

## § 15497. Local Control and Accountability Plan (LCAP) and Annual Update Template

### **Introduction:**

LEA: Anaheim Union High School District LCAP Year: 2014-15

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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.*

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

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

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

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

For each Section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the School Accountability Report Card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

## **State Priorities**

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

### A. Conditions of Learning:

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

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

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

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

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

### B. Pupil Outcomes:

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

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

### C. Engagement:

**Parent involvement:** efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

**Pupil engagement:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates.

(Priority 5)

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

### **Section 1: Stakeholder Engagement**

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

**Instructions:** Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

#### **Guiding Questions:**

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

Involvement Process	Impact on LCAP
<p>Prior to the development of Local Control Accountability Plan (LCAP) goals, actions and expenditures, the Assistant Superintendent, Directors, and Coordinators, from the Anaheim Union High School District Educational Services Division, met with stakeholder groups to conduct a comprehensive needs assessment and identify gaps in services that impede optimal student achievement results. The stakeholder groups included: District Advisory Council (DAC), District-level English learner Advisory Committee (DELAC), LCAP Steering Committee, LCAP Pupil Achievement and Pupil Outcome Focus Group, LCAP Academic Content/Performance Standards Focus Group, LCAP Parent Involvement Focus Group, LCAP Access and Enrollment Focus Group, LCAP Pupil Engagement/School Climate Focus Group, LCAP Williams Focus Group, and LCAP Local Priorities Focus Group.</p> <p>Each of the focus groups had representation from parents, students, teachers, counselors, administrators, classified staff, and community members. No less than 30 meetings were held between November 2013 and April 2014. The LCAP Steering Committee, comprised of representatives from four local bargaining units, parents, and community members, met four times to analyze and refine the work of the focus groups. Additionally, District officials met with representatives from each of the four local bargaining units to engage in the meet and confer process.</p> <p>All focus group members were invited to a culminating meeting on April 9, 2014, to prioritize high-leverage actions that were developed to address stakeholder input. More than 100 focus group members attended the meeting. In addition to prioritizing high-leverage actions, the group examined each high-leverage action’s relationship to the state priorities. The LCAP Steering Committee met on April 24, 2014, to finalize goals and refine the action steps listed in the plan.</p> <p>Throughout the process, data was shared with all stakeholder groups to help determine gaps in services. The data that was presented included: achievement data for all students; achievement data for low-income, English learners, and students with disabilities subgroups; school attendance rates; dropout rates; graduation rates; suspension rates; and A-G completion rates.</p>	<p>After discussions with parents, teachers, classified staff, administrators, and community stakeholders, the responses from focus groups were evaluated, and used to help guide the proposed goals and action steps listed in “Section 2: Goals and Progress Indicators.” Once the needs, metrics, goals, and high-leverage actions were developed in draft form, relevant data, proposed priorities, and action steps were again reviewed by several stakeholder groups. The LCAP steering committee helped to further refine goals and actions.</p> <p>For example, initially 27 high-leverage actions were generated to respond to feedback from LCAP focus groups. When all focus group members were brought together on April 9, 2014, to prioritize high-leverage actions and state priorities, their feedback was used to help guide the consolidation process. Subsequently, the LCAP steering committee members analyzed how high-leverage actions and state priorities were ranked in terms of importance. The information helped the steering committee make recommendations to consolidate some of the some of the high-leverage actions. Through this process, the number of high-leverage actions was reduced from 27 to 18 actions.</p> <p>Parent forums were held throughout the District, in May 2014, to seek further input. Based on parent feedback and feedback from other stakeholder groups, the plan was then further refined.</p> <p>The LCAP was presented to the Board of Trustees at the opening of a public hearing on June 19, 2014. After the public hearing the Board of Trustees was requested to formally adopt the LCAP at a public Board meeting, held on June 26, 2014.</p>

**Section 2: Goals and Progress Indicators**

*For school districts, Education Code Sections 52060 and 52061, for county offices of education, Education Code Sections 52066 and 52067, and for charter schools, Education Code Section 47606.5, the LCAP is required to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities. An annual update is also required, which includes a review of progress towards the goals and describes any changes to the goals.*

**Instructions:** Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code Section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code Section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils [ELACs], pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

**Guiding Questions:**

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to “Engagement” (e.g., pupil and parent)?
- 4) What are the LEA’s goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code Sections 42238.01 and 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code Section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<b>Goal 1: Implementation of Common Core State Standards, ELD Standards, and Next Generation Science Standards</b>								
<p><b>1.1. Need/Gap:</b> All students do not have equal access to a coherent curricular and instructional program at every school.</p> <p><b>Metric:</b> Track implementation of up-to-date instructional materials, which are aligned with Common Core State Standards (CCSS).</p>	1.1. Each school has sufficient CCSS aligned instructional materials that meet the learning needs of all students.	All	All	May 2015	1.1. Develop District curriculum and instructional materials cycle designed to research, pilot, and purchase instructional materials aligned to CCSS, English Language Development (ELD) Standards, and Next Generation Science Standards (NGSS).	1.1. Continue to purchase instructional materials aligned to CCSS, ELD Standards, and NGSS based on curriculum and instructional materials cycle.	1.2. Continue to purchase instructional materials aligned to CCSS, ELD Standards, and NGSS based on curriculum and instructional materials cycle.	<b>State Priority #1: Basic Services</b>
<p><b>1.2. Need/Gap:</b> All students do not exhibit literacy skills required for Depth of Knowledge (DOK) level 3-4 tasks. Students need further support with: reading complex text, the use of complex text in speech, and evidence-based writing of complex tasks to become college and career ready.</p> <p><b>Metric:</b> Improved District and site performance task assessment results.</p>	1.2. Every school has an instructional model that guides instructional design and delivery based on District CCSS units of study, and all students exhibit literacy skills required for: reading complex text, using complex text in speech, and demonstrating competency with evidence-based writing.	All	All	Quarterly 2014-15	1.2. Provide teacher professional development on lesson study, units of study, performance task assessments, and teacher learning walks to improve literacy skills across all content areas.	1.2. Continue to implement teacher professional development on lesson study, units of study, performance task assessments, and teacher learning walks to improve literacy skills across all content areas.	1.2. Continue to implement teacher professional development on lesson study, units of study, performance task assessments, and teacher learning walks to improve literacy skills across all content areas.	

<p><b>1.3. Need/Gap:</b> Parents do not understand grade-level competencies and do not have the tools to monitor student progress.</p> <p><b>Metric:</b> Parent survey results, which indicate increased understanding of how to monitor student progress.</p>	<p>1.3. Every parent is informed of expected grade-level competencies and proactively monitors progress of their students.</p>	All	All	February -June 2015	<p>1.3. Community Liaisons and school counselors will provide parents with resources, training opportunities, and parent surveys designed to monitor student grade level progress.</p>	<p>1.3. Community Liaisons and school counselors will use survey results to provide parents with resources, training opportunities, and other supports designed to monitor student grade level progress.</p>	<p>1.3. Community Liaisons and school counselors will use parent surveys results to provide parents with resources, training opportunities, and other supports designed to monitor student grade level progress.</p>	<p><b>State Priority #3: Parent Involvement</b></p>
<p><b>1.4 Need/Gap:</b> Grading practices among schools are inconsistent, which has resulted in increased numbers of students who are credit deficient.</p> <p><b>Metric:</b> Grade distribution results are more consistent across the District, based on local multiple measures and individual student needs.</p>	<p>1.4 Each school will have consistent grading practices designed to reduce student failure rates, which will be disaggregated by student subgroups.</p>	All	All	May 2015	<p>1.4. The Grade Task Force Committee will develop and pilot at selected schools grading policies aligned to mastery of CCSS and project-based learning.</p>	<p>1.4. The Grade Task Force Committee will develop grade policy recommendations to the District that are aligned to mastery of CCSS and project-based learning.</p>	<p>1.4. District grading policy recommendations, based on mastery of CCSS and project-based learning, will be implemented at all schools, and grade distribution data will be utilized to adjust grading policy recommendations.</p>	<p><b>State Priority #8: Other Pupil Outcomes</b></p>
<p><b>1.5 Need/Gap:</b> Current system of assessments does not inform teachers of student progress based on college and career readiness indicators.</p> <p><b>Metric:</b> Track use of formative and summative assessments and District embedded assessments (college and career readiness indicators) to monitor student progress by school.</p>	<p>1.5 All teachers use formative and summative assessments and District embedded assessments to monitor student progress and guide instruction and intervention.</p>	All	All	February -June 2015	<p>1.5. Professional development will be provided for teachers to develop a system of assessments and share best practices on performance task assessments across the District to guide professional development, first best instruction, and intervention strategies.</p>	<p>1.5. District and site performance task assessment benchmarks will be implemented and data will be utilized to guide professional development, first best instruction, and intervention strategies.</p>	<p>1.5. Refinement of District and site performance task assessment benchmarks and data will be utilized to guide professional development, first best instruction, and intervention strategies.</p>	<p><b>State Priority #4: Pupil Achievement</b></p>
<p><b>Goal 2: All Students Will Earn a High School Diploma</b></p>								
<p><b>2.1. Need/Gap:</b> Not all students and parents are provided with sufficient support, communication and/or opportunities to complete a high school diploma, including</p>	<p>2.1. Each school has implemented services/programs that increase communication and provide additional opportunities, as</p>	All	All	February -June 2015	<p>2.1. With District support schools will identify, develop, implement, and communicate programs and support services for</p>	<p>2.1. With District support schools will continue to identify, develop, implement, and communicate programs and services for all</p>	<p>2.1. With District support schools will continue to refine, identify, develop, implement, and communicate programs and</p>	<p><b>State Priority #1: Basic Services</b> <b>State Priority #3: Parent Involvement</b></p>

English learners (ELs), foster youth and low-income students.	needed, to support all students to complete a high school diploma.				all students to earn a high school diploma, targeted subgroup data will be utilized to monitor progress.	students to earn a high school diploma, targeted subgroup data will be used to monitor progress.	services for all students to earn a high school diploma, targeted subgroup data to will be used to monitor progress.	
<b>Metric:</b> Improved graduation rates.								
<b>2.2. Need/Gap:</b> Not all ELs or students with disabilities currently have a comprehensive curriculum or are appropriately placed to support their various learning needs.	2.2. Systemic placement and monitoring of these students and courses will lead to improved student performance outcomes for ELs, including long term English learners (LTELs), and students with disabilities.	English learners or students with disabilities	English learners or students with disabilities	February -June 2015	2.2. Provide professional development for teachers on ELD Standards, CCSS literacy skills/anchor standards, and California English Language Development Test (CELDT) placement criteria to ensure that language acquisition skills are fully implemented across all content areas and in Special Day Classes (SDC).	2.2. Monitor and refine professional development, curriculum alignment, EL and SDC placement, CELDT scores, redesignation rates, SDC/LTEL student grade results, and CCSS District literacy benchmark assessment results.	2.2. Monitor and adjust EL and SDC placement results based on District literacy benchmark assessments, EL redesignation rates, and SDC/LTEL student grade results.	<b>State Priority #7: Course Access</b>
<b>Metric:</b> Systematically track the placement and monitoring of English learners or students with disabilities.								
<b>2.3. Need/Gap:</b> There is not a defined process for using multiple measures to ensure students have access to a rigorous course of study.	2.3. A data management system provides access to student information that effectively determines student placement and guides student support.	All	All	Quarterly 2014-15	2.3. Response to Intervention (Rtl) Specialist will develop and implement data management training on the use of Rtl assessment measures to guide student placement, instruction, and intervention.	2.3. Rtl Specialist will continue to refine Rtl assessment measures and will receive data management training to guide student placement, instruction, and intervention.	2.3. Rtl Specialist will adjust and monitor Rtl assessment measures and data management training to guide student placement, instruction, and intervention.	<b>State Priority #7: Course Access</b>
<b>Metric:</b> Track use of data system, by school, to appropriately place students in courses.								
<b>2.4. Need/Gap:</b> Poor student attendance leads to decreased student engagement and increasing numbers of students who drop out of school.	2.4. Each school will develop a systemic attendance monitoring system that will lead to reduced drop-outs, and increased numbers of students who graduate from high school.	All	All	May 2015	2.4. Attendance Program Administrator will develop and implement attendance outreach and accountability programs districtwide.	2.4. Attendance Program Administrator will continue to implement attendance outreach and accountability programs districtwide.	2.4. Attendance Program Administrator will continue to implement and refine attendance outreach and accountability programs districtwide.	<b>State Priority #5: Pupil Engagement</b>
<b>Metric:</b> Improved attendance rates.								

<p><b>2.5. Need/Gap:</b> Students who engage in inappropriate behaviors that often result in suspension and expulsion are less likely to graduate from high school.</p>	<p>2.5. Every school will implement a multi-tiered academic and behavioral support system, which includes increased support of mental health school resources and services, which are designed to reduce inappropriate behavior, student suspensions, and improve student learning.</p>	<p>All</p>	<p>All</p>	<p>Quarterly 2014-15</p>	<p>2.5. School Rtl Team will develop and implement site-based academic and behavioral interventions and supports to reduce student suspensions and to improve student learning.</p>	<p>2.5. School Rtl Team will monitor and expand academic and behavioral interventions and supports, based on Rtl data, to reduce student suspensions and to improve student learning.</p>	<p>2.5. School Rtl Team will monitor and refine academic and behavioral interventions and supports, based on Rtl data, to reduce student suspensions and to improve student learning.</p>	<p><b>State Priority #5: Pupil Engagement</b> <b>State Priority #6: School Climate</b></p>
<p><b>Metric:</b> Track student suspension data and intervention data by school and districtwide.</p>								
<p><b>2.6. Need/Gap:</b> Schools have not implemented the disaggregation of student discipline data to identify trends and define necessary support systems.</p>	<p>2.6. Each school has access to tools and a defined process for identifying the causation of student disciplinary incidents, and guidance for the implementation of appropriate interventions.</p>	<p>All</p>	<p>All</p>	<p>May 2015</p>	<p>2.6. Schools will utilize monthly discipline reports to identify discipline trends by student subgroup to provide appropriate student behavioral interventions and resources.</p>	<p>2.6. Schools will continue to monitor monthly student discipline reports by student subgroup to identify student discipline trends to provide appropriate student behavioral interventions and resources.</p>	<p>2.6. Schools will monitor and refine monthly student discipline reports to identify student discipline trends by subgroup to provide appropriate student behavioral interventions and resources.</p>	<p><b>State Priority #6: School Climate</b></p>
<p><b>Metric:</b> Track, by school, the use of discipline data to inform interventions.</p>								
<p><b>2.7. Need/Gap:</b> There are significant academic achievement gaps among student subgroups, based on local multiple measures.</p>	<p>2.7. Each school will implement targeted academic interventions to close the achievement gap among student subgroups.</p>	<p>All</p>	<p>All</p>	<p>Quarterly 2014-15</p>	<p>2.7 Schools will analyze student achievement data to identify achievement gaps by subgroup and provide targeted academic interventions and enrichment resources for deficient students.</p>	<p>2.7 Schools will continue to analyze student achievement data to identify achievement gaps by subgroup and provide targeted academic interventions and enrichment resources for deficient students.</p>	<p>2.7 Schools will analyze and refine student achievement data to identify achievement gaps by subgroup and provide targeted academic interventions and enrichment resources for deficient students.</p>	<p><b>State Priority #4: Pupil Achievement</b></p>
<p><b>Metric:</b> Track student achievement results by subgroup, which indicate a narrowing of the achievement gap, based on local multiple measures.</p>								
<p><b>Goal 3: All Students Will Demonstrate College and Career Readiness</b></p>								
<p><b>3.1. Need/Gap:</b> Teachers and administrators need additional support, resources, and skills to ensure college and</p>	<p>3.1. The District will develop a comprehensive professional development plan designed to increase</p>	<p>All</p>	<p>All</p>	<p>May 2015</p>	<p>3.1. The District will develop and implement a yearly comprehensive professional development plan</p>	<p>3.1. The District will survey staff yearly on college and career readiness skills and adjust the professional</p>	<p>3.1. The District will monitor and refine the professional development plan yearly, based on staff survey data to</p>	<p><b>State Priority #1: Basic Services</b></p>

career readiness.	staff's capacity/ understanding of college and career readiness skills.				designed to increase staff's capacity/ understanding of college and career readiness skills.	development based on staff survey results.	determine increased capacity/ understanding of college and career readiness skills.	
<b>Metric:</b> Track staff participation and implementation of professional development activities.								
<b>3.2. Need/Gap:</b> Students and staff have limited access to technology needed to support teaching, learning, and resources for progression towards and completion of a high school diploma.	3.2 Students and staff have access to a broad range of sustainable technology resources for their individual learning needs.	All	All	May 2015	3.2. The District will begin to implement District Technology Plan goals including the purchase of equipment, infrastructure, tech support, and technology professional development.	3.2. The District will continue to implement District Technology Plan goals, including expansion of technology equipment purchases, professional development, tech support, and infrastructure.	3.2. The District will fully implement District Technology Plan goals, including expansion of technology equipment purchases, professional development, tech support, and infrastructure.	<b>State Priority #2: Common Core State Standards</b>
<b>Metric:</b> Track, by school, the installation and implementation of, and professional development to support effective use of technological resources.								
<b>3.3. Need/Gap:</b> Current school structures and schedules restrict some students from accessing a broad course of study including Science, Technology, Engineering, and Mathematics (STEM), Visual and Performing Arts (VAPA), Career Technical Education (CTE), and World Languages.	3.3. Each school will implement structures to ensure that students attain a broad course of study, and each student has an individualized six-year student academic plan, which is college and career aligned.	All	All	May 2015	3.3. Schools will examine flexible school structures and develop six-year student academic plans to increase student access to a broad course of study, including CTE completion, STEM, VAPA, and World languages.	3.3. Schools will pilot and implement flexible school structures and continue to develop six-year student academic plans to increase student access to a broad course of study, including CTE completion, STEM, VAPA, and World languages.	3.3. Schools will refine flexible school structures and continue to develop six-year student academic plans to increase student access to a broad course of study, including CTE completion, STEM, VAPA, and World languages.	<b>State Priority #2: Implementation of State Standards State Priority #7: Course Access State Priority #8: Other Pupil Outcomes</b>
<b>Metric:</b> Increased pathway completion and CTE certification results.								
<b>3.4. Need/Gap:</b> Presently, only one third of students complete A-G requirements, and the District's A-G completion rate has not increased over the past three	3.4. Districtwide vertical alignment of A-G courses, courses that precede A-G courses, and honors and AP courses will	All	All	May 2015	3.4. Schools will begin to vertically align courses that precede A-G, A-G courses, and honors and AP courses to ensure students	3.4. Schools will continue to vertically align courses that precede A-G, A-G courses, and honors and AP courses to ensure students have	3.4. Schools will refine vertical alignment of courses that precede A-G, A-G courses, and honors and AP courses to ensure	<b>State Priority #4: Pupil Achievement State Priority #7: Course Access</b>

years.	result in students better prepared to complete A-G requirements, which will also increase AP course access.				have access and are prepared to complete higher level courses.	access and are prepared to complete higher level courses.	students have access and are prepared to complete higher level courses.	
<b>Metric:</b> Increased A-G completion rates.								
<b>3.5. Need/Gap:</b> Many parents and students do not see the connection between skills developed in school and the skills needed to compete in the workforce and post-secondary institutions, and are unaware of the importance of completing A-G requirements.	3.5. Every school has community partnerships and structures that provide opportunities for students to demonstrate college and career readiness to parents and to the broader school community.	All	All	May 2015	3.5. Schools will initiate and implement community partnerships and parent involvement activities designed to provide students with opportunities to demonstrate college and career readiness.	3.5. Schools will continue to implement and expand community partnerships and parent involvement activities designed to provide students with opportunities to demonstrate college and career readiness.	3.5. Schools will fully implement community partnerships and parent involvement activities designed to provide students with opportunities to demonstrate college and career readiness.	<b>State Priority #3: Parent Involvement</b> <b>State Priority #6: School Climate</b>
<b>Metric:</b> Parent and student survey results, which indicate improved understanding of the importance of completing A-G requirements.								
<b>3.6. Need/Gap:</b> Current educational structures are not aligned with college and career readiness, and do not meet the needs of students who need non-traditional instructional options for success.	3.6. Each school will utilize Apex Learning courses, summer courses, eLearning courses, and Independent Learning Centers (ILCs) to reduce drop-out rates and to retain students at their home schools.	All	All	May 2015	3.6. The District will develop and implement non-traditional instructional options for student success, including Apex Learning credit recovery programs, ILCs, eLearning, and alternative education programs to ensure that students are college and career ready.	3.6. The District will continue to expand non-traditional instructional options for student success, including Apex Learning credit recovery, ILCs, eLearning, and alternative education programs to ensure that students are college and career ready.	3.6. The District will expand and refine non-traditional instructional options for student success, including Apex Learning credit recovery, ILCs, eLearning, and alternative education programs to ensure that students are college and career ready.	<b>State Priority #4: Pupil Achievement</b> <b>State Priority #5: Pupil Engagement</b> <b>State Priority #7: Course Access</b>
<b>Metric:</b> Schools will utilize cohort data to monitor student graduation rates and college and career readiness data.								

### **Section 3: Actions, Services, and Expenditures**

*For school districts, Education Code Sections 52060 and 52061, for county offices of education, Education Code Sections 52066 and 52067, and for charter schools, Education Code Section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code Section 52604 requires a listing and description of the expenditures required to implement the specific actions.*

**Instructions:** Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA’s budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code Section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code Section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code Sections 52061, 52067, and 47606.5.

#### **Guiding Questions:**

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
  - 2) How do these actions/services link to identified goals and performance indicators?
  - 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?
  - 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
  - 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
  - 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
  - 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code Section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<b>Goal 1: Implementation of Common Core State Standards, ELD Standards, and Next Generation Science Standards</b>							
<b>Goal 1</b>	<b>State Priority #1: Basic Services</b>	1.1. Purchase and implement curricular resources and instructional materials that are aligned with Common core State Standards (CCSS), and meet the learning needs of all students.	District (LEA-wide)	May 2015	Purchase English language arts (ELA) and Math CCSS aligned curricular resources and instructional materials. All departments developing CCSS units of study: \$2 million (Lottery).	Purchase ELA and Science CCSS aligned curricular resources and instructional materials. All departments developing CCSS units of study: \$1 million (Lottery).	Science and History CCSS aligned curricular resources and instructional materials. All departments developing CCSS units of study: \$1 million (Lottery).
<b>Goal 1</b>	<b>State Priority #2: Common Core State Standards State Priority #8: Other Pupil Outcomes</b>	1.2. Support teachers in the completion of all CCSS units of study, and provide centralized training necessary for the implementation of CCSS aligned lesson study models that support close reading and evidence-based writing of complex texts.	District (LEA-wide)	Quarterly 2014-15	Develop units of study and Performance Task Assessments (PTAs). Costs included in District Professional Development Plan. Total professional development costs: \$750,000 (Title I, Title II, Title III, LCFF). 16 Lesson Design Specialists: \$1.4 million (Title I and LCFF).	Refine CCSS aligned units of study, PTAs and lesson study models. Costs included in District Professional Development Plan. Total professional development costs: \$750,000 (Title I, Title II, Title III, LCFF). 17 Lesson Design Specialists: \$1.6 million (Title I and LCFF).	Refine CCSS aligned units of study, PTAs and lesson study models. Costs included in District Professional Development Plan. Total professional development costs: \$750,000 (Title I, Title II, Title III, LCFF). 18 Lesson Design Specialists: \$1.7 million (Title I and LCFF).
<b>Goal 1</b>	<b>State Priority #3: Parent Involvement</b>	1.3. Provide training to parents on grade-level student competencies, and how to proactively monitor student progress.	District (LEA-wide)	February-June 2015	Increase 7 part-time Bilingual Community Liaison positions to full-time, 8-hour positions. Continue to fund 5 8-hour Bilingual Community Liaison positions (12 Full-Time Equivalent [FTE]): \$760,000 (LCFF). Trainings: \$250,000 (Title I, Title III, and LCFF).	Add 3 additional 8-hour Bilingual Community Liaison positions (15 FTE): \$988,000 (LCFF). Provide training and resources: \$250,000 (Title I, Title III, and LCFF).	Add 7 more 8-hour Bilingual Community Liaison positions (22 FTE): \$1.5 million (LCFF). Provide training and resources: \$250,000 (Title I, Title III, and LCFF).
<b>Goal 1</b>	<b>State Priority #8: Other Pupil Outcomes</b>	1.4. Implement and monitor districtwide assessments, grading practices, and policies to ensure that they are aligned with college and career readiness indicators.	District (LEA-wide)	May 2015	Provide training around grading practices to Grading Task Force. One teacher from each school participates on steering committee. A team of 10 teachers from 4 schools pilot the project: \$50,000 (LCFF).	Continue Grading Task Force steering committee activities and training. Expand Grading Task Force project to 8 additional schools: \$70,000 (LCFF).	Continue Grading Task Force steering committee activities and training. Expand Grading Task Force project to 8 additional schools: \$70,000 (LCFF).
<b>Goal 1</b>	<b>State Priority #4: Pupil</b>	1.5. Update current system of assessments to include District	District (LEA-	February-June 2015	Training on formative and summative assessments.	Training on formative and summative assessments	Training on formative and summative assessments

	<b>Achievement</b>	embedded assessments and provide tools for school sites to use formative and performance task assessments.	wide)		Costs included in District Professional Development Plan: \$750,000 (Title I, Title II, Title III, LCFF–duplicated amount from Goal 1-1.2).	Costs included in District Professional Development Plan: \$750,000 (Title I, Title II, Title III, LCFF–duplicated amount from Goal 1-1.2).	Costs included in District Professional Development Plan: \$750,000 (Title I, Title II, Title III, LCFF–duplicated amount from Goal 1-1.2).
<b>Goal 2: All Students Will Earn a High School Diploma</b>							
<b>Goal 2</b>	<b>State Priority #1: Basic Services State Priority #3: Parent Involvement</b>	2.1. Expand basic services/programs for students to remediate credit deficiencies, which includes the expansion of services and programs that support ELs, foster youth, and low-income students, and parents.	District (LEA-wide)	February-June 2015	All salaries that support EL, low-income and foster youth: \$8.3 million (Title I and LCFF). Support students and programs to earn a high school diploma through targeted services, such as Apex Learning credit recovery program: \$180,000 (Title I and LCFF).	All salaries that support EL, low-income and foster youth: \$8.3 million (Title I and LCFF). Support students and programs to earn a high school diploma through targeted services, such as Apex Learning credit recovery program: \$180,000 (Title I and LCFF).	All salaries that support EL, low-income and foster youth: \$8.3 million (Title I and LCFF). Support students and programs to earn a high school diploma through targeted services, such as Apex Learning credit recovery program: \$180,000 (Title I and LCFF).
<b>Goal 2</b>	<b>State Priority #7: Course Access</b>	2.2. Develop and implement a course of study sequence, teaching strategies, and placement criteria to meet, monitor, and support the needs of ELs (including LTELs) and students With disabilities (SWDs).	District (LEA-wide)	February-June 2015	Provide adequate curriculum and teaching strategies for ELs (including LTELs) and SWDs. Salaries for services provided to ELs, including Language Assessment Center (LAC) Staff, and services to SWDs: \$41.8 million (Special Education Funding, LCFF, and Title III). Professional development costs for above staff listed in Goal 1-1.2: \$750,000 (Title I, Title II, Title III, LCFF–duplicated amount from Goal 1-1.2). Add LAC Testing Assistant (1 FTE): \$62,000 (LCFF).	Provide adequate curriculum and teaching strategies for ELs (including LTELs) and SWDs. Salaries for services provided to ELs, including Language Assessment Center (LAC) Staff, and services to SWDs: \$43.5 million (Special Education Funding, LCFF, and Title III). Professional development costs for above staff listed in Goal 1-1.2: \$750,000 (Title I, Title II, Title III, LCFF–duplicated amount from Goal 1-1.2). Add LAC Testing Assistant (1 FTE): \$64,480 (LCFF).	Provide adequate curriculum and teaching strategies for ELs (including LTELs) and SWDs. Salaries for services provided to ELs, including Language Assessment Center (LAC) Staff, and services to SWDs: \$45.2 million (Special Education Funding, LCFF, and Title III). Professional development costs for above staff listed in Goal 1-1.2: \$750,000 (Title I, Title II, Title III, LCFF–duplicated amount from Goal 1-1.2). Add LAC Testing Assistant (1 FTE): \$67,059 (LCFF).
<b>Goal 2</b>	<b>State Priority #7: Course Access</b>	2.3. Develop a data-management system that effectively determines student placement and guides student support.	District (LEA-wide)	Quarterly 2014-15	Illuminate \$130,000 (Title I) 18 Rtl Specialists (18 FTE): \$1.6 million (LCFF). Training cost included in District Professional Development Plan: \$750,000 (Title I, Title II, Title III, LCFF-duplicated amount from Goal 1-1.2). Coordinator of Assessment and Evaluation (1 FTE): \$170,000 (LCFF).	Illuminate \$130,000 (Title I) 18 Rtl Specialists (18 FTE): \$1.7 million (LCFF). Training cost included in District Professional Development Plan: \$750,000 (Title I, Title II, Title III, LCFF-duplicated amount from Goal 1-1.2). Coordinator of Assessment and Evaluation (1 FTE): \$176,800 (LCFF).	Illuminate \$130,000 (Title I) 18 Rtl Specialists (18 FTE): \$1.8 million (LCFF). Training cost included in District Professional Development Plan: \$750,000 (Title I, Title II, Title III, LCFF-duplicated amount from Goal 1-1.2). Coordinator of Assessment and Evaluation (1 FTE): \$183,872 (LCFF).

<b>Goal 2</b>	<b>State Priority #5: Pupil Engagement</b>	2.4. Provide school resources, programs, and support services to monitor and improve student attendance districtwide.	District (LEA-wide)	May 2015	Attendance Program administrator (1 FTE): \$161,857 (LCFF), and pilot Saturday school program: \$10,000 (LCFF).	Attendance Program administrator (1 FTE): \$168,331 (LCFF), and expand Saturday school program: \$20,000 (LCFF).	Attendance Program administrator (1 FTE): \$175,064 (LCFF), and expand Saturday school program: \$30,000 (LCFF).
<b>Goal 2</b>	<b>State Priority #5: Pupil Engagement State Priority #6: School Climate</b>	2.5. Implement a multi-tiered academic behavioral support system, which includes increased mental health resources to meet the social and emotional needs of students.	District (LEA-wide)	Quarterly 2014-15	18 Rtl Specialists (18 FTE): \$1.6 million (LCFF-duplicated amount from Goal 2-2.3). Site funding for interventions: \$325,000 (Title I, LCFF). OCDE PBIS contract: \$25,000 (LCFF). Restore 3 counseling positions: \$276,628 (LCFF). Boystown mental health training: \$104,000 (Special Education Funding). Behavior Intervention Specialist (1 FTE): \$84,247 (LCFF).	18 Rtl Specialists (18 FTE): \$1.7 million (LCFF-duplicated amount from Goal 2-2.3). Site funding for interventions: \$325,000 (Title I, LCFF). OCDE PBIS contract: \$25,000 (LCFF). Maintain 3 counseling positions: \$287,693 (LCFF). Boystown mental health training: \$104,000 (Special Education Funding). Behavior Intervention Specialist (1 FTE): \$87,617 (LCFF). Provide additional LCFF funding to those who do not have sufficient site resources.	Illuminate \$130,000 18 Rtl Specialists (18 FTE): \$1.8 million (LCFF-duplicated amount from Goal 2-2.3). Site funding for interventions: \$325,000 (Title I, LCFF). OCDE PBIS contract: \$25,000 (LCFF). Maintain 3 counseling positions: \$299,201 (LCFF). Boystown mental health training: \$104,000 (Special Education Funding). Behavior Intervention Specialist (1 FTE): \$91,122 (LCFF). Provide additional LCFF funding to those who do not have sufficient site resources.
<b>Goal 2</b>	<b>State Priority #6: School Climate</b>	2.6. Engage school sites with developing, implementing, and monitoring a proactive system that guides appropriate student discipline interventions.	District (LEA-wide)	May 2015	Create a student database that captures appropriate information to identify students who need interventions: \$60,000 (LCFF).	Create a student database that captures appropriate information to identify students who need interventions: \$60,000 (LCFF).	Create a student database that captures appropriate information to identify students who need interventions: \$60,000 (LCFF).
<b>Goal 2</b>	<b>State Priority #4: Pupil Achievement</b>	2.7. Develop and monitor targeted academic interventions and support services to meet the diverse needs of these student subgroups.	District (LEA-wide)	Quarterly 2014-15	Behavior Intervention Specialist and Rtl Specialists coordinate interventions and support services at each site: cost already listed in Goal 2-2.3.	Behavior Intervention Specialist and Rtl Specialists coordinate interventions and support services at each site: cost already listed in Goal 2-2.3.	Behavior Intervention Specialist and Rtl Specialists coordinate interventions and support services at each site: cost already listed in Goal 2-2.3.
<b>Goal 3: All Students Will Demonstrate College and Career Readiness</b>							
<b>Goal 3</b>	<b>State Priority #1: Basic Services</b>	3.1. Recruit, retain, and support highly qualified teachers, support staff, and administrators who provide 21 <sup>st</sup> Century learning experiences for students.	District (LEA-wide)	May 2015	District Professional Development Plan: \$750,000 (Title I, Title II, Title III, LCFF–duplicated amount from Goal 1-1.2). Develop and implement professional development survey: \$5,520 (Title II).	Refine and continue to implement District Professional Development Plan: \$750,000 (Title I, Title II, Title III, LCFF–duplicated amount from Goal 1-1.2). Develop and implement professional development	Refine and continue to implement District Professional Development Plan \$750,000 (Title I, Title II, Title III, LCFF– duplicated amount from Goal 1-1.2). Develop and implement professional development survey: \$5,520 (Title II).

<b>Goal 3</b>	<b>State Priority #2: Implementation of State Standards</b>	3.2. Purchase and implement technology resources, including technology professional development and infrastructure, so students are able to access resources that will further develop college and career readiness skills.	District (LEA-wide)	May 2015	Purchase of technology: \$3.3 million (CCSS funding). Support and implementation of technology—19 Tech Coaches and 1 Site Tech: \$826,000 (LCFF).	survey: \$5,520 (Title II). Purchase of technology: \$500,000 (LCFF). Support and implementation of technology—19 Tech Coaches and 1 Site Tech: \$859,040 (LCFF).	Purchase of technology: \$500,000 (LCFF). Support and implementation of technology—19 Tech Coaches and 1 Site Tech: \$893,401 (LCFF).
<b>Goal 3</b>	<b>State Priority #2: Implementation of State Standards State Priority #7: Course Access State Priority #8: Other Pupil Outcomes</b>	3.3. Provide school structures and scheduling options for students to access a broader course of study, and utilize a variety of resources including ROP, grants, and community partnerships to expand STEM, VAPA, CTE, World Languages course offerings.	District (LEA-wide)	May 2015	Additional resources and professional development to support a broader course of study: \$50,000 (LCFF).	Additional resources and professional development to support a broader course of study: \$50,000 (LCFF).	Additional resources and professional development to support a broader course of study: \$50,000 (LCFF).
<b>Goal 3</b>	<b>State Priority #4: Pupil Achievement State Priority #7: Course Access</b>	3.4. Provide teachers with resources to vertically align and teach college-readiness skills that students will need for the successful completion of A-G courses, which includes AP and honors courses.	District (LEA-wide)	May 2015	Professional Development Costs included in District Professional Development Plan: \$750,000 (Title I, Title II, Title III, LCFF—duplicated amount from Goal1-1.2). AP training for teachers: \$25,000 (site funds).	Professional Development Costs included in District Professional Development Plan: \$750,000 (Title I, Title II, Title III, LCFF—duplicated amount from Goal1-1.2). AP training for teachers: \$25,000 (site funds).	Professional Development Costs included in District Professional Development Plan: \$750,000 (Title I, Title II, Title III, LCFF—duplicated amount from Goal1-1.2). AP training for teachers: \$25,000 (site funds).
<b>Goal 3</b>	<b>State Priority #3: Parent Involvement State Priority #6: School Climate</b>	3.5. The District and schools will implement programs that provide real world learning experiences for students, which are showcased to parents and community partners. The programs are also designed to increase awareness of post-secondary options, including the importance of meeting A-G requirements.	District (LEA-wide)	May 2015	Parent involvement training and community partnership activities, such as parent learning walks: \$5,000 (Site LCFF Funding).	Parent involvement training and community partnership activities, such as parent learning walks: \$10,000 (Site LCFF Funding).	Parent involvement training and community partnership activities, such as parent learning walks: \$15,000 (Site LCFF Funding).
<b>Goal 3</b>	<b>State Priority #4: Pupil Achievement State Priority #5: Pupil Engagement State Priority #7: Course Access</b>	3.6. Research and expand current non-traditional instructional options, including Apex Learning courses, summer courses, eLearning courses, and the development and expansion of Independent Learning Centers (ILC) across the District.	District (LEA-wide)	May 2015	Apex Learning licenses for expanded program: \$167,000 (LCFF). Learning Management software for eLearning: \$150,000 (LCFF). ILC costs for 2 schools (Anaheim High School and Western High School) 3-Teachers and 1 Counselor (x 2 sites): \$948,728 (LCFF).	Apex Learning licenses for expanded program: \$167,000 (LCFF). Learning Management software for eLearning: \$150,000 (LCFF). ILC costs for 3 schools (Anaheim High School, Western High School, and Katella High School) 3-Teachers and 1 Counselor	Apex Learning licenses for expanded program: \$167,000 (LCFF). Learning Management software for eLearning: \$150,000 (LCFF). ILC costs for 4 schools (Anaheim High School, Western High School, Katella High School, and Savanna High School) 3-

						(x 3 sites): \$1.4 million (LCFF). Reconfigure Community Day School to become the hub of ILCs: \$1.4 million (LCFF).	Teachers and 1 Counselor (x 4 sites): \$1.9 million (LCFF).
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B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code Section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<b>Goal 1-1.4</b> <b>Goal 2-2.1</b> <b>Goal 2-2.3</b> <b>Goal 2-2.4</b> <b>Goal 2-2.5</b> <b>Goal 3-3.2</b> <b>Goal 3-3.6</b>	<b>State Priority #1: Basic Services</b> <b>State Priority #2: Implementation of State Standards</b> <b>State Priority #3: Parent Involvement</b> <b>State Priority #4: Pupil Achievement</b> <b>State Priority #5: Pupil Engagement</b> <b>State Priority #6: School Climate</b> <b>State Priority #7: Course Access</b> <b>State Priority #8: Other Pupil Outcomes</b>	<b>For low-income pupils:</b> <b>1.4.</b> Implement and monitor districtwide assessments, grading practices, and policies to ensure that they are aligned with college and career readiness indicators. <b>2.1.</b> Expand basic services/programs for students to remediate credit deficiencies, which includes the expansion of services and programs that support ELs, foster youth, and low-income students, and parents. <b>2.3.</b> Develop a data-management system that effectively determines student placement and guides student support. <b>2.4.</b> Provide school resources, programs, and support services to monitor and improve student	District (LEA-wide)	February -June 2015	<i>(Costs also listed in Section 3-A.)</i> <b>1.4.</b> Grading Task Force project: \$50,000 (LCFF). <b>2.1.</b> All salaries that support EL, low-income and foster youth: \$8.3 million (Title I and LCFF). <b>2.3.</b> 18 Rtl Specialists: \$1.6 million (LCFF). Training cost included in District Professional Development Plan: \$750,000 (Title I, Title II, Title III, LCFF-duplicated amount from Goal 1-1.2). <b>Coordinator of Assessment and Evaluation (1 FTE):</b> \$170,000 (LCFF). <b>2.4.</b> Attendance Program administrator (1 FTE): \$161,857 (LCFF). <b>2.5.</b> Behavior Intervention Specialist (1 FTE) \$84,247 (LCFF).	<i>(Costs also listed in Section 3-A.)</i> <b>1.4.</b> Grading Task Force project: \$50,000 (LCFF). <b>2.1</b> All salaries that support EL, low-income and foster youth: \$8.3 million (Title I and LCFF). <b>2.3.</b> 18 Rtl Specialists: \$1.7 million (LCFF) Training cost included in District Professional Development Plan: \$750,000 (Title I, Title II, Title III, LCFF-duplicated amount from Goal 1-1.2). <b>Coordinator of Assessment and Evaluation (1 FTE):</b> \$176,800 (LCFF). <b>2.4.</b> Attendance Program administrator (1 FTE): \$168,331 (LCFF). <b>2.5.</b> Behavior Intervention Specialist (1 FTE) \$84,247 (LCFF).	<i>(Costs also listed in Section 3-A.)</i> <b>1.4.</b> Grading Task Force project: \$50,000 (LCFF). <b>2.1</b> All salaries that support EL, low-income and foster youth: \$8.3 million (Title I and LCFF). <b>2.3.</b> 18 Rtl Specialists: \$1.8 million (LCFF). Training cost included in District Professional Development Plan: \$750,000 (Title I, Title II, Title III, LCFF-duplicated amount from Goal 1-1.2). <b>Coordinator of Assessment and Evaluation (1 FTE):</b> \$183,872 (LCFF). <b>2.4.</b> Attendance Program administrator (1 FTE): \$175,064 (LCFF). <b>2.5.</b> Behavior Intervention Specialist (1 FTE) \$84,247 (LCFF).

		<p>attendance districtwide.</p> <p><b>2.5.</b> Implement a multi-tiered academic behavioral support system, which includes increased mental health resources to meet the social and emotional needs of students.</p> <p><b>3.2.</b> Purchase and implement technology resources, including technology professional development and infrastructure, so students are able to access resources that will further develop college and career readiness skills.</p> <p><b>3.6.</b> Research and expand current non-traditional instructional options, including Apex Learning courses, summer courses, eLearning courses, and the development and expansion of Independent Learning Centers (ILC) across the District.</p>			<p>Site funding for interventions: \$325,000 (Title I, LCFF).  OCDE PBIS contract: \$25,000 (LCFF).  Restore 3 counseling positions: \$276,628 (LCFF).  Boystown mental health training: \$104,000 (Special Education Funding).  <b>3.2.</b> Purchase of technology: \$3.3 million (CCSS funding).  Support and implementation of technology–19 Tech Coaches and 1 Site Tech: \$826,000 (LCFF).  <b>3.6.</b> Apex Learning licenses for expanded program: \$167,000 (LCFF).  Learning Management software for eLearning: \$150,000 (LCFF).  ILC costs for 2 schools (Anaheim High School and Western High School) 3-Teachers and 1 Counselor (x 2 sites): \$948,728 (LCFF).</p>	<p>Site funding for interventions: \$325,000 (Title I, LCFF).  OCDE PBIS contract: \$25,000 (LCFF).  Maintain 3 counseling positions: \$287,693 (LCFF).  Boystown mental health training: \$104,000 (Special Education Funding).  <b>3.2.</b> Purchase of technology: \$500,000 (LCFF).  Support and implementation of technology–19 Tech Coaches and 1 Site Tech: \$859,040 (LCFF).  <b>3.6.</b> Apex Learning licenses for expanded program: \$167,000 (LCFF).  Learning Management software for eLearning: \$150,000 (LCFF).  ILC costs for 3 schools (Anaheim High School, Western High School, and Katella High School) 3-Teachers and 1 Counselor (x 3 sites): \$1.4 million (LCFF).  Reconfigure Community Day School to become the hub of ILCs: \$1.4 million (LCFF).</p>	<p>Site funding for interventions: \$325,000 (Title I, LCFF).  OCDE PBIS contract: \$25,000 (LCFF).  Maintain 3 counseling positions: \$299,201 (LCFF).  Boystown mental health training: \$104,000 (Special Education Funding).  <b>3.2.</b> Purchase of technology: \$500,000 (LCFF).  Support and implementation of technology–19 Tech Coaches and 1 Site Tech: \$893,401 (LCFF).  <b>3.6.</b> Apex Learning licenses for expanded program: \$167,000 (LCFF).  Learning Management software for eLearning: \$150,000 (LCFF).  ILC costs for 4 schools (Anaheim High School, Western High School, Katella High School, and Savanna High School) 3-Teachers and 1 Counselor (x 4 sites): \$1.9 million (LCFF).</p>
<p><b>Goal 1-1.3</b>  <b>Goal 2-2.2</b></p>	<p><b>State Priority #3: Parent Involvement</b>  <b>State Priority #7: Course Access</b></p>	<p><b>For English learners:</b>  <b>1.3.</b> Provide training to parents on grade-level student competencies, and how to proactively monitor student progress.  <b>2.2.</b> Develop and implement a course of study sequence, teaching strategies, and placement criteria to meet, monitor, and support the needs of ELs (including LTELs) and students with disabilities (SWDs).</p>	<p>District (LEA-wide)</p>	<p>February -June 2015</p>	<p><i>(Costs also listed in Section 3-A.)</i>  <b>1.3.</b> Increase 7 part-time Bilingual Community Liaison positions to full-time, 8-hour positions. Continue to fund 5 8-hour Bilingual Community Liaison positions (12 FTE): \$760,000 (LCFF).  Trainings: \$250,000 (Title I, Title III, and LCFF).  <b>2.2.</b> Provide adequate curriculum and teaching strategies for ELs (including LTELs) and SWDs. Salaries for services provided to ELs, including Language</p>	<p><i>(Costs also listed in Section 3-A.)</i>  <b>1.3.</b> Add 3 additional 8-hour Bilingual Community Liaison positions (15 FTE): \$988,000 (LCFF). Provide training and resources: \$250,000 (Title I, Title III, and LCFF).  <b>2.2.</b> Provide adequate curriculum and teaching strategies for ELs (including LTELs) and SWDs. Salaries for services provided to ELs, including Language Assessment Center (LAC) Staff, and services to SWDs: \$43.5 million (Special</p>	<p><i>(Costs also listed in Section 3-A.)</i>  <b>1.3.</b> Add 7 more 8-hour Bilingual Community Liaison positions (22 FTE): \$1.5 million (LCFF); Provide training and resources: \$250,000 (Title I, Title III, and LCFF).  <b>2.2.</b> Provide adequate curriculum and teaching strategies for ELs (including LTELs) and SWDs. Salaries for services provided to ELs, including Language Assessment Center (LAC) Staff, and services to SWDs: \$45.2 million (Special</p>

					Assessment Center (LAC) Staff, and services to SWDs: \$41.8 million (Special Education Funding, LCFF, and Title III). Add LAC Testing Assistant (1 FTE): \$62,000 (LCFF).	Education Funding, LCFF, and Title III). Add LAC Testing Assistant (1 FTE): \$64,480 (LCFF).	Education Funding, LCFF, and Title III). Add LAC Testing Assistant (1 FTE): \$67,059 (LCFF).
<p><b>Goal 1-1.4</b></p> <p><b>Goal 2-2.1</b></p> <p><b>Goal 2-2.3</b></p> <p><b>Goal 2-2.4</b></p> <p><b>Goal 2-2.5</b></p> <p><b>Goal 3-3.2</b></p> <p><b>Goal 3-3.6</b></p>	<p><b>State Priority #1: Basic Services</b></p> <p><b>State Priority #2: Implementation of State Standards</b></p> <p><b>State Priority #3: Parent Involvement</b></p> <p><b>State Priority #4: Pupil Achievement</b></p> <p><b>State Priority #5: Pupil Engagement</b></p> <p><b>State Priority #6: School Climate</b></p> <p><b>State Priority #7: Course Access</b></p> <p><b>State Priority #8: Other Pupil Outcomes</b></p>	<p><b>For foster youth:</b> <i>(Replicates actions for low-income pupils)</i></p> <p><b>1.4.</b> Implement and monitor districtwide assessments, grading practices, and policies to ensure that they are aligned with college and career readiness indicators.</p> <p><b>2.1.</b> Expand basic services/programs for students to remediate credit deficiencies, which includes the expansion of services and programs that support ELs, foster youth, and low-income students, and parents.</p> <p><b>2.3.</b> Develop a data-management system that effectively determines student placement and guides student support.</p> <p><b>2.4.</b> Provide school resources, programs, and support services to monitor and improve student attendance districtwide.</p> <p><b>2.5.</b> Implement a multi-tiered academic behavioral support system, which includes increased mental health resources to meet the social and emotional needs of students.</p> <p><b>3.2.</b> Purchase and implement technology resources, including technology professional development and infrastructure, so students are able to access resources that will further develop</p>	District (LEA-wide)	February -June 2015	<p><i>(Replicates expenditures for low-income pupils)</i></p> <p><b>1.4.</b> Grading Task Force project: \$50,000 (LCFF).</p> <p><b>2.1.</b> All salaries that support EL, low-income and foster youth: \$8.3 million (Title I and LCFF).</p> <p><b>2.3.</b> 18 Rtl Specialists: \$1.6 million (LCFF). Training cost listed in District Professional Development Plan: \$750,000 (Title I, Title II, Title III, LCFF-duplicated amount from Goal 1-1.2). Coordinator of Assessment and Evaluation (1 FTE): \$170,000 (LCFF).</p> <p><b>2.4.</b> Attendance Program administrator (1 FTE): \$161,857 (LCFF).</p> <p><b>2.5.</b> Behavior Intervention Specialist (1 FTE) \$84,247 (LCFF). Site funding for interventions: \$325,000 (Title I, LCFF). OCDE PBIS contract: \$25,000 (LCFF). Restore 3 counseling positions: \$276,628 (LCFF). Boystown mental health training: \$104,000 (Special Education Funding).</p> <p><b>3.2.</b> Purchase of technology: \$3.3 million (CCSS funding). Support and implementation of technology—19 Tech Coaches and 1 Site Tech: \$826,000 (LCFF).</p> <p><b>3.6.</b> Apex Learning licenses for expanded program: \$167,000 (LCFF).</p>	<p><i>(Replicates expenditures for low-income pupils)</i></p> <p><b>1.4.</b> Grading Task Force project: \$50,000 (LCFF).</p> <p><b>2.1</b> All salaries that support EL, low-income and foster youth: \$8.3 million (Title I and LCFF).</p> <p><b>2.3.</b> 18 Rtl Specialists: \$1.7 million (LCFF). Training cost listed in District Professional Development Plan: \$750,000 (Title I, Title II, Title III, LCFF-duplicated amount from Goal 1-1.2). Coordinator of Assessment and Evaluation (1 FTE): \$176,800 (LCFF).</p> <p><b>2.4.</b> Attendance Program administrator (1 FTE): \$168,331 (LCFF).</p> <p><b>2.5.</b> Behavior Intervention Specialist (1 FTE) \$84,247 (LCFF). Site funding for interventions: \$325,000 (Title I, LCFF). OCDE PBIS contract: \$25,000 (LCFF). Maintain 3 counseling positions: \$287,693 (LCFF). Boystown mental health training: \$104,000 (Special Education Funding).</p> <p><b>3.2.</b> Purchase of technology: \$500,000 (LCFF). Support and implementation of technology—19 Tech Coaches and 1 Site Tech: \$859,040 (LCFF).</p> <p><b>3.6.</b> Apex Learning licenses for expanded program: \$167,000 (LCFF).</p>	<p><i>(Replicates expenditures for low-income pupils)</i></p> <p><b>1.4.</b> Grading Task Force project: \$50,000 (LCFF).</p> <p><b>2.1</b> All salaries that support EL, low-income and foster youth: \$8.3 million (Title I and LCFF).</p> <p><b>2.3.</b> 18 Rtl Specialists: \$1.8 million (LCFF). Training cost listed in District Professional Development Plan: \$750,000 (Title I, Title II, Title III, LCFF-duplicated amount from Goal 1-1.2). Coordinator of Assessment and Evaluation (1 FTE): \$183,872 (LCFF).</p> <p><b>2.4.</b> Attendance Program administrator (1 FTE): \$175,064 (LCFF).</p> <p><b>2.5.</b> Behavior Intervention Specialist (1 FTE) \$84,247 (LCFF). 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		college and career readiness skills. <b>3.6.</b> Research and expand current non-traditional instructional options, including Apex Learning courses, summer courses, eLearning courses, and the development and expansion of Independent Learning Centers (ILC) across the District.			Learning Management software for eLearning: \$150,000 (LCFF). ILC costs for 2 schools (Anaheim High School and Western High School) 3-Teachers and 1 Counselor (x 2 sites): \$948,728 (LCFF).	Learning Management software for eLearning: \$150,000 (LCFF). ILC costs for 3 schools (Anaheim High School, Western High School, and Katella High School) 3-Teachers and 1 Counselor (x 3 sites): \$1.4 million (LCFF). Reconfigure Community Day School to become the hub of ILCs: \$1.4 million (LCFF).	Learning Management software for eLearning: \$150,000 (LCFF). ILC costs for 4 schools (Anaheim High School, Western High School, Katella High School, and Savanna High School) 3-Teachers and 1 Counselor (x 4 sites): \$1.9 million (LCFF).
<b>Goal 1-1.3</b> <b>Goal 2-2.2</b>	<b>State Priority #3: Parent Involvement</b> <b>State Priority #7: Course Access</b>	<b>For redesignated fluent English proficient pupils:</b> <i>(Replicates actions for English learners)</i> <b>1.3.</b> Provide training to parents on grade-level student competencies, and how to proactively monitor student progress. <b>2.2.</b> Develop and implement a course of study sequence, teaching strategies, and placement criteria to meet, monitor, and support the needs of ELs (including LTELs) and students with disabilities (SWDs).	District (LEA-wide)	Quarterly 2014-15	<i>(Replicates expenditures for English learners)</i> <b>1.3.</b> Increase 7 part-time Bilingual Community Liaison positions to full-time, 8-hour positions. Continue to fund 5 8-hour Bilingual Community Liaison positions (12 FTE): \$760,000 (LCFF). Trainings: \$250,000 (Title I, Title III, and LCFF). <b>2.2.</b> Provide adequate curriculum and teaching strategies for ELs (including LTELs) and SWDs. Salaries for services provided to ELs, including Language Assessment Center (LAC) Staff, and services to SWDs: \$41.8 million (Special Education Funding, LCFF, and Title III). Add LAC Testing Assistant (1 FTE): \$62,000 (LCFF).	<i>(Replicates expenditures for English learners)</i> <b>1.3.</b> Add 3 additional 8-hour Bilingual Community Liaison positions (15 FTE): \$988,000 (LCFF). Provide training and resources: \$250,000 (Title I, Title III, and LCFF). <b>2.2.</b> Provide adequate curriculum and teaching strategies for ELs (including LTELs) and SWDs. Salaries for services provided to ELs, including Language Assessment Center (LAC) Staff, and services to SWDs: \$43.5 million (Special Education Funding, LCFF, and Title III). Add LAC Testing Assistant (1 FTE): \$64,480 (LCFF).	<i>(Replicates expenditures for English learners)</i> <b>1.3.</b> Add 7 more 8 hour Bilingual Community Liaison positions (22 FTE): \$1.5 million (LCFF). Provide training and resources: \$250,000 (Title I, Title III, and LCFF). <b>2.2.</b> Provide adequate curriculum and teaching strategies for ELs (including LTELs) and SWDs. Salaries for services provided to ELs, including Language Assessment Center (LAC) Staff, and services to SWDs: \$45.2 million (Special Education Funding, LCFF, and Title III). Add LAC Testing Assistant (1 FTE): \$67,059 (LCFF).

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

One of the guiding values of the Anaheim Union High School District is the belief that a strong first-best instruction taught (Tier 1) in the classroom is a priority of our instructional program that supports all students, including students with special needs. The District is choosing to use the proportionate share of the total Local Control Funding Formula (LCFF), approximately \$5.8 million, to maintain services that were supported with Economic Impact Aid-Limited English Proficient (EIA-LEP) funding, and approximately \$17 million to maintain services to low-income students, English learners, and foster youth, which were supported by the general fund and federal categorical funding. The District is also increasing Response to Intervention academic and behavioral services, and leveraging resources to create stronger connections between families and schools, which should benefit all students and particularly students who are English learners, low-income, and foster youth. Additionally, LCFF funding will help the District to support the following activities:

- The purchase of new instructional materials
- The purchase of new technology
- Upgrade technology infrastructure
- Provide professional development opportunities
- Improve/expand services for students who are English learners, low-income, and foster youth
- Increase social, emotional, and mental health services for all students

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

The required percentage increase in services for unduplicated English learners, low-income, and foster youth students is 8.97 percent. To address the required increase in services and improve achievement outcomes for these students, the following actions will occur:

- Provide targeted literacy intervention strategies and personnel to junior high schools and high schools
- Provide PSAT and college counseling opportunities for all students
- Purchase new English language arts (ELA) and mathematics instructional materials for all sites
- Provide Common Core State Standards (CCSS) training to all teachers
- Increase all Bilingual Community Liaison positions to 8-hours
- Continue to provide a full-service Language Assessment Center for English learner students and parents

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

1-03-14 [California Department of Education]