

§ 15497. Local Control and Accountability Plan and Annual Update Template.**Introduction:**

LEA: Lemoore Union High School District Contact: Debbie Muro, Superintendent; dmuro@luhsd.k12.ca.us; (559) 924-6610 extension 202

LCAP Year 2014-2017 <http://luhsd.k12.ca.us>

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.

Lemoore Union High School District is comprised of a comprehensive high school, Lemoore High School, a continuation high school, Donald C. Jamison High School and a charter, middle college high school, Lemoore Middle College High School. This LCAP is designed for Lemoore and Donald C. Jamison High Schools.

LUHSD does not have any teacher vacancies and all teachers are appropriately assigned pursuant to Education Code Section 44258.9. 100% of LUHSD core subject teachers are fully credentialed in the subject areas and for the pupils they are teaching and that information is posted annually in the School Accountability Report Cards (SARC). There is one special education teacher in an IMPACT program preparing to become a fully credentialed teacher. LUHSD has four teachers participating in the BTSAs Program and are being groomed to remain in LUHSD. All pupils in LUHSD, including EL students, have access to standards-aligned textbooks and instructional materials to use at school and at home that are in good condition pursuant to Education Code Section 60119. The LUHSD Board holds a public hearing within the first eight weeks of school annually to verify that students have sufficient standards aligned textbooks and instructional materials and the results are published annually in the SARCs. All school facilities are clean, safe and maintained in good repair pursuant to Education Code 17002(d) and received a "Good" rating. The results are posted annually in the SARCs. Student groups at both Jamison and Lemoore High School have shared that they would like improvements to the interior of their campuses.

LUHSD has worked diligently over the past three years to transition curriculum and instruction with the CCSS. Teachers and administrators have attended numerous CCSS professional development activities. LUHSD has contracted with Tulare County Office of Education for the past three years for English and Math Consultants to develop curriculum based on the CCSS. In addition, Lemoore High School has a Teacher on Special Assignment (TOSA) working with teachers on curriculum development, professional development activities and Kagan Strategies for student engagement. Most LUHSD teachers have had training in SDAIE strategies for EL learners in their classrooms.

All students are placed into four years of English, Social Studies; three years of Mathematics (beginning with the graduating class of 2017) and Physical Education; two years of Science; one year of Fine Arts that may include Foreign Language (Spanish and French) and Visual and Performing Arts; and one semester of Automobile Driver Education. Lemoore High School has a robust offering of Career Technical Education (CTE) courses for students, including 21 courses in Agriculture, six courses in Business Technology, six courses in Home Economics, ten courses in Industrial Technology and two courses in Careers in Education and a Public Safety Occupations course. Jamison High School has one CTE course in Graphic Arts.

LUHSD participated in the Smarter Balanced Assessment Consortium Field Tests in the spring of 2014 and administered the 10th grade Life Science CST, EAP Test for grade eleven students, AP Tests for students in 13 AP classes, Physical Fitness Test for all grade 9 students and initial and annual CELDT tests for all EL students.

LHS API	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>
	747	754	749
JHS API	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>
	702	681	586

2013 STAR Test Results – Lemoore High School

CST English Language Arts	Grade 9	Grade 10	Grade 11
Percent Advanced	22	17	16
Percent Proficient	39	33	32
CST Algebra			
Percent Advanced	0	1	0
Percent Proficient	13	12	12
CST Geometry			
Percent Advanced	8	1	2
Percent Proficient	26	8	5
CST Algebra II			
Percent Advanced		4	0
Percent Proficient		25	11
CST Summative HS Math			
Percent Advanced			12
Percent Proficient			30

CST World History			
Percent Advanced	8		9
Percent Proficient	22		5
CST US History	Grade 9	Grade 10	Grade 11
Percent Advanced			13
Percent Proficient			26
CST Life Science			
Percent Advanced		16	
Percent Proficient		24	
<u>CST Biology</u>			
Percent Advanced	22	10	17
Percent Proficient	47	32	22
<u>CST Chemistry</u>			
Percent Advanced		6	0
Percent Proficient		45	20
<u>CST Earth Science</u>			
Percent Advanced	21	11	16
Percent Proficient	39	24	25
<u>CST Physics</u>			
Percent Advanced			31
Percent Proficient			46

<u>CST English Language Arts</u>	Grade 11
Percent Advanced	2
Percent Proficient	10
<u>CST Algebra</u>	Grade 11
Percent Advanced	0
Percent Proficient	8
<u>CST US History</u>	
Percent Advanced	0
Percent Proficient	10
<u>CST Earth Science</u>	
Percent Advanced	10
Percent Proficient	14

Summary of LHS Physical Fitness Test Results

Percentage of Students in the Healthy Fitness Zone - LHS

Aerobic Capacity: 63.2%

Body Composition: 56.1%

Abdominal Strength: 96.1%

Trunk Extension Strength: 88.6% Upper Body Strength: 78.8% Flexibility: 78.8%

Based on the 2010-2011 Core Indicators, LUHSD met the targeted 90% of the State Level in the following areas: number of 12th grade concentrators who met the proficient or advanced level on the Math and English portions of the CAHSEE, earned a high school diploma or state recognized equivalent, were included as graduated in the state computation of its graduation rate; and number of concentrators who received an "A", "B" or "C" grade in the course, industry recognized certification, or passed an end of program assessment aligned with industry-recognized standards and number of concentrators from underrepresented gender groups who enrolled in a capstone CTE course that leads to employment in a nontraditional field who received an "A", "B", or "C" grade in the course, or received an industry-recognized certification, or passed an end of program assessment aligned with industry-recognized standards. LUHSD did not meet the targeted 90% of the State Level in the number of 12th grade CTE concentrators who left secondary education during the reporting year and entered postsecondary education or advanced training, military service, or employment, as reported on a survey six months following graduation, or the number of CTE participants from underrepresented gender groups who were enrolled in a program sequence that leads to employment in nontraditional fields, therefore goals for improvement were written into the Perkins Grant for 2014-2015.

Percent of LUHSD ACT-Tested students ready for college-level coursework: 69% in College English Composition, 43% in College Algebra, 44% in College Social Science, 37% in College Biology and 23% Meeting all 4.

During the 2012-13 school year, no EL students were reclassified at Jamison High School and 45 EL students were reclassified at Lemoore High School.

Lemoore High School had an overall pass rate of 40% on AP exams. In addition, 45% of the LHS students who took an Advanced Placement test passed at least one Exam with a score of 3 or higher.

Lemoore High School had 67 students deemed "College Ready" and 64 "Conditionally College Ready" for English Language Arts and 1 student "College Ready" and 24 "Conditionally College Ready" for Math based on the 2013 Early Assessment Program.

The total a-g completion rate for Lemoore High School graduates in 2011-12 was 35.4% (Males 29%, Females 41%).

All Jamison and Lemoore High School graduates complete 40 hours of community service and pass a High School Exit Exam.

All LUHSD parents are able to view their child(ren)'s up-to-date grades, attendance and discipline through the Parent Portal on the district website. Lemoore Union High School District administers an annual parent survey to all parents to garner input into academics, discipline, school culture and school safety. All parents are invited to participate in student-led conferences at JHS and LHS where Title I Parent Meetings are held and grades, attendance and discipline are discussed. Additionally, all parents are invited to become members of each School Site Council, parents of EL students are invited to join the ELAC/DELAC committees, and parents of students taking CTE courses are invited to join the District Career Technical Education Committee. At Lemoore High, all parents are invited to Orientation each year, Back to School Night and to become members of the Teachers and Parents In Touch group. All LUHSD Special Education parents are invited to participate in the Community Advisory Committee and to attend annual Individual Education Program meetings to develop programs specific to their child. Our Staff Survey indicated that 89% of our teachers feel that our schools are welcoming to and facilitate parent involvement and 83.5% feel that our schools encourage parents to be active partners in educating their child. All parents of students who receive three or more F's at Lemoore High School are contacted by their child's counselor and invited to attend a Student Study Team meeting.

Jamison High School had an 86% attendance rate for the 2012-13 school year. Lemoore High School had a 95.7 % attendance rate for the same year. At both schools, automated phone calls inform parents of their child (ren)'s daily absences. LUHSD also has a 90% attendance requirement for students to be able to participate in the Graduation Ceremony. LHS offers Saturday school for students who need to make up attendance.

Jamison High School had a graduation rate of 87.9% for the 2011-2012 school year. Their dropout rate was 10% and of that year's cohort, the American Indian or Alaska Native, Not Hispanic subgroup was the highest (27.3%), however, the total number of student in that subgroup was low (11).

Lemoore High School had a 91.7% graduation rate for the 2011-2012 school year. Their dropout rate was 6.9% and of that year's cohort, the Hispanic or Latino of Any Race subgroup was the highest (8.6%; 34 students).

LUHSD has a comprehensive School Safety Plan in place. The school sites regularly practice fire and lockdown drills, often under the supervision of the Lemoore Police Department. A Youth Development Officer is housed on the Lemoore High School campus and supervises students on both campuses. The District also employs three Campus Supervisors to monitor the campuses. Lemoore High School suspension and expulsion rates are very low. Over the past

year, the suspension rate has dropped by more than half and the expulsion rate has increased by .04%. Defiance and disruption are by far the main reasons that students are suspended and expulsions are mainly due to causing or threatening to cause physical injury and drugs and alcohol. Drug Detection Dogs are on our campuses as a deterrent. The CHKS has not been administered since the 2009-2010 school year, but was administered Spring 2014 and will continue to be every year thereafter to evaluate school climate. Parent survey results revealed that parents have concerns regarding alcohol and drug use, bullying, gangs and fighting. 96% of parents feel that Lemoore High School clearly tells students in advance what will happen if they break school rules. Staff survey results showed that 84.7% of teachers feel that our schools clearly communicate to students the consequences of breaking school rules; 76.7% feel that the schools effectively handle student discipline and behavioral problems; 90.2% feel that our schools are a safe place for students and 90.4% feel that they are safe for staff.

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)*

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.

Involvement Process	Impact on LCAP
<p>Parents – Jamison High School (3/10/14) and Lemoore High School Site Councils (5/27/14); Foster Parents by email (2/10/14); Migrant and DELAC Parent meetings (12/18/13; 4/30/14); Districtwide Parent Survey (2/7/14); Parent Advisory Committee (6/3/14)</p> <p>Students – Principals Student Committee meeting 2/10/14); Jamison Leadership meeting; Careers in Education Class (3/25/14); Gang Resistance Intervention Program meeting (3/12/14); 9th/10th/12th grade AVID classes (4/2/14; 4/8/14; 4/9/14); EL class (5/12 and 5/13/14)</p>	<p>Provision of after school tutoring at Jamison and Lemoore High School; Continued support for struggling students by providing support classes at Jamison and Lemoore High School; Continued CTE courses at Jamison and Lemoore High Schools;</p> <p>Continued CTE courses; Increase in AP offerings; Provision of additional social/emotional support for students; Improvements to campus facilities; Increased access to technology</p>

Involvement Process	Impact on LCAP
<p>Teachers – Teacher survey (2/27/14)</p> <p>Other School Staff – Maintenance Operations Meeting (1/27/14); Classified Staff Survey (4/4/14); Site Administrators (4/8/14)</p> <p>Bargaining Units – Lemoore Federation of Classified Employees (Meeting 5/8/14); Lemoore Federation of Teachers (Meeting 4/24/14)</p> <p>Community – Board Meetings (6/12 and 6/27/14); Public Hearing (6/12/14)</p>	<p>Provision of programs and services to close the achievement gap; Provision of clean and well maintained facilities and property; Provision of professional development to teachers in Common Core State Standards, Closing the Achievement Gap, and EL Strategies; Additional Counseling for students; Implementation of Restorative Justice type program; Provision of administrators who are curriculum leaders</p> <p>Continuance of AVID and CTE courses; Improvement of interior facilities; Improvement of campus security; Provision of additional counseling; Implementation of alternatives to suspension/expulsion;</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 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)			LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need to fully implement Common Core State Standards, including use of	1.Improve student achievement in math, ELA, Science and Social Science	All	All		Restructured Comp Tech 1 course;	Technology infused in most curriculum;	Technology infused in all curriculum;	Priority Goal # 2 Implementation of State

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)			LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
technology, to improve student achievement in the district/Measure progress by State Assessment Data: CAHSEE pass rates, Science CST/CMA pass rates; Williams Act Report; Documentation of AVID training; Regular Year and Summer School Master Schedules; BTSA Records; Site Professional Development Plans; SARC	for all students to have multiple options for college and careers				Technology infused in some curriculum; Additional Technology Staff Member; Reduced class sizes in math at LHS (New Math position); Fully trained AVID teachers; Additional Supplemental materials; Kagan strategies in classrooms; Expanded Summer school; BTSA Trained New Teachers; Return Assistant Superintendent of Curriculum and Instruction	Technology Staff; Math teacher; Fully trained AVID teachers; Additional supplemental materials; Kagan strategies in classrooms; Expanded Summer school; BTSA Trained New Teachers; Assistant Superintendent of Curriculum and Instruction	Technology Staff; Math teacher; Fully trained AVID teachers; Additional supplemental materials; Kagan strategies in classrooms; Expanded Summer School; BTSA Trained New Teachers; Assistant Superintendent of Curriculum and Instruction	Standards Priority Goal # 4 Pupil Achievement Priority Goal # 5 Pupil Engagement Priority Goal #7 Course Access

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)			LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					position			
Need to improve student attendance to access instruction/Measure progress by Annual Dataquest Truancy, Suspension/Expulsion reports showing decreased chronic absenteeism, drop, suspension and expulsion rates and increased attendance rates; Positive Behavioral Intervention & Supports Program participation rates	2. Improve student attendance in school by reducing truancy, suspension and expulsion rates in the district	All	All		Neighborhood monitoring for truants; Saturday School; SARB; Development of a Positive Behavioral Intervention & Supports Program	Neighborhood monitoring for truants; Saturday School; SARB; Fully Implement a Positive Behavioral Intervention & Supports Program	Neighborhood monitoring for truants; Saturday School; SARB; Implement a modified Positive Behavioral Intervention & Supports Program	Priority Goal # 5 Pupil Engagement Priority Goal # 6 School Climate
Need to provide Staff and Student safety on our campuses/Measure progress by CHK survey, Parent Survey, Dataquest suspension and expulsion reports	3.Improve student safety on campus	All	All		Additional security cameras; Campus Supervisors; Drug Dogs on campus; Youth Development Officer	Additional security cameras; Campus Supervisors; Drug Dogs on campus; Youth Development Officer	Additional security cameras; Campus Supervisors; Drug Dogs on campus; Youth Development Officer	Priority Goal #6 School Climate

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)			LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need to support the social/emotional needs of our students/Measure progress by CHK Survey, Student Survey, Ineligibility lists at each semester at LHS; Dataquest suspension and expulsion reports; Parent participation rates in SSC/ELAC-DELAC/SSTs/IEPs/Student Led Conferences/Parent Nights/Other Committees	4. Provide Social/Emotional support to at-risk students in order to improve grades, attendance and discipline	Priority One: Foster Priority Two: Low Income Priority Three: All	All		Counseling for at-risk students; Student led conferences; Student Study Team Meetings	Counseling for at-risk students; Student led conferences; Student Study Team Meetings	Counseling for at-risk students; Student led conferences; Student Study Team Meetings	Priority Goal # 3 Parent Involvement Priority Goal # 4 Pupil Achievement Priority Goal # 5 Pupil Engagement Priority Goal # 6 School Climate
Need to improve campus facilities and have them in good repair/Measure progress by Facilities Inspection Tool and Student Survey	5. Improve interior campus facilities to maintain campuses in good repair.	All	All		Improvement to interior and exterior surfaces	Improvement to interior and exterior surfaces	Improvement to interior and exterior surfaces	Priority Goal # 1 Basic Services

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)			LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need to provide the courses necessary to make district students college and career ready/Measure progress by Master Schedule, Student Survey; a-g/CTE completion rates; graduate military enlistments and college enrollment	6. Provide a wide array of Career Technical Education and AP courses to prepare students for college and careers.	All	All		Additional AP course at LHS; Ag Program	Additional of AP courses at LHS; Ag Program; Maintenance of former ROP courses	Additional CTE courses in District	Priority Goal # 4 Pupil Achievement Priority Goal # 7 Course Access Priority Goal #8 Other Pupil Outcomes: a-g Completion Rate

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.

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
1. Increase use of technology in all classrooms so that students will be prepared for college and careers in the 21 st century	Priority Goal #2 Implementation of State Standards Priority Goal #4 Standard Achievement Priority Goal # 5 Pupil Engagement Priority Goal #7 Course Access	Purchase additional hardware and software for teachers and students and provide technology PD for teachers for CCSS integration into all classrooms Configure, deploy troubleshoot and maintain district hardware for teacher and student use	LEA		Hardware/Software RESOURCE 7090 \$120,000 Continue Network Technician position RESOURCE 0332 \$64,352	Hardware/Software RESOURCE 7090 \$120,000 Continue Network Technician position RESOURCE 0332 \$64,352	Hardware/Software RESOURCE 7090 \$120,000 Continue Network Technician position RESOURCE 0332 \$64,352

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
From Section 2 3. Improve student attendance in school by reducing truancy, suspension and expulsion rates in the district	Priority Goal #5 Pupil Engagement Priority Goal #6 School Climate	Provide Campus Supervisors to monitor campus and neighborhoods for truant students Provide Youth Development Officer to make home visits to truant students Provide Saturday School to allow truant students to attain 90% attendance for graduation ceremony; Develop a Positive Behavioral Intervention & Supports Program in order to provide alternatives to suspension Provide trained Drug Dogs on campus to reduce drugs, alcohol and weapons on campuses Provide a Youth Development Office and Campus Supervisors to maintain student safety on campus	LEA		Three Campus Supervisors RESOURCE 0332 \$68,219 Youth Development Officer RESOURCE 0332 \$42,000 Saturday School RESOURCE 0332 \$4,437 Kontraband Interdiction and Detection Services RESOURCE 0332 \$10,000	Three Campus Supervisors RESOURCE 0332 \$68,219 Youth Development Officer RESOURCE 0332 \$42,000 Saturday School RESOURCE 0332 \$4,437 Kontraband Interdiction and Detection Services RESOURCE 0332 \$10,000	Four Campus Supervisors RESOURCE 0332 \$91,219 Youth Development Officer RESOURCE 0332 \$42,000 Saturday School RESOURCE 0332 \$4,437 Kontraband Interdiction and Detection Services RESOURCE 0332 \$10,000
From Section 2 4. Improve student safety on campus	Priority Goal # 6 School Climate	Provide additional security cameras on campuses to monitor student body and to	LEA		Security cameras RESOURCE 0332 \$8,700	Security Cameras RESOURCE 0332 \$8,700	Security Cameras RESOURCE 0332 \$8,700

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
		detect intruders Provide fencing around campuses to keep student body on campus and to keep intruders off campus					
From Section 2 5. Provide Social/Emotional support to at-risk students in order to improve grades, attendance and discipline	Priority Goal # 3 Parental Involvement Priority # 4 Pupil Achievement Priority Goal #5 Pupil Engagement Priority Goal # 6 School Climate	Provide Intervention Counseling to at-risk students	All		Jamison HS Counselor RESOURCE 0332 \$ 93,602	Jamison HS Counselor RESOURCE 0332 \$ 93,602	Jamison HS Counselor RESOURCE 0332 \$ 93,602 Additional LHS Counselors RESOURCE 0332 \$146,000
From Section 2 6. Improve interior campus facilities to maintain campuses in good repair	Priority Goal #1 Basic Services Maintain campuses in good repair	Paint the interior walls on campus Rebuild planters on interior of campus Plant additional foliage in interior of campus	LHS		Deferred Maintenance Transfer RESOURCE 0332 \$79,000	Deferred Maintenance Transfer RESOURCE 0332 \$79,000	Deferred Maintenance Transfer RESOURCE 0332 \$79,000
From Section 2 7. Provide a wide array of Career Technical Education and AP courses to prepare students for college and careers	Priority Goal # 4 Pupil Achievement Priority Goal # 7 Course Access Priority Goal #8 Other Pupil Outcomes – UC a-g completion rate	Add AP Environmental Course in 2014-15; AP Art Studio and AP Music Theory in 2015-16. Pay for AP Test fees	LHS		Add AP Environmental Science Course: Cost of textbooks and supplemental materials RESOURCE 0332 \$ 4,000 Ag Program RESOURCE 0332 \$28,000	Pay for former ROP CTE courses and materials RESOURCE 0332 \$235,000 Add AP Art Studio Course: Cost of textbooks and supplemental materials RESOURCE 0332 \$ 2,132 Add AP Music	Continue to pay for former ROP CTE courses and materials RESOURCE 0332 \$235,000 Ag Program RESOURCE 0332 \$28,000 AP Study Sessions RESOURCE 0332 \$ 7,736

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
						Theory Course: Cost of textbooks RESOURCE 0332 \$ 2,132 Ag Program RESOURCE 0332 \$ 28,000 AP Study Sessions RESOURCE 0332 \$ 7,736	

- 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, if applicable)	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
Goal # 1 (Goal 2, Section 2) Improve student achievement in math, ELA, Science and Social Science for all students to have multiple options for college and careers	Priority 4: Pupil Achievement Priority 5: Pupil Engagement	<i>For low income pupils:</i> Access to educational technology and training on the effective use of technology will be provided; Assistance will be provided for completing AP Test waivers and FAFSA forms	LEA		Parent FAFSA Night; Counselor Assistance to complete AP Test waivers; AP Test fees RESOURCE 0332 \$ 40,000	Parent FAFSA Night; Counselor Assistance to complete AP Test waivers; AP Test fees RESOURCE 0332 \$ 40,000	Parent FAFSA Night; Counselor Assistance to complete AP Test waivers; AP Test fees RESOURCE 0332 \$ 40,000
Goal #2 Provide ongoing English Language Development for students and ELD training for all teachers	Priority 2: Implementation of State Standards Priority 4: Pupil Achievement Priority 5: Pupil Engagement Priority 6: School Climate	<i>For English learners:</i> Two periods of SDAIE will be provided daily with the instruction based on the current state ELD standards; Provide ongoing English Language Development training for all teachers will be provided based on the new ELD	LEA		Two periods of SDAIE RESOURCE 7090 \$ 24,534 Professional Development RESOURCE 7090 \$ 3,000	Two periods of SDAIE RESOURCE 7090 \$ 24,534 Professional Development RESOURCE 7090 \$ 3,000	Two periods of SDAIE RESOURCE 7090 \$ 24,534 Professional Development RESOURCE 7090 \$ 3,000

Goal (Include and identify all goals from Section 2, if applicable)	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
		standards Will have access to all core subjects					
Goal #3 Provide the same free, appropriate public education to Homeless and Foster Youth as provided to other youth in accordance with the McKinney Vento Act	Priority 3: Parent Involvement Priority 4: Pupil Achievement Priority 5: Pupil Engagement Priority 6: School Climate	<i>For foster youth:</i> The LUHSD McKinney Vento liