source(s):
		OR: __ Low Income pupils ___ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
3.5. Implement Orange County STEM initiative activities through interdistrict, community college, and feeder school articulation.	LEA-wide	✔ **All**	Est.Cost: $0 Funding Source(s):
		OR: __ Low Income pupils ___ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
3.6. Foster community partnerships to support learning beyond the classroom.	LEA-wide	✔ **All**	Est.Cost: $0 Funding Source(s):
		OR: __ Low Income pupils ___ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
3.7. Continue to increase the number of A-G approved Career Technical Education courses.	LEA-wide	✔ **All**	Est.Cost: $0 Funding Source(s):
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

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__ 3 ✔ 4__ 5 ✔ 6__ 7__ 8 ✔ COE only: 9__ 10__ Local : Specify _____

Identified Need :	**Identified Need:** **1. Provide research-based systems of support for all students.** • In 2014-15, 300 HBUHSD students were transferred to programs outside of the District. As of March 14, 2016, 133 students have been transferred. Services and programs are continuing to be implemented to reduce this number further. • Cohort drop-out rates for all students have remained under 3% from 2011-12 through 2014-15, however, drop-out rates for English learners has increased from 6.9% in 2011-12 to 7.5% in 2014-15. **2. Decrease the number/percent of English learners that are identified as Long Term English Learners (LTEL).** • As of February 23, 2016, 828, or 71%, of English learners have been identified as LTELs. Sixty percent of the LTELs are in grades 9 and 10. **Metrics for each Identified Need include:** **Identified Need 1:** a. Attendance Rates b. Chronic Absenteeism c. Cohort Drop Out Rates d. Number of students transferred to programs outside of HBUHSD **Identified Need 2:** a. Number and percent of LTELs

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

LCAP Year 1: 2016-17	
Expected Annual Measurable Outcomes:	**1. Provide research-based systems of support for all students:** a. Increase attendance rates annually by 0.2% for each of the following: All Students, SWD, LI, EL, and RFEP students. b. Continue to maintain a chronic absenteeism rate under 1% for all students. c. Decrease the cohort dropout rates 0.5% annually for each of the following: All Students, SWD, EL and LI. d. Continue to decrease annually the number of students transferred to programs outside of HBUHSD. **2. Decrease the number/percent of English learners that are identified as LTELs:** a. Decrease by 15% annually the number of LTELs identified on CBEDS date through the last day of school.

Goal 2 - Actions/Services to Support Identified <u>Need #1</u>	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1. Continue to support AVID.	LEA-wide	✔ **All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1.2. Identify resources and implement summer academic support for SWD, EL, FY and LI.	LEA-wide	___All OR: ✔ **Low Income pupils** ✔ **English Learners** ✔ **Foster Youth** __Redesignated fluent English proficient ✔ **Other Subgroups:(Specify): Students with Disabilities**	Est.Cost: $0 Funding Source(s):

1.3. Provide cohesive district-wide professional development to identify and monitor student success, and implement systems of support/Universal Design for Learning (UDL) as outlined in the Educator Effectiveness Professional Development Plan.	LEA-wide	✔**All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1.4. Expand credit recovery options for all students.	LEA-wide	✔**All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1.5. Evaluate the Early Warning System (EWS) indicators and implement necessary changes.	LEA-wide	✔**All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1.6. Provide alternative settings within the comprehensive site (i.e. Hybrid learning classes).	LEA-wide	✔**All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1.7. Provide educational advisement to Foster Youth and their guardians.	LEA-wide	__All OR: __Low Income pupils __English Learners ✔**Foster Youth** __Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1.8. Continue Student Attendance Review Teams (SART) at each site.	LEA-wide	✔**All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1.9. Continue to increase parent awareness of drug and alcohol education, interventions, and student wellness as early as possible through Parent University, parent education events, and site communications.	LEA-wide	✔**All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1.10. Support co-teaching teams through professional	LEA-wide	__All	Est.Cost: $0

development.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient ✓**Other Subgroups:(Specify): Students with Disabilities**	Funding Source(s):
1.11. Provide research-based interventions that help students develop their affective and executive skills for success.	LEA-wide	✓ **All**	Est.Cost: $0 Funding Source(s):
		OR: __ Low Income pupils __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
1.12. Utilize research-based math and reading intervention programs to close the achievement gap for low income learners, English learners, and Students with Disabilities.	LEA-wide	__All	Est.Cost: $0 Funding Source(s):
		OR: ✓ **Low Income pupils ✓ English Learners** __ Foster Youth __ Redesignated fluent English proficient ✓ **Other Subgroups (Specify): Students with Disabilities**	
1.13. Continue Student Success Teams (SST) at each site.	LEA-wide	✓ **All**	Est.Cost: $0 Funding Source(s):
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.14. Provide training on using Aeries to record student remediation plans.	LEA-wide	✓ **All**	Est.Cost: $0 Funding Source(s):
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.15. Continue to support new teachers through the Induction Program.	LEA-wide	✓ **All**	Est.Cost: $0 Funding Source(s):
		OR: __Low Income pupils ✓ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.16. Provide collaboration 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	Est.Cost: $0 Funding Source(s):
		OR: ✓ **Low Income pupils ✓ English Learners** __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.17. Provide professional coaching for math and English	LEA-wide	___ All	Est.Cost: $0

	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
teachers at schools serving higher populations of English learners and Low Income students.		OR: ✓ **Low Income pupils** ✓ **English Learners** __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source(s):
1.18. Expand the skills of facilitators to support instruction with research-based strategies that scaffold learning in all classrooms.	LEA-wide	✓ **All** OR: __Low Income pupils ___ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1.19. Provide training opportunities for DELAC members to assist them to better understand their roles and responsibilities.	LEA-wide	___ All OR: __Low Income pupils ✓ **English Learners** __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1.20. Increase outreach efforts to encourage parental participation in site and district decision making.	LEA-wide	✓ **All** OR: __Low Income pupils ___English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
Goal 2 - Actions/Services to Support Identified Need #2	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
2.1. Identify English learners who are on the threshold of becoming LTELs and provide interventions.	LEA-wide	__All OR: ___Low Income pupils ✓ **English Learners** __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2.2. 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 OR: __Low Income pupils ✓ **English Learners** __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2.3. DELAC will develop/revise the District's master plan of education program and services for English learners.	LEA-wide	__All OR: __Low Income pupils ✓ **English Learners** __Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):

2.4. Monitor quarterly academic progress of EL students.	LEA-wide	__All OR: __Low Income pupils ✔ **English Learners** __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2.5. Increase availability of interpretation and translation services for non-English speaking families at school-related functions.	LEA-wide	__All OR: __Low Income pupils ✔ **English Learners** __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2.6 Ongoing monitoring of EL Task Force implementations.	LEA-wide	__All OR: __Low Income pupils ✔ **English Learners** __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2.7. 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 OR: __Low Income pupils ✔ **English Learners** __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2.8. Educate families of LTELs on the RFEP process and importance of redesignation.	LEA-wide	__All OR: __Low Income pupils ✔ **English Learners** __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):

<table>
<tr><td colspan="2" align="center">**LCAP Year 2**: **2017-18**</td></tr>
<tr>
<td>Expected Annual Measurable Outcomes:</td>
<td>

1. Provide research-based systems of support for all students:
a. Increase attendance rates annually by 0.2% for each of the following: All Students, SWD, LI, EL, and RFEP students.
b. Continue to maintain a chronic absenteeism rate under 1% for all students.
c. Decrease the cohort dropout rates 0.5% annually for each of the following: All Students, SWD, EL and LI.
d. Continue to decrease annually the number of students transferred to programs outside of HBUHSD.
2. Decrease the number/percent of English learners that are identified as LTELs:
a. Decrease by 15% annually the number of LTELs identified on CBEDS date through the last day of school.

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Goal 2 - Actions/Services to Support Identified Need #1	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1. Continue to support AVID.	LEA-wide	✔ **All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1.2. Identify resources and implement summer academic support for SWD, EL, FY and LI.	LEA-wide	__ All OR: ✔ **Low Income pupils ✔ English Learners** ✔ **Foster Youth** __Redesignated fluent English proficient ✔ **Other Subgroups:(Specify): Students with Disabilities**	Est.Cost: $0 Funding Source(s):
1.3. Provide cohesive district-wide professional development to identify and monitor student success, and implement systems of support/Universal Design for Learning (UDL) as outlined in the Educator Effectiveness Professional Development Plan.	LEA-wide	✔ **All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1.4. Expand credit recovery options for all students.	LEA-wide	✔ **All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1.5. Evaluate the Early Warning System (EWS) indicators and implement necessary changes.	LEA-wide	✔ **All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1.6. Provide alternative settings within the comprehensive site (i.e. Hybrid learning classes).	LEA-wide	✔ **All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1.7. Provide educational advisement to Foster Youth and their guardians.	LEA-wide	__All OR: __Low Income pupils __ English Learners ✔ **Foster Youth** ___ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):

1.8. Continue Student Attendance Review Teams (SART) at each site.	LEA-wide	✓ **All**	Est.Cost: $0 Funding Source(s):
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.9. Continue to increase parent awareness of drug and alcohol education, interventions, and student wellness as early as possible through Parent University, parent education events, and site communications.	LEA-wide	✓ **All**	Est.Cost: $0 Funding Source(s):
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.10. Support co-teaching teams through professional development.	LEA-wide	__ All	Est.Cost: $0 Funding Source(s):
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient ✓ **Other Subgroups:(Specify): Students with Disabilities**	
1.11. Provide research-based interventions that help students develop their affective and executive skills for success.	LEA-wide	✓ **All**	Est.Cost: $0 Funding Source(s):
		OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
1.12. Utilize research-based math and reading intervention programs to close the achievement gap for low income learners, English learners, and Students with Disabilities.	LEA-wide	__All	Est.Cost: $0 Funding Source(s):
		OR: ✓ **Low Income pupils** ✓ **English Learners** __Foster Youth __ Redesignated fluent English proficient ✓ **Other Subgroups(Specify): Students with Disabilities**	
1.13. Continue Student Success Teams (SST) at each site.	LEA-wide	✓ **All**	Est.Cost: $0 Funding Source(s):
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.14. Provide training on using Aeries to record student remediation plans.	LEA-wide	✓ **All**	Est.Cost: $0 Funding Source(s):
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.15. Continue to support new teachers through the	LEA-wide	✓ **All**	Est.Cost: $0

	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Induction Program.		OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source(s):
1.16. Provide collaboration 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 OR: ✔ **Low Income pupils** ✔ **English Learners** __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1.17. Provide professional coaching for math and English teachers at schools serving higher populations of English learners and Low Income students.	LEA-wide	__ All OR: ✔ **Low Income pupils** ✔ **English Learners** __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1.18. Expand the skills of facilitators to support instruction with research-based strategies that scaffold learning in all classrooms.	LEA-wide	✔ **All** OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1.19. Provide training opportunities for DELAC members to assist them to better understand their roles and responsibilities.	LEA-wide	__ All OR: __Low Income pupils ✔ **English Learners** __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1.20. Increase outreach efforts to encourage parental participation in site and district decision making.	LEA-wide	✔ **All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
Goal 2 - Actions/Services to Support Identified Need #2	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
2.1. Identify English learners who are on the threshold of becoming LTELs and provide interventions.	LEA-wide	__ All OR: ___Low Income pupils ✔ **English Learners** __Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):

2.2. 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<hr>OR: __Low Income pupils ✔ **English Learners** __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2.3. DELAC will develop/revise the District's master plan of education program and services for English learners.	LEA-wide	__ All<hr>OR: __Low Income pupils ✔ **English Learners** __Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2.4. Monitor quarterly academic progress of EL students.	LEA-wide	__ All<hr>OR: __Low Income pupils ✔ **English Learners** __Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2.5. Increase availability of interpretation and translation services for non-English speaking families at school-related functions.	LEA-wide	__ All<hr>OR: __Low Income pupils ✔ **English Learners** __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2.6 Ongoing monitoring of EL Task Force implementations.	LEA-wide	__ All<hr>OR: __Low Income pupils ✔ **English Learners** __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2.7. 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<hr>OR: __Low Income pupils ✔ **English Learners** __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2.8. Educate families of LTELs on the RFEP process and importance of redesignation.	LEA-wide	__All<hr>OR: __Low Income pupils ✔ **English Learners** __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
LCAP Year 3: **2018-19**			

Expected Annual Measurable Outcomes:	**1. Provide research-based systems of support for all students:** a. Increase attendance rates annually by 0.2% for each of the following: All Students, SWD, LI, EL, and RFEP students. b. Continue to maintain a chronic absenteeism rate under 1% for all students. c. Decrease the cohort dropout rates 0.5% annually for each of the following: All Students, SWD, EL and LI. d. Continue to decrease annually the number of students transferred to programs outside of HBUHSD. **2. Decrease the number/percent of English learners that are identified as LTELs:** a. Decrease by 15% annually the number of LTELs identified on CBEDS date through the last day of school.

Goal 2 - Actions/Services to Support Identified <u>Need #1</u>	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1. Continue to support AVID.	LEA-wide	✓**All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1.2. Identify resources and implement summer academic support for SWD, EL, FY and LI.	LEA-wide	___ All OR: ✓**Low Income pupils** ✓**English Learners** ✓**Foster Youth** __Redesignated fluent English proficient ✓**Other Subgroups:(Specify): Students with Disabilities**	Est.Cost: $0 Funding Source(s):
1.3. Provide cohesive district-wide professional development to identify and monitor student success, and implement systems of support/Universal Design for Learning (UDL) as outlined in the Educator Effectiveness Professional Development Plan.	LEA-wide	✓**All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1.4. Expand credit recovery options for all students.	LEA-wide	✓**All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1.5. Evaluate the Early Warning System (EWS) indicators and implement necessary changes.	LEA-wide	✓**All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1.6. Provide alternative settings within the comprehensive	LEA-wide	✓**All**	Est.Cost: $0

site (i.e. Hybrid learning classes).		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source(s):
1.7. Provide educational advisement to Foster Youth and their guardians.	LEA-wide	__All	Est.Cost: $0
		OR: __ Low Income pupils __ English Learners ✔ **Foster Youth** __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Funding Source(s):
1.8. Continue Student Attendance Review Teams (SART) at each site.	LEA-wide	✔ **All**	Est.Cost: $0
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source(s):
1.9. Continue to increase parent awareness of drug and alcohol education, interventions, and student wellness as early as possible through Parent University, parent education events, and site communications.	LEA-wide	✔ **All**	Est.Cost: $0
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source(s):
1.10. Support co-teaching teams through professional development.	LEA-wide	___ All	Est.Cost: $0
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient ✔ **Other Subgroups:(Specify): Students with Disabilities**	Funding Source(s):
1.11. Provide research-based interventions that help students develop their affective and executive skills for success.	LEA-wide	✔ **All**	Est.Cost: $0
		OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source(s):
1.12. Utilize research-based math and reading intervention programs to close the achievement gap for low income learners, English learners, and Students with Disabilities.	LEA-wide	__All	Est.Cost: $0
		OR: ✔ **Low Income pupils ✔ English Learners** __Foster Youth __ Redesignated fluent English proficient ✔ **Other Subgroups(Specify): Students with Disabilities**	Funding Source(s):
1.13. Continue Student Success Teams (SST) at each site.	LEA-wide	✔ **All**	Est.Cost: $0

		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source(s):
1.14. Provide training on using Aeries to record student remediation plans.	LEA-wide	✓ **All**	Est.Cost: $0 Funding Source(s):
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.15. Continue to support new teachers through the Induction Program.	LEA-wide	✓ **All**	Est.Cost: $0 Funding Source(s):
		OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
1.16. Provide collaboration 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	Est.Cost: $0 Funding Source(s):
		OR: ✓ **Low Income pupils** ✓ **English Learners** __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.17. Provide professional coaching for math and English teachers at schools serving higher populations of English learners and Low Income students.	LEA-wide	__ All	Est.Cost: $0 Funding Source(s):
		OR: ✓ **Low Income pupils** ✓ **English Learners** __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.18. Expand the skills of facilitators to support instruction with research-based strategies that scaffold learning in all classrooms.	LEA-wide	✓ All	Est.Cost: $0 Funding Source(s):
		OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
1.19. Provide training opportunities for DELAC members to assist them to better understand their roles and responsibilities.	LEA-wide	__ All	Est.Cost: $0 Funding Source(s):
		OR: __Low Income pupils ✓ **English Learners** __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.20. Increase outreach efforts to encourage parental	LEA-wide	✓ **All**	Est.Cost: $0

	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
participation in site and district decision making.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source(s):
Goal 2 - Actions/Services to Support Identified Need #2			**Budgeted Expenditures**
2.1. Identify English learners who are on the threshold of becoming LTELs and provide interventions.	LEA-wide	__All OR: __Low Income pupils ✔ **English Learners** __Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2.2. 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 OR: __Low Income pupils ✔ **English Learners** __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2.3. DELAC will develop/revise the District's master plan of education program and services for English learners.	LEA-wide	__All OR: __Low Income pupils ✔ **English Learners** __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2.4. Monitor quarterly academic progress of EL students.	LEA-wide	__All OR: __Low Income pupils ✔ **English Learners** __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2.5. Increase availability of interpretation and translation services for non-English speaking families at school-related functions.	LEA-wide	__ All OR: __Low Income pupils ✔ **English Learners** __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2.6 Ongoing monitoring of EL Task Force implementations.	LEA-wide	__ All	Est.Cost: $0

		OR: __Low Income pupils ✔ **English Learners** __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source(s):
2.7. 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	Est.Cost: $0 Funding Source(s):
		OR: __Low Income pupils ✔ **English Learners** __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.8. Educate families of LTELs on the RFEP process and importance of redesignation.	LEA-wide	__All	Est.Cost: $0 Funding Source(s):
		OR: __Low Income pupils ✔ **English Learners** __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
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 ✔ 2 ✔ 3 ✔ 4__ 5__ 6 ✔ 7 ✔ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	**Identified Need:** **1. Provide well-maintained learning environment where all students feel physically and emotionally safe at school.** • The HBUHSD LCAP aligns with the Strategic Plan which includes the following belief statement: We believe students' social, physical, and emotional well-being has a profound impact on their learning. • 85% of students surveyed in 2016 agreed/strongly agreed that they feel safe at school. • Parent Forum top themes includes 'the District providing instructions on safety, crisis training, and interventions.' **2. Provide students with meaningful, rigorous work aligned to 21st Century learning.** • 2015 SBAC baseline data indicates that 73% of all students scored at achievement levels Standard Met & Exceeded in ELA with 47% scoring at these levels in math. 14% of ELs and 25% of SWDs scored at Standard Met & Exceeded in ELA with 13% of ELs and 7% of SWDs scoring at these levels in math. • Students prepared for college as measured by Early Assessment Program (EAP): 33% of all students scored at Standard Exceeded on ELA and 20% on math. 1% of ELs scored at this level on ELA with 2% in math. 6% of SWDs scored at this level on ELA with 2% in math. • Advanced Placement course enrollment increased from 37% in 2013-14 to 40% in 2014-15. Equity and access for all students continues to be a focus. **3. Provide services that prepare students and inform parents about postsecondary programs and career pathways.** • The HBUHSD LCAP aligns with the Strategic Plan which includes the following belief statement: We believe in collaborating with parents, school personnel, and the broader community to promote college and career readiness. • Parent Forum top themes include: 1. College readiness, 2. College preparation-pathways, financial aid, 3. Available ROP, CTE classes, 4. STEM program, 5. College testing readiness-PSAT, SAT, ACT, and 6. Help with college application. **Metrics for each Identified Need include:** **Identified Need 1:** a. Student survey (questions to include school connectedness and school safety) b. Facility rating on School Accountability Report Cards (SARC) c. Suspension Rates d. Expulsion Rates **Identified Need 2:** a. Smarter Balanced (SBAC) English Language Arts (ELA) and Math Achievement (Percent of students scoring at achievement levels Standard Met and Standard Exceeded) b. Students prepared for college by Early Assessment Program (EAP) (SBAC ELA and math achievement level 4 – Standard Exceeded) c. Advanced Placement (AP) exam passing rate d. AP course enrollment e. California English Language Development Test (CELDT) Proficiency (ELs with 5 or more, or less than 5 years of U.S. education) f. EL Reclassification Rates **Identified Need 3:** a. SAT and ACT participation rates b. Parent Survey/Forums

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

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	**1. Provide well-maintained learning environment where all students feel physically and emotionally safe at school:** a. Gather information from students on a variety of topics including school safety and school connectedness. b. All schools will receive an overall facility rate of 'Good' on their SARCs. c. Suspension rates will continue to decrease and remain below or at the County and State averages. d. Continue to decrease or maintain an expulsion rate of 0.1% for all students. **2. Provide students with meaningful, rigorous work aligned to 21st Century learning:** a. Increase annually the percent of students scoring at achievement levels Standard Met & Standard Exceeded for SBAC ELA: All students and RFEP by 2%, LI by 3%, EL and SWD by 4%. Increase annually for SBAC math: All students, LI, & RFEP by 4%, EL by 5%, & SWD by 6%. b. Increase annually the percent of students prepared for college by EAP ELA: All students, LI & RFEP by 2%, EL & SWD by 3%. Increase annually the following for EAP math: All students, LI & RFEP by 3%, EL & SWD by 4%. c. Increase AP exam passing rates annually by 1% for each of the following: All students, SWD, LI, EL and RFEP students. d. Increase 1% annually the 11th and 12th grade students enrolled in at least one Advanced Placement course. e. Increase CELDT proficiency 3% annually for ELs (with 5 or more, or less than 5years of U.S. education). f. Increase reclassification rate annually by 2%. **3. Provide services that prepare students and inform parents about postsecondary programs and career pathways:** a. Establish baseline data in 2016 for new SAT. ACT: continue to increase the number of students participating. b. Gather information from parents on a variety of topics including knowledge/awareness of postsecondary programs and career pathways for their students.

Goal 3 - Actions/Services to Support Identified **Need #1**	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1. District Wellness Specialists, and other support staff, will continue to provide counseling services for students.	LEA-wide	✓ **All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1.2. Analyze and use the results of the biannual California Healthy Kids Survey to identify at-risk behaviors and trends.	LEA-wide	✓ **All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1.3. Continue outreach to families to communicate the available benefits of the National Student Lunch Program.	LEA-wide	✓ **All** OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1.4. Continue to provide financial, educational, and wellness	LEA-wide	✓ **All**	Est.Cost: $0

	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
resources for certificated and classified staff, operational/facility needs, and administrative needs to ensure a safe, secure learning and working environment.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source(s):
1.5. Improve student and parent understanding of digital literacy, social media and cyber citizenship and respond effectively to safety and security issues as they relate to technology usage.	LEA-wide	✔ **All**	Est.Cost: $0 Funding Source(s):
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.6. Use parent groups to enhance communication to all stakeholders.	LEA-wide	✔ **All**	Est.Cost: $0 Funding Source(s):
		OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.7. Continue to inform parents and students about programs that allow for open flow communication with respect to safety concerns on campus.	LEA-wide	✔ **All**	Est.Cost: $0 Funding Source(s):
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.8. Strengthen relationships through positive customer service to encourage active student and parent participation.	LEA-wide	✔ **All**	Est.Cost: $0 Funding Source(s):
		OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Goal 3 - Actions/Services to Support Identified <u>Need #2</u>	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
2.1. All students will have appropriate standards-aligned textbooks/instructional materials and will be enrolled in all required areas of study.	LEA-wide	✔ **All**	Est.Cost: $0 Funding Source(s):
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.2. Ensure implementation of English Language Development (ELD) and English Language Arts (ELA) framework.	LEA-wide	___ All	Est.Cost: $0 Funding Source(s):
		OR: __Low Income pupils ✔ **English Learners** __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

2.3. Provide professional development addressing understanding instructional shifts needed to develop 21st century skills as outlined in the Educator Effectiveness Grant.	LEA-wide	✓ **All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2.4. Research and implement digital instructional resources (i.e. online textbooks, open educational resources).	LEA-wide	✓ **All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2.5. EL students will have full access to rigorous academic content in all core content areas and enrichment courses.	LEA-wide	__ All OR: __Low Income pupils ✓ **English Learners** __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2.6. Seniors who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English will receive the State Seal of Biliteracy recognition.	LEA-wide	✓ **All** OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2.7. Continue to support the implementation of the Next Generation Science Standards/STEM with appropriate professional development and resources.	LEA-wide	✓ **All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2.8. Continue to support high quality library services and resources that ensure 21st Century readiness for all students.	LEA-wide	✓ **All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2.9. Continue to review the State Standards to identify essential standards and pace instruction to support struggling learners, English learners, Foster Youth, Low Income and Students with Disabilities.	LEA-wide	__ All OR: ✓ **Low Income pupils** ✓ **English Learners** ✓ **Foster Youth** __Redesignated fluent English proficient ✓ **Other Subgroups:(Specify): Students with Disabilities**	Est.Cost: $0 Funding Source(s):
2.10. Evaluate and update technology infrastructure on an	LEA-wide	✓ **All**	Est.Cost: $0

	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
ongoing basis including hardware, software and internet systems.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source(s):
2.11. Increase the use of personal electronic devices on campus to enhance learning.	LEA-wide	✔ **All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2.12. Monitor teacher assignments to ensure appropriate placement based on credentials.	LEA-wide	✔ **All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2.13. 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.	LEA-wide	___ All OR: __Low Income pupils ✔ **English Learners** __Foster Youth ✔ **Redesignated fluent English proficient** __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2.14. Continue to increase teacher growth and retention through competitive salary schedule.	LEA-wide	✔ **All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
Goal 3 - Actions/Services to Support Identified <u>Need #3</u>	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
3.1. Continue to collaborate with students, parents, counselors and guidance specialists to develop digital 4-year educational plan/career plan for all students and assess annually.	LEA-wide	✔ **All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
3.2. Educate students in the process of accessing postsecondary programs which may include the application process, financial aid, scholarships etc.	LEA-wide	✔ **All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):

3.3. Provide career and college planning guidance geared to EL needs.	LEA-wide	__ All OR: __Low Income pupils ✔ **English Learners** __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
3.4. Evaluate district support and intervention services for effectiveness and modify as needed.	LEA-wide	✔ **All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	**1. Provide well-maintained learning environment where all students feel physically and emotionally safe at school:** a. Gather information from students on a variety of topics including school safety and school connectedness. b. All schools will receive an overall facility rate of 'Good' on their SARCs. c. Suspension rates will continue to decrease and remain below or at the County and State averages. d. Continue to decrease or maintain an expulsion rate of 0.1% for all students. **2. Provide students with meaningful, rigorous work aligned to 21st Century learning:** a. Increase annually the percent of students scoring at achievement levels Standard Met & Standard Exceeded for SBAC ELA: All students and RFEP by 2%, LI by 3%, EL and SWD by 4%. Increase annually for SBAC math: All students, LI, & RFEP by 4%, EL by 5%, & SWD by 6%. b. Increase annually the percent of students prepared for college by EAP ELA: All students, LI & RFEP by 2%, EL & SWD by 3%. Increase annually the following for EAP math: All students, LI & RFEP by 3%, EL & SWD by 4%. c. Increase AP exam passing rates annually by 1% for each of the following: All students, SWD, LI, EL and RFEP students. d. Increase 1% annually the 11th and 12th grade students enrolled in at least one Advanced Placement course. e. Increase CELDT proficiency 3% annually for ELs (with 5 or more, or less than 5years of U.S. education). f. Increase reclassification rate annually by 2%. **3. Provide services that prepare students and inform parents about postsecondary programs and career pathways:** a. Establish baseline data in 2016 for new SAT. ACT: continue to increase the number of students participating. b. Gather information from parents on a variety of topics including knowledge/awareness of postsecondary programs and career pathways for their students.

Goal 3 - Actions/Services to Support Identified <u>Need #1</u>	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1. District Wellness Specialists, and other support staff, will continue to provide counseling services for students.	LEA-wide	✔ **All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1.2. Analyze and use the results of the biannual California	LEA-wide	✔ **All**	Est.Cost: $0

Healthy Kids Survey to identify at-risk behaviors and trends.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source(s):
1.3. Continue outreach to families to communicate the available benefits of the National Student Lunch Program.	LEA-wide	✔ **All**	Est.Cost: $0 Funding Source(s):
		OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.4. Continue to provide financial, educational, and wellness resources for certificated and classified staff, operational/facility needs, and administrative needs to ensure a safe, secure learning and working environment.	LEA-wide	✔ **All**	Est.Cost: $0 Funding Source(s):
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.5. Improve student and parent understanding of digital literacy, social media and cyber citizenship and respond effectively to safety and security issues as they relate to technology usage.	LEA-wide	✔ **All**	Est.Cost: $0 Funding Source(s):
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.6. Use parent groups to enhance communication to all stakeholders.	LEA-wide	✔ **All**	Est.Cost: $0 Funding Source(s):
		OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.7. Continue to inform parents and students about programs that allow for open flow communication with respect to safety concerns on campus.	LEA-wide	✔ **All**	Est.Cost: $0 Funding Source(s):
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.8. Strengthen relationships through positive customer service to encourage active student and parent participation.	LEA-wide	✔ All	Est.Cost: $0 Funding Source(s):
		OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Goal 3 - Actions/Services to Support Identified <u>Need #2</u>	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**

2.1. All students will have appropriate standards-aligned textbooks/instructional materials.	LEA-wide	✔**All**	Est.Cost: $0 Funding Source(s): Base: 206,000
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.2. Ensure implementation of English Language Development (ELD) and English Language Arts (ELA) framework.	LEA-wide	___ All	Est.Cost: $0 Funding Source(s):
		OR: __Low Income pupils ✔ **English Learners** __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.3. Provide professional development addressing understanding instructional shifts needed to develop 21st century skills as outlined in the Educator Effectiveness Grant.	LEA-wide	✔**All**	Est.Cost: $0 Funding Source(s):
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.4. Research and implement digital instructional resources (i.e. online textbooks, open educational resources).	LEA-wide	✔**All**	Est.Cost: $0 Funding Source(s):
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.5. EL students will have full access to rigorous academic content in all core content areas and enrichment courses.	LEA-wide	___ All	Est.Cost: $0 Funding Source(s):
		OR: __Low Income pupils ✔ **English Learners** __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.6. Seniors who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English will receive the State Seal of Biliteracy recognition.	LEA-wide	✔**All**	Est.Cost: $0 Funding Source(s):
		OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.7. Continue to support the implementation of the Next Generation Science Standards/STEM with appropriate professional development and resources.	LEA-wide	✔**All**	Est.Cost: $0 Funding Source(s):
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.8. Continue to support high quality library services and	LEA-wide	✔**All**	Est.Cost: $0

	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
resources that ensure 21st Century readiness for all students.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source(s):
2.9. Continue to review the State Standards to identify essential standards and pace instruction to support struggling learners, English learners, Foster Youth, Low Income and Students with Disabilities.	LEA-wide	___ All OR: ✔ **Low Income pupils** ✔ **English Learners** ✔ **Foster Youth** __Redesignated fluent English proficient ✔ **Other Subgroups:(Specify): Students with Disabilities**	Est.Cost: $0 Funding Source(s):
2.10. Evaluate and update technology infrastructure on an ongoing basis including hardware, software and internet systems.	LEA-wide	✔ **All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2.11. Increase the use of personal electronic devices on campus to enhance learning.	LEA-wide	✔ **All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2.12. Monitor teacher assignments to ensure appropriate placement based on credentials.	LEA-wide	✔ **All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2.13. 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.	LEA-wide	__All OR: __Low Income pupils ✔ **English Learners** __Foster Youth ✔ **Redesignated fluent English proficient** __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2.14. Continue to increase teacher growth and retention through competitive salary schedule.	LEA-wide	✔ **All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
Goal 3 - Actions/Services to Support Identified <u>Need #3</u>	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**

3.1. Continue to collaborate with students, parents, counselors and guidance specialists to develop digital 4-year educational plan/career plan for all students and assess annually.	LEA-wide	✓ **All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
3.2. Educate students in the process of accessing postsecondary programs which may include the application process, financial aid, scholarships etc.	LEA-wide	✓ **All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
3.3. Provide career and college planning guidance geared to EL needs.	LEA-wide	__All OR: __Low Income pupils ✓ **English Learners** __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
3.4. Evaluate district support and intervention services for effectiveness and modify as needed.3.3. Provide career and college planning guidance geared to EL needs.	LEA-wide	✓ **All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
LCAP Year 3: 2018-19			

	1. Provide well-maintained learning environment where all students feel physically and emotionally safe at school:
	a. Gather information from students on a variety of topics including school safety and school connectedness.
	b. All schools will receive an overall facility rate of 'Good' on their SARCs.
	c. Suspension rates will continue to decrease and remain below or at the County and State averages.
	d. Continue to decrease or maintain an expulsion rate of 0.1% for all students.
	2. Provide students with meaningful, rigorous work aligned to 21st Century learning:
Expected Annual Measurable Outcomes:	a. Increase annually the percent of students scoring at achievement levels Standard Met & Standard Exceeded for SBAC ELA: All students and RFEP by 2%, LI by 3%, EL and SWD by 4%. Increase annually for SBAC math: All students, LI, & RFEP by 4%, EL by 5%, & SWD by 6%.
	b. Increase annually the percent of students prepared for college by EAP ELA: All students, LI & RFEP by 2%, EL & SWD by 3%. Increase annually the following for EAP math: All students, LI & RFEP by 3%, EL & SWD by 4%.
	c. Increase AP exam passing rates annually by 1% for each of the following: All students, SWD, LI, EL and RFEP students.
	d. Increase 1% annually the 11th and 12th grade students enrolled in at least one Advanced Placement course.
	e. Increase CELDT proficiency 3% annually for ELs (with 5 or more, or less than 5years of U.S. education).
	f. Increase reclassification rate annually by 2%.
	3. Provide services that prepare students and inform parents about postsecondary programs and career pathways:
	a. Establish baseline data in 2016 for new SAT. ACT: continue to increase the number of students participating.
	b. Gather information from parents on a variety of topics including knowledge/awareness of postsecondary programs and career pathways for their students.

Goal 3 - Actions/Services to Support Identified Need #1	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
1.1. District Wellness Specialists, and other support staff, will continue to provide counseling services for students.	LEA-wide	✓ **All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1.2. Analyze and use the results of the biannual California Healthy Kids Survey to identify at-risk behaviors and trends.	LEA-wide	✓ **All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1.3. Continue outreach to families to communicate the available benefits of the National Student Lunch Program.	LEA-wide	✓ **All** OR: __ Low Income pupils ___ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1.4. Continue to provide financial, educational, and wellness	LEA-wide	✓ **All**	Est.Cost: $0

	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
resources for certificated and classified staff, operational/facility needs, and administrative needs to ensure a safe, secure learning and working environment.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source(s):
1.5. Improve student and parent understanding of digital literacy, social media and cyber citizenship and respond effectively to safety and security issues as they relate to technology usage.	LEA-wide	✓ **All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1.6. Use parent groups to enhance communication to all stakeholders.	LEA-wide	✓ **All** OR: __ Low Income pupils ___ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1.7. Continue to inform parents and students about programs that allow for open flow communication with respect to safety concerns on campus.	LEA-wide	✓ **All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
1.8. Strengthen relationships through positive customer service to encourage active student and parent participation.	LEA-wide	✓ **All** OR: __ Low Income pupils ___ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
Goal 3 - Actions/Services to Support Identified <u>Need #2</u>	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
2.1. All students will have appropriate standards-aligned textbooks/instructional materials and will be enrolled in all required areas of study.	LEA-wide	✓ **All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2.2. Ensure implementation of English Language	LEA-wide	__ All	Est.Cost: $0

Development (ELD) and English Language Arts (ELA) framework.		OR: __Low Income pupils ✔ **English Learners** __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source(s):
2.3. Provide professional development addressing understanding instructional shifts needed to develop 21st century skills as outlined in the Educator Effectiveness Grant.	LEA-wide	✔ **All**	Est.Cost: $0 Funding Source(s):
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.4. Research and implement digital instructional resources (i.e. online textbooks, open educational resources).	LEA-wide	✔ **All**	Est.Cost: $0 Funding Source(s):
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.5. EL students will have full access to rigorous academic content in all core content areas and enrichment courses.	LEA-wide	__ All	Est.Cost: $0 Funding Source(s):
		OR: __Low Income pupils ✔ **English Learners** __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.6. Seniors who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English will receive the State Seal of Biliteracy recognition.	LEA-wide	✔ All	Est.Cost: $0 Funding Source(s):
		OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.7. Continue to support the implementation of the Next Generation Science Standards/STEM with appropriate professional development and resources.	LEA-wide	✔ **All**	Est.Cost: $0 Funding Source(s):
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.8. Continue to support high quality library services and resources that ensure 21st Century readiness for all students.	LEA-wide	✔ **All**	Est.Cost: $0 Funding Source(s):
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.9. Continue to review the State Standards to identify	LEA-wide	✔ All	Est.Cost: $0

	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
essential standards and pace instruction to support struggling learners, English learners, Foster Youth, Low Income and Students with Disabilities.		OR: ✓ **Low Income pupils** ✓ **English Learners** ✓ **Foster Youth** __Redesignated fluent English proficient ✓ **Other Subgroups:(Specify): Students with Disabilities**	Funding Source(s):
2.10. Evaluate and update technology infrastructure on an ongoing basis including hardware, software and internet systems.	LEA-wide	✓ **All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2.11. Increase the use of personal electronic devices on campus to enhance learning.	LEA-wide	✓ **All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2.12. Monitor teacher assignments to ensure appropriate placement based on credentials.	LEA-wide	✓ **All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2.13. 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.	LEA-wide	___ All OR: __Low Income pupils ✓ **English Learners** __Foster Youth ✓ **Redesignated fluent English** proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
2.14. Continue to increase teacher growth and retention through competitive salary schedule.	LEA-wide	✓ **All** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $0 Funding Source(s):
Goal 3 - Actions/Services to Support Identified <u>Need #3</u>	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
3.1. Continue to collaborate with students, parents,	LEA-wide	✓ **All**	Est.Cost: $0

couns:elors and guidance specialists to develop digital 4-year educational plan/career plan for all students and assess annually.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source(s):
3.2. Educate students in the process of accessing postsecondary programs which may include the application process, financial aid, scholarships etc.	LEA-wide	✓ **All**	Est.Cost: $0 Funding Source(s):
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3.3. Provide career and college planning guidance geared to EL needs.	LEA-wide	___ All	Est.Cost: $0 Funding Source(s):
		OR: __Low Income pupils ✓ **English Learners** __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3.4. Evaluate district support and intervention services for effectiveness and modify as needed.	LEA-wide	✓ **All**	Est.Cost: $0 Funding Source(s):
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

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, 3). English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

4). 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?

5). What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

6). 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?

7). 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?

8). What differences are there between budgeted expenditures and estimated actual annual expenditures?

9). What were the reasons for any differences?

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

Original GOAL from prior year LCAP:	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__ 3 ✓ 4 ✓ 5 ✓ 6__ 7__ 8 ✓ COE only: 9__ 10__ Local : Specify _____

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

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 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 credit deficient as of June grad date. 11. Continue to increase the number/percent of students taking ACT. 12. Continue to increase the number of students taking SAT.	Actual Annual Measurable Outcomes:	The following data compares 2013-14 versus 2014-15: 1. All grads completing A-G requirements: Class of 2014 = 56% vs Class of 2015 = 61.85% 2. Percent of students enrolled in college (all institutions) the fall immediately after high school: Class of 2014 = 76% vs Class of 2015 = 76% 3. Local metric – data available in July, 2016 4. 11th & 12th grade CTE course enrollment (all students): 2013-14 = 29% vs 2014-15 = 30% 5. Increase graduation rates: All students: Class of 2014 = 94.1% vs Class of 2015 = data to be released in May 2016 Students with Disabilities: Class of 2014 = 68.8% vs Class of 2015 = data to be released in May 2016 6. 2015 baseline SBAC data (% of all students scoring at each achievement level): Level 4 Level 3 Level 2 Level 1 ELA 33% 40% 17% 8% Math 20% 27% 25% 25% 7. Passing AP exams: 2014 = 67% vs. 2015 = 69% 8. Baseline data Class of 2015 = 553 grads missed only one A-G subject area 9. 2015 baseline SBAC data % of all enrolled students tested (EAP): ELA = 90.7% Math = 91.2% 10. # of seniors credit deficient as of June grad date: Class of 2014 = 304 vs Class of 2015 = 228 11. ACT # and % tested: 2014 = 809/18.81% vs 2015 = 958/22.30% 12. SAT # and % tested: 2014 = 1977/45.98% vs 2015 = 1921/44.65%

LCAP Year: 2015-16

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual 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.	$0	1(1) Developed an Early Warning System in Aeries to identify at risk students for all grades and implemented intervention strategies. Sites uploaded into Aeries 4 week grades which are visible to parents and students in the portal.	$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
✓ **All** OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____		✓ **All** OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1(2) Continue to increase the number of A-G approved Career Technical Education courses.	$0	1(2) Course Approval Process: six additional Career Technical Education (CTE) A-G courses approved.	$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
✓ **All** OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient _Other Subgroups:(Specify)_____		✓ **All** OR: __Low Income pupils _ _English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1(3) Increase Career Technical Education (CTE) offerings and students' participation in CTE courses.	$0	1(3) Alignment of Culinary Arts courses. Auto Engineering, Green Up & Go.	$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
✓ **All** OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____		✓ **All** OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

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.	$0	1(4) Information shared with parents at: Parent Prep Academy, Grupo Crecer, and College Night. Multiple pathways for student success included: Coast High School, Huntington Beach Adult School (HBAS), Valley Vista High School, credit recovery options, and support classes.	$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
✓ All OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____		✓ All OR: __Low Income pupils _ _English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1(5) Provide additional options for credit recovery.	Est. Cost: $20,000 Funding Source: Suppl: 10,000 Base: 10,000	1(5) Credit recovery options included: Edgenuity, Saturday School Credit Recovery (Westminster High School), Westminster & Edison High Schools credit recovery within the school day, break/lunch tutorial credit recovery, tutorial time built into school day, HBAS concurrent & summer credit recovery and Valley Vista High School (Continuation).	$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
✓ All OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____		✓ All OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1(6) Collaborate with students, counselors and guidance specialists to develop 4 year educational plan /career plan for all students and assess annually.	$0	1(6) Four Year Educational Plan developed for all students. HBUHSD Planning Guide distributed to students and parents. Guidance Specialists met with students to review course offerings. Parent education events/nights held to share the Educational Plans. Westminster High School A-G Passport developed and implemented.	$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
✓ All OR: __Low Income pupils _English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____		✓ All OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

1(7) Dismantle barriers and provide support for all students to take higher level courses.	$0	1(7) Class of 2015 A-G audit with Principals, Assistant Principals, Guidance Specialists, & Registrars to examine system of supports and identify barriers preventing students from taking and excelling in higher level courses. HBUHSD named to the College Board AP Honor Roll. AP Potential Tool used by schools to identify students for Advanced Placement courses. Addition of new Advanced Placement courses at school sites (i.e. AP Euro which includes 10th graders). HBUHSD has increased the number of A-G classes.	$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
✓ **All**		✓ **All**	
OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1(8) The English Language Development program will ensure sufficient rigor for all EL students so that students can meet annual English language development objectives.	Est. Cost:$6,000 Funding Source: Supplemental	1(8) The District provided the following: Title III support, districtwide EL meetings/professional development, ELTask Force recommendations, LEP classes and mentor programs, PELL coordinator presentations at the site, EL Summit OCDE, and Instructional Rounds.	$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
__All		__All	
OR: __Low Income pupils ✓ **English Learners** __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils ✓ **English Learners** __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1(9) Expand literacy and numeracy skills in all curricular areas.	$0	1(9) Developed Study Skills curriculum to support Students with Disabilities accessing all curriculum with applications focused on building literacy in math and science. Westminster High School worked with a math coach specifically in Algebra I.	$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
✓ **All**		✓ **All**	

OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1(10) Provide best first instruction for all students.	$0	1(10) School sites conducted Instructional Rounds with feedback. Increased rigor in special education classes to address College Prep curriculum. Professional development through PIVOT. HBUHSD Summer Institute 2.0 held for teachers. Incorporated Universal Design for Learning. Teacher collaboration in lesson design. Increased curriculum collaboration beyond English and math courses.	$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
✓ All		✓ All	
OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1(11) Utilize tools to identify and counsel students and their parents with the potential to succeed in rigorous courses.	$0	1(11) School sites used AP Potential tool to identify students for AP classes. Early Warning System developed and implemented to identify struggling students. Other tools included: ACT Aspire, PSAT/SAT Score back nights, AVID programs, and Parent Education nights.	$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
✓ All		✓ All	
OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils _English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1(12) Utilize formative assessments to inform instruction and support student learning.	$0	1(12) Common Formative Assessments and data analysis to inform instruction. Staff attended CAASPP Institute (SBAC Interim Assessments). Utilized project based learning, classroom assessments, and Career Technical Education projects. Provided professional development i.e. PIVOT Learning and HBUHSD Summer Institute.	$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
✓ All		✓ All	

OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1(13) Embed the effective use of technology in all curricular areas to enhance and accelerate learning.	$0	1(13) Technology included: Canvas apps, Turnitin.com, Gmail for all students and staff, Illuminate/INSPECT item bank/Google Apps, BYOD (Bring Your Own Device), Remind 101, My HBUHSD Portal Acceptable Use Policy, Kahn Academy, and Dezmos.	$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
✓ **All**		✓ **All**	
OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1(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.	$0	1(14) Presentations made at Parent Institute and Parent University. School newsletter updates. Best practices for use of technology at home shared with parents and CARE month.	$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
✓ **All**		✓ **All**	
OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1(15) Evaluate and update technology infrastructure on an ongoing basis.	Est. Cost:$153,000 Funding source: Base	1(15) Monitored network activity to reduce bottlenecks. Provided wireless coverage for all classrooms. Increased internet bandwidth connection with OCDE.	$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
✓ **All**		✓ **All**	
OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

1(16) Review, maintain and update hardware, software and internet based systems.	$0 Included in 1(15) above	1(16) see Action 1(15)	$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
✓ **All** OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____		✓ **All** OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1(17) Increase use of personal devices on campus to enhance learning.	$0	1(17) Teacher professional development included use of personal devices. Personal devices used for formative assessment. Added additional wireless access points for coverage. Have policy for use of personal devices on our network infrastructure.	$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
✓ **All** OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____		✓ **All** OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1(18) Expand paperless workflows, e.g. purchase orders, online student registration, etc.	$0	1(18) School sites implemented online student registration in summer 2015. Used Document Management system to manage work flow.	$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
✓ **All** OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____		✓ **All** OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1(19) Provide training, through community meetings, on how to navigate the parent/student portal at each site.	No additional cost	1(19) Training conducted at the following community meetings: Parent Prep Academy, Parent University, workshops held during student registration, Canvas and Aeries tutorials online.	$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
✓ **All**		✓ **All**	

OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1(20) Increase availability of interpretation and translation services for non-English speaking families at school-related functions.	Est. Cost: $86,800 Funding Source: Base	1(20) Increased hours for Spanish Interpreter/Translator.	$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
__All		__All	
OR: __Low Income pupils ✓ **English Learners** __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils ✓ **English Learners** __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1(21) Increase awareness of Parent University through site and district communication.	$0	1(21) Communication tools included: Principal Connect Ed, site presenters with focus on District resources, Public Information Coordinator, District website, and social media.	$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
✓ **All**		✓ **All**	
OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1(22) DELAC will develop/revise the District's master plan of education program and services for English learners.	Est. Cost: $1,000 Funding Source: Title III LEP	1(22) Continue with revision in 2016-17.	$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
__All		__All	
OR: __Low Income pupils ✓ **English Learners** __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils ✓ **English Learners** __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

1(23) Use parent groups to enhance communication to all stakeholders.	$0	1(23) Communicated through the following groups: PTSA, Parent Prep Academy, PTSO, Grupo Crecer, foundations and booster clubs, LCAP committees, Strategic Planning parent participation, and WASC parent focus groups.	$0
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
✓ **All**			✓ **All**	
OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal 1 remains the same for 2016-17. To focus our actions and services, the following changes were made to the Identified Needs: • *Close the achievement gap and provide timely credit recovery options in order to decrease the non-grad rate.* Reworded to *Decrease the graduation rate gap between All students, SWD, FY, LI, and EL.* • *Increase A-G eligibility for students who are deficient in one subject area.* Reworded to *Increase A-G eligibility for all students.* • *Create an awareness of Career Technical Education course offerings to fulfill graduation and/or A-G requirements.* Reworded to *Increase STEM (STEAM)/CTE pathways to provide career readiness options for students.* As a result of re-aligning the 2016-17 LCAP so that the Identified Need, Metrics, and Student Outcomes are tied to direct Actions/Services, the following revisions to 2015-16 Actions have occurred: • Actions 1(1), 1(8), 1(11), and 1(21) were moved to Goal 2. • Actions 1(6), 1(15), 1(16) and 1(17) were moved to Goal 3. The following Actions were moved to 2016-17 Goal 1 to align with the Identified Needs: • Action 2(3) Reworded as 'Evaluate existing CTE elective courses and develop new offerings based on student interests, unique needs, and access to college and career readiness.' (Action 3.1) • Action 2(19) Reworded as 'All teachers will use available online resources (i.e. Canvas, Aeries Gradebook) to communicate with students and parents (i.e. grades, assignments, attendance) on a timely and consistent basis.' (Action 1.8) • Action 2(20) Reworded as 'Ensure best first instruction through student-centered and standards aligned instruction with frequent formative assessments to inform/modify instruction.' (Action 2.1) • Action 2(26) Reworded as 'Implement a college readiness tracking system (i.e. Overgrad) to inform parents and align students' strengths and interests to postsecondary goals.' (Action 1.3) • Action 2(28) 'Establish protocols and support for communications with English learner parents regarding student achievement and attaining high school graduation.' (Action 2.5)

Original GOAL from prior year LCAP:	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__ 3 ✓ 4 ✓ 5 ✓ 6__ 7__ 8 ✓ COE only: 9__ 10__ Local : Specify _____

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

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.	Actual Annual Measurable Outcomes:	The following data compares 2013-14 versus 2014-15: 1. Attendance rates for all students: 2013-14 = 95.60% vs. 2014-15 = 95.31% 2. Chronic Absenteeism baseline data 2014-15 = 0.7% 3. Drop-out rates for all students: 2013-14 = 2.3% vs 2014-15 = data to be released in May 2016 4. EL reclassification rate: 2015 = 10% vs 2016 = 15.7% 5. ELs scoring proficient on CELDT: With 5 or more yrs.: 2014 = 54.7% vs 2015 = 59.2% With less than 5 yrs.: 2014 = 32.1% vs 2015 = 29.2% 6. 11th & 12th grade all students enrolled in at least one AP course: 2013-14 = 37% vs 2014-15 = 40% 7. CAHSEE testing is suspended 8. 2015-16 baseline data on # of students transferred to programs outside HBUHSD: as of March 14, 2016, 133 students have been transferred.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
2(1) Communicate options to students and parents about course offerings and relevance to college/career readiness.	$0	2(1) Course offerings communicated at: College Night, parent info nights, Public Information Coordinator (website, twitter etc.) Guidevisement, school presentations, individual meetings with staff, four-year Educational Plans.	$0
Scope of service:	LEA-wide	Scope of service:	LEA-wide	
✓ All		✓ All	

OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2(2) Identify resources and implement summer prep academic support for students.	Est. Cost: $30,000 Funding Source: Title 1A: 10,000 Title III LEP: 10,000 Base: 10,000	2(2) Summer prep academic support resources include: Adult School and online elective course on executive skills and literacy development.	$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
✓ **All**		✓ **All**	
OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2(3) Evaluate existing elective courses and develop offerings that are based on student interests, unique needs and access college/career readiness.	$0	2(3) Increase in the number of A-G Career Technical Education and academic courses and co-teaching classes. Implementation of the course adoption process.	$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
✓ **All**		✓ **All**	
OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2(4) Continue to support AVID programs.	Est. Cost: $14,000 Funding Source: Other	2(4) AVID program implemented at four high schools. District AVID professional development held on November 18, 2015, in the HBUHSD Board room. Staff attended the AVID Summer Institute professional development. AVID/WICOR strategies were used across schools.	$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
✓ **All**		✓ **All**	

OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2(5) Provide research based interventions that help students develop their affective and executive skills for success.	$0	2(5) Students were taught Executive Skills to increase success in college and career. The Executive Skills and AVID strategies were added to the Study Skills course. Implemented MTSS. Effective use of master schedule for intervention and teacher collaboration. PALs and anti-bullying, mentor programs were held at school sites.	$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
✓ All		✓ All	
OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2(6) Provide research based CAHSEE interventions.	Est. Cost: $5,000 Funding Source: Supplemental	2(6) Not Applicable - CAHSEE suspended	$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
✓ All		✓ All	
OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2(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.	Est. Cost: $20,000 Funding Source: Supplemental: 10,000 Title III LEP: 5,000 Title 1A: 5,000	2(7) The following research-based technology resources were implemented at schools: Read 180 upgrade, System 44, Khan Academy, CK12, News ELA, use of Chromebooks, online supplemental materials, and Canvas.	$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
__All		__All	

OR: __Low Income pupils ✔ **English Learners** __Foster Youth ✔ **Redesignated fluent English proficient** __Other Subgroups:(Specify)_____		OR: __Low Income pupils ✔ **English Learners** __Foster Youth ✔ **Redesignated fluent English proficient** __Other Subgroups:(Specify)_____	
2(8) Monitor quarterly English learners for progress on coursework.	$0	2(8) Monitoring coursework progress is mandated for 2 years following redesignation. Staff monitored students' English and math grades on the Early Warning System.	$0
Scope of service:	LEA-wide	Scope of service:	LEA-wide
__All OR: __Low Income pupils ✔ **English Learners** __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__All OR: __Low Income pupils ✔ **English Learners** __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
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.	Est. Cost: $19,000 Funding Source: Title III LEP: 5,000 Title 1A: 8,000 Supplemental: 6,000	2(9) Research based intervention programs used in support classes included: Khan Academy, Read 180, System 44, and CK12. Additionally, math grades were used as an indicator on the Early Warning System.	$0
Scope of service:	LEA-wide	Scope of service:	LEA-wide
__All OR: ✔ **Low Income pupils** ✔ **English Learners** __Foster Youth __ Redesignated fluent English proficient ✔ **Other Subgroups: Students with Disabilities**		__All OR: ✔ **Low Income pupils** ✔ **English Learners** __Foster Youth __ Redesignated fluent English proficient ✔ **Other Subgroups: Students with Disabilities**	
2(10) Implement a research-based academic bridge program for English learners, Low Income and Foster Youth.	Est. Cost: $6,000 Funding Source: Supplemental	2(10) Programs include: Westminster Summer School, OVHS-Golden West Collaboration program, and Adult School fee-based courses.	$0
Scope of service:	LEA-wide	Scope of service:	LEA-wide
__All		__All	

OR: ✓ **Low Income pupils** ✓ **English Learners** ✓ **Foster Youth** __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: ✓ **Low Income pupils** ✓ **English Learners** ✓ **Foster Youth** __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2(11) Implement Restorative Practices to provide alternative means of addressing student behavior.	$0	2(11) The District continued to implement Restorative Practices. Staff attended professional development at Orange County Dept. of Education.	$0
Scope of service:	LEA-wide	Scope of service:	LEA-wide
✓ **All**		✓ **All**	
OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2(12) Continue Student Attendance Review Teams (SART) at each site.	$0	2(12) School sites continued to implement Student Attendance Review Teams including SSTs. Attendance is an indicator on the Early Warning System and monitored by staff.	$0
Scope of service:	LEA-wide	Scope of service:	LEA-wide
✓ **All**		✓ **All**	
OR __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2(13) Continue drug and alcohol education and interventions for students and parents.	$0	2(13) Drug and alcohol education was provided at: Parent Prep Academy, Grupo Crecer, Parent University, health curriculum, PE curriculum, New Beginnings/Jade, and Phoenix House.	$0
Scope of service:	LEA-wide	Scope of service:	LEA-wide
✓ **All**		✓ **All**	
OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2(14) Analyze and use the results of the biannual California Healthy Kids Survey to identify at-risk behavior and trends.	$0	2(14) The California Healthy Kids Survey was administered to 9th and 11th grade students the week of February 22, 2016. The results will be analyzed and used in 2016-17.	$0

Scope of service:	LEA-wide		Scope of service:	LEA-wide	
✓ **All**			✓ **All**		
OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
2(15) Implement recommendations of HBUHSD English Learner Task Force to address the unique needs of the English Learner through a cohesive program.		Est. Cost: $10,000 Funding Source: Title III LEP	2(15) Sites provided culturally relevant school activities to connect all students (OVHS/WHS football culture events, LINK Crew/Orientation activities). Supported teachers in managing & monitoring students (Early Warning System, PELL communication, MTSS/restorative practice) Provided orientation for incoming EL 9th grade parents to share relevant information about high school transition Discipline specific professional development in all content areas for teachers regarding ELA/ELD literacy strategies (OCDE EL Summit). Professional development for administrators in EL strategies ELA/ELD Literacy Framework (Summer workshop with all site admin.). Provided professional development on differentiating learning for EL's. HBUHSD principals articulated with feeder school administrators regarding EL Program. Program code created in Aeries to identify Long Term English Learner (LTEL) students. District/site data charts disaggregated as LEP & RFEP.		$0
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__All			__All		
OR: __Low Income pupils ✓ **English Learners** __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils ✓ **English Learners** __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
2(16) On-going evaluation of effectiveness of implemented interventions.		$0	2(16) in progress/discussion at Team Retreat held on Dec 14, 2015, Early Warning System, on-site credit recovery programs to be evaluated		$0
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
✓ **All**			✓ **All**		

OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2(17) Continue Student Study Teams at each site.	$0		2(17) School sites continued to implement Student Study Teams.	$0
Scope of service: LEA-wide			Scope of service: LEA-wide	
✓ **All**			✓ **All**	
OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2(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.	$0		2(18) Professional development included: OCDE EL Summit and HBUHSD Summer Institute.	$0
Scope of service: LEA-wide			Scope of service: LEA-wide	
__All			__All	
OR: __Low Income pupils ✓ **English Learners** __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils ✓ **English Learners** __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2(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.	$0		2(19) Support and training on going/ aligned with Early Warning System information. Included training at Parent University on how to access grades and assignments.	$0
Scope of service: LEA-wide			Scope of service: LEA-wide	
✓ **All**			✓ **All**	
OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2(20) Identify and implement classroom practices to support best first instruction and intervention methods to reduce the number of students receiving Ds and Fs.	$0		2(20) Classroom practices and intervention methods used included: Use of formative assessments, tutorial extended time, after school writing lab, grading policy discussions, common rubric discussions, and test corrections to improve quiz/test scores.	$0

Scope of service:	LEA-wide		Scope of service:	LEA-wide	
✓ **All**			✓ **All**	
OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2(21) Support co-teaching teams through professional development to support struggling students, including special education students mainstreamed into general education academic classes.	$0	2(21) Professional development included: OCDE Professional Development and Study Skills Professional Development.	$0
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__All			__All	
OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient ✓ **Other Subgroups: Students with Disabilities**			OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient ✓ **Other Subgroups: Students with Disabilities**	
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.	$0	2(22) Site collaboration, English learner Task force recommendations	$0
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__All			__All	
OR: ✓ **Low Income pupils ✓ English Learners** __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: ✓ **Low Income pupils ✓ English Learners** __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2(23) Expand professional development for all staff to build their capacity in supporting student achievement and wellness and engaging parents.	Est. Cost: $15,000 Funding Source: Title III LEP: 5,000 Supplemental: 10,000	2(23) Professional development included: HBUHSD Summer Institute and Executive skills Professional Development.	$0
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
✓ **All**			✓ **All**	

OR: __Low Income pupils __ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2(24) Provide professional coaching for math and English teachers at schools serving higher populations of English learners and Low Income students.	$0	2(24) PELL coordinator presentations, EL Summit OCDE, Summer Institute, reading teacher presentations, professional development on AVID strategies, Math Coach at WHS.	$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
__All		__All	
OR: ✔ **Low Income pupils ✔ English Learners** __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: ✔ **Low Income pupils ✔ English Learners** __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2(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.	$0	2(25) This is a focus area in the HBUHSD Educator Effectiveness Professional Development Plan for 2016-17.	$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
__All		__All	
OR: ✔ **Low Income pupils ✔ English Learners** __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: ✔ **Low Income pupils ✔ English Learners** __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2(26) Develop a dashboard through Aeries that allows for parents and students to monitor graduation and A-G requirements.	$0	2(26) Aeries dashboard is in progress (HBUHSD Instructional Technology staff).	$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
✔ **All**		✔ **All**	
OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2(27) Continue to inform parents and students about programs such as TIPTXT.	$0	2(27) TIPTXT information is on student ID cards and school websites.	$0

Scope of service:	LEA-wide		Scope of service:	LEA-wide	
✓ **All**			✓ **All**		
OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
2(28) Establish protocols and support for communications with English learner parents regarding student achievement and attaining high school graduation.		$0	2(28) Supported English learner parents through Parent Prep Academy, Grupo Crecer, DELAC, parent centers, and Community Liaisons.		$0
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__All			__All		
OR: __Low Income pupils ✓ **English Learners** __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils ✓ **English Learners** __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
2(29) Provide educational advisement to Foster Youth and their guardians.		Est. Cost: $1,000 Funding Source: Supplemental	2(29) Foster Youth training provided on January 13, 2016, regarding graduation.		$0
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__All			__All		
OR: __Low Income pupils __ English Learners ✓ **Foster Youth** __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __ English Learners ✓ **Foster Youth** __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
2(30) Provide training opportunities for DELAC members to assist them to better understand their roles and responsibilities.		$0	2(30) Training was provided to DELAC members at their annual meeting.		$0
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
✓ **All**			✓ **All**		
OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

2(31) Provide educational advisement through PTSA/PTSO.	$0	2(31) Principals communicated site activities for credit recovery, AP Potential Tool, and A-G access. PTSA/PTSO had guest speakers who addressed various educational topics.	$0
Scope of service:	LEA-wide		Scope of service:	LEA-wide
✓ **All**			✓ **All**	
OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2(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.	$0	2(32) Opportunities to participate included Community Advisory Committee meetings, District College Night, 8th Grade Parent Night.	$0
Scope of service:	LEA-wide		Scope of service:	LEA-wide
__All			__All	
OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient ✓ **Other Subgroups: Students with Disabilities**			OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient ✓ **Other Subgroups: Students with Disabilities**	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal 2 remains the same for 2016-17. The following Identified Need has been added: • *Decrease the percent of English learners that are identified as LTELs.* This Identified Need was determined based on a deeper data analysis of the English learner subgroup. Approximately 70% of EL students are LTELs. • The 2015-16 Identified Need: *HBUHSD will provide a cohesive district-wide professional development for implementation of systems of support* is embedded as Action 1.3 under 2016-17 Goal 2. As a result of re-aligning the 2016-17 LCAP so that the Identified Need, Metrics, and Student Outcomes are tied to direct Actions/Services, the following revisions to 2015-16 Actions have occurred: • Action 2(6) was deleted due to CAHSEE suspension. • Actions 2(3), 2(19), 2(20), 2(26), 2(28), and 2(32) now align with Goal 1's Identified Needs. • Actions 2(1), 2(14) and 2(27) now align with Goal 3. • Action 2(11) and 2(16) now align with Goal 3. These Actions were combined, reworded, and included in Action 2.3 (The Educator Effectiveness Plan). • Action 2(31) was combined with Action 1.2 under Goal 1. • Goal 3 Action 3(17) now aligns with Goal 2 and is Action 1.21. The following Actions were included in Goal 1 in 2015-16 and are now included in Goal 2 for 2016-17: • Action 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 (new Action 2.2). • Action 1(21) Increase awareness of Parent University through site and district communication.

Original GOAL from prior year LCAP:	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 ✓ 2 ✓ 3 ✓ 4__ 5__ 6 ✓ 7 ✓ 8__ COE only: 9__ 10__ Local : Specify _____

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

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.	Actual Annual Measurable Outcomes:	The following data compares 2013-14 versus 2014-15: 1. Suspension rates 2013-14: HBUHSD = 2.8% County = 2.8% State = 4.4% 2014-15: HBUHSD = 1.8% County = 2.3% State = 3.8% 2. Expulsion rates 2013-14: HBUHSD = 0.1% County = 0.1% State = 0.1% 2014-15: HBUHSD = 0.1% County = 0.0% State = 0.1% 3. 2013-14 Truancy rate baseline data: HBUHSD = 34.37% County = 22.57% State = 31.14% 4. All schools received an overall facility rate of 'Good' on their SARCs. 5. Unable to accurately report on the number of teachers who have participated in Common Core professional development at school sites. 6. As of January 6, 2016, 109 have received services. 7. Student survey results: Survey window was 2/9/16-2/17/16. Comprehensive sites surveyed a minimum of 50 students, either 9th or 11th grade, and included ELs, SWD, LI, and FY. Alt. Ed sites each surveyed groups of 20 students. Student responses included: 1. 74% feel their school has a positive school climate, 2. 85% feel safe at their school, 3. 89% believe their school provides students with many opportunities to participate

LCAP Year: 2015-16

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
3(1) All students will have appropriate standards-aligned textbooks/instructional materials.		Est. Cost: $1,424,443 Funding Source: Base	3(1) All students have been provided appropriate standards-aligned textbooks/instructional materials (Williams Act).		$0
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
✓ **All**			✓ **All**		

OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3(2) Provide resources for the on-going instructional, operational, and administrative needs to ensure a safe, secure learning and working environment.	Est. Cost: $139,416,314 Funding Source: Base: 116,800,000 Title IIA: 173,500 Title 1A: 805,000 Other: 21,096,411 Supplemental: 541,403		3(2) Resources provided include: Safe Schools Coalition, AP meetings, Safe School Training Huntington Beach Police Department/OC Department of Education, district support for supplies, nurses, Wellness Specialists, Student Support Psychologists, maintenance staff, TipText, C.A.R.E month, purchase of new and improved campus lighting, and upgrading of CCTV surveillance system to ensure campus safety	$0
Scope of service: LEA-wide			Scope of service: LEA-wide	
✓ **All**			✓ **All**	
OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3(3) Ensure implementation of English Language Development (ELD)and English Language Arts(ELA)framework.	Est. Cost: $256,000 Funding Source: Supplemental		3(3) Administrative support in classrooms.	$0
Scope of service: LEA-wide			Scope of service: LEA-wide	
__All			__All	
OR: __Low Income pupils ✓ **English Learners** __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils ✓ **English Learners** __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3(4) Implement Next Generation Science Standards.	$0		3(4) Teacher teams developing NGSS aligned lessons in Biology and Physical/Earth Science	$0

Scope of service:	LEA-wide		Scope of service:	LEA-wide	
✓ **All**			✓ **All**		
OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
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.	$0		3(5) Strategies included in AVID courses. Administration monitoring, Instructional Rounds, review of instructional goals, site and district professional development, and release time for teacher teams	$0	
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
✓ **All**			✓ **All**		
OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
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.	Est. Cost: $185,000 Funding Source: Supplemental		3(6) ongoing, see 3(5) above	$0	
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__All			__All		
OR: ✓ **Low Income pupils ✓ English Learners** ✓ **Foster Youth** __ Redesignated fluent English proficient ✓ **Other Subgroups: Students with Disabilities**			OR: ✓ **Low Income pupils ✓ English Learners** ✓ **Foster Youth** __ Redesignated fluent English proficient ✓ **Other Subgroups: Students with Disabilities**		
3(7) Continue professional development on Common Core instructional shifts.	Est. Cost: $285,000 Funding Source: Other		3(7) ongoing, Summer Institute, PIVOT Learning, site professional development on student free day (January 25, 2016), OCDE.	$0	
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
✓ **All**			✓ **All**		

OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3(8) Provide specialized professional development on implementing the ELD/ELA standards and Next Generation Science standards.	Est. Cost: $100,000 Funding Source: Supplemental	3(8) Provided professional development on implementing ELD/ELA framework to all principals & assistant principals, release time for District teacher teams to review, align and develop NGSS lessons.	$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
__All		__All	
OR: __Low Income pupils ✔ **English Learners** __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils ✔ **English Learners** __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3(9) Provide professional development to address the social-emotional well-being of students.	$0	3(9) Professional development included: Student Support Psychologist, Summer Institute, and Wellness Specialists.	$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
✔ **All**		✔ **All**	
OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3(10) Target professional development to increase teacher growth and retention.	Est. Cost: $95,000 Funding Source: Base	3(10) Held Summer Institute 2.0 in August 2015 for teachers to attend workshops led by HBUHSD teachers. Support for Induction, developed and began implementing the Educator Effectiveness Professional Development Plan and site based Tech fest.	$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
✔ **All**		✔ **All**	
OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

3(11) Hire two district Wellness Counselors to provide counseling services for students.	Est. Cost: $200,000 Funding Source: Base	3(11) Hired two Wellness Specialists to provide counseling services for all students.	$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
✓ **All** OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____		✓ **All** OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3(12) Support misassigned teachers in obtaining appropriate credential authorization.	Est. Cost: $16,000 Funding Source: Title IIA	3(12) OCDE Induction Program: Clear Education Specialist Credential.	$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
✓ **All** OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____		✓ **All** OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3(13) Continue to support high quality library services including the Follett Library/Textbook Management System as well as databases used to support research.	Est. Cost: $10,000 Funding Source: Base	3(13) Ongoing, library block grant awarded.	$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
✓ **All** OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____		✓ **All** OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3(14) Educate students and parents on the lasting implications of social media.	$0	3(14) Opportunities to educate students and parents included: Parent University, AP and principal meetings with families, PTSA/PTSO, Parent Prep Academy, Grupo Crecer, Student Study Teams, and student assemblies devoted to the issue of social media.	$0

Scope of service:	LEA-wide		Scope of service:	LEA-wide	
✓ **All**			✓ **All**		
OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
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.		$0	3(15) Outreach provided through mailings, Blackboard Connect, District/site website, and student registration information.		$0
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__All			__All		
OR: ✓ **Low Income pupils** __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: ✓ **Low Income pupils** __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
3(16) Strengthen relationships through positive customer service to encourage active student and parent participation.		$0	3(16) CRC support, community liaison, Parent University, Booster Groups, Parent Prep Academy/Grupo Crecer, Public Information Coordinator.		$0
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
✓ **All**			✓ **All**		
OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
3(17) Increase outreach efforts to encourage parental participation in site and district decision making.		Est. Cost: $15,000 Funding Source: Title IA-PI: 5,000 Title III LEP: 5,000 Base: 5,000	3(17) Parents participated in WASC, School Site Council, Strategic Planning Committee, LCAP Stakeholder meetings, and Parent Forums. Outreach efforts provided by Public Information Coordinator, Blackboard Connect, PTSA/PTSO, Community Liaisons and Community Resource Coordinators (VIPS).		$0
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
✓ **All**			✓ **All**		

OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal 3 remains the same for 2016-17. The following Identified Needs have been added: 1. '*Provide students with meaningful, rigorous work aligned to 21st Century learning.*' This Identified Need was determined based on analysis of percent of students meeting Achievement levels 3 and 4 on the 2015 SBAC ELA and math assessments, percent of students meeting Achievement level 4 for the Early Assessment Program (EAP), Advanced Placement exam passing rate and course enrollment, EL reclassification rates and CELDT proficiency rates. 2. *'Provide services that prepare students and inform parents about postsecondary programs and career pathways.'* This Identified Need was determined based on responses from parents at the Parent Forums and DELAC meeting. 3. The two Identified Needs for 2015-16 have been combined to include a third need for Goal 3, 2016-17: *Provide well-maintained learning environment where all students feel physically and emotionally safe at school.* As a result of re-aligning the 2016-17 LCAP so that the Identified Need, Metrics, and Student Outcomes are tied to direct Actions/Services, the following revisions to 2015-16 Actions have occurred: • Actions 3(5), 3(10), and 3(17) were moved to Goal 2. • Action 3(7) was re-worded to include '21st Century skills as outlined in the Educator Effectiveness Grant' and is now Action 2.3. • Action 3(10) was deleted. Professional development is now included in Action 2.3. • Action 3(12) was deleted as the district does not provide financial support for teachers obtaining appropriate credential authorization. • Action 3(14) was expanded to include digital literacy, social media, and cyber citizenship and respond effectively to safety and security issues as they relate to technology usage. New Action 1.5 The following Actions were included in Goals 1 and 2 in 2015-16. They are included in Goal 3 for 2016-17: • Analyze and use the results of the biannual California Healthy Kids Survey to identify at-risk behaviors and trends. (Action 1.2) • Increase the use of personal electronic devices on campus to enhance learning. (Action 2.11) • Continue to collaborate with students, parents, counselors and guidance specialists to develop digital 4-year educational plan/career plan for all students and assess annually. (Action 3.1) The following are new Actions for 2016-17 and are tied to the specific Identified Needs in Goal 3: • Actions 2.4, 2.5, 2.6, 2.10, 2.13, 3.2, 3.3, 3.4, and 3.5		

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

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	$_____

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, FY, LI, RFEP, and SWD students is a primary focus for the Huntington Beach Union High School District. The following actions/services will be provided districtwide to support EL, FY, LI, RFEP and SWD students:

1. *Identify resources and implement summer academic support for SWD, EL, FY and LI students.* The research on the effects of extended learning time in K-12 education is robust and promising, when the time is used effectively to engage students and provide support in key areas. 2015 EAP results indicate that the following subgroups scored at Standard Exceeded: ELA: SWD = 6%, EL = 1%, LI = 24%, and Math: SWD = 2%, EL = 2%, LI = 16%. HBUHSD is committed to preparing all students to qualify for and succeed in baccalaureate degree programs, certificate or career training, and/or apprenticeships without needing remediation (HBUHSD College and Career Readiness definition).

2. *Support co-teaching teams through professional development.* The development of the HBUHSD Educator Effectiveness Professional Development Plan included the administration of a survey to all certificated staff. An identified area of need included professional development supporting co-teaching strategies.

3. *Utilize research-based math and reading intervention programs to close the achievement gap for Low Income learners, English learners, and Students with Disabilities.* 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. *Establish protocols and support for communications with English learner parents regarding student achievement and attaining high school graduation.* Parent involvement at home and school has a measurable impact on student performance in schools, and is particularly important for EL and students from low-income families. Improved communication between teachers and parents increases student engagement as measured by homework completion rates, on-task behavior and class participation ('The Power of Parents, Research Underscores the Impact of Parent Involvement in School' February 2014).

5. *Increase availability, awareness, and access to parent/family education programs geared toward EL community (i.e. PL1, Grupo Crecer etc.).* HBUHSD is committed to providing parent involvement activities that help strengthen the home-school partnership.

6. *Continue to ensure implementation of English Language Development (ELD) and English Language Arts (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.

7. *EL students will have full access to rigorous academic content in all core content areas and enrichment courses.* HBUHSD A-G completion rates for EL students indicates there is a gap when comparing to all students. Research indicates (*Seizing the Opportunity to Narrow the Achievement Gap for English Learners*) that only a very small proportion of EL students graduate having completed A-G college prep requirements. Rigorous academic courses will not be withheld from EL students.

8. *Continue to review the State Standards to identify essential standards and pace instruction to support struggling learners, English learners, Foster Youth, Low Income and Students with Disabilities*. 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.

9. *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*. The '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.

10. *Provide career and college planning guidance geared to EL needs*. Most high school EL students are the first in their families to enroll in college, and as such their families may lack knowledge of the college and career planning process. One way to address this information deficit is to provide career and college planning to EL students and their families in the primary language and in a way that strategically addresses their EL status *(Seizing the Opportunity to Narrow the Achievement Gap for English Learners)*.

11. *Provide collaboration 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*. Data indicates that there is an achievement gap between all HBUHSD students and Low Income and English learners when comparing the percent of students who met or exceeded grade level standards on the 2015 SBAC ELA and math results.

12. *Provide professional coaching for math and English teachers at schools serving higher populations of English learners and Low Income 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 Low Income students and how to work with parents to build strong school programs.

13. *The English Language Development program will ensure sufficient rigor for all EL students so that students can meet annual English language development objectives*. 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.

14. *Increase availability of interpretation and translation services for non-English speaking families at school-related functions*. HBUHSD believes in providing parents with the knowledge and strategies to assist their children in learning at home, in the community, and at school.

15. *Ongoing monitoring of EL Task Force implementations*. The EL Task Force will continue to be included in the HBUHSD LCAP Planning Cycle. The Task Force will begin this cycle with data analysis, continue with evaluation of 2016-17 actions/services specific to EL students, and make recommendation for 2017-18.

16. *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 career, especially students traditionally under-represented in higher education. AVID's research-based strategies and methodologies develop students' critical thinking, literacy, and math skills across all content areas.

17. *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.

18. *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.

19. *Provide educational advisement to Foster Youth and their guardians*. A March 2016 presentation from OCDE Foster Youth Services included best practices when developing programs for Foster Youth. A best practice includes the importance of team building. Our educational advisement program will include meeting with FY guardians in an effort to maximize all efforts in supporting FYs' educational needs.

20. *Identify English learners who are on the threshold of becoming LTELs and provide interventions*. HBUHSD data indicates that approximately 70% of EL students are LTELs. The majority of our LTEL students are in the 9th grade. This is a newly Identified Need for 2016-17 and we will do a deeper data analysis to identify appropriate interventions.

21. *DELAC will develop/revise the District's master plan of education program and services for English learners.* The HBUHSD DELAC has knowledgeable parents and community members that form a strong base of parent involvement.

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.

	%

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

- Specific technology purchases to support integration of technology in EL and LEP core classes.
- 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.
- The Program for English Language Learners (PELL) provides sections for lowering class size, supplemental resources, and bilingual instructional assistants to support language and access to the core curriculum.
- The EL Facilitator has two release periods to provide support and coaching to ELD teachers. She facilitates the implementation of the EDGE textbook series.
- ELD Program is aligned to the State Standards 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.
- The EL Task Force, consisting of certificated and classified staff, are included in the LCAP process. The EL Task Force analyzes data, reviews effectiveness of LCAP actions/services, and provides recommendations for future actions/services.
- The AVID program reaches the underperforming population, disenfranchised students and provides a family environment that supports students in achieving success on a college pathway.
- Afterschool tutors provide services for extended support beyond the school day.
- Professional development for all staff is focused on best first instruction, scaffolding instruction, and engaging students in appropriate grade level learning opportunities. (HBUHSD Educator Effectiveness Professional Development Plan)

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]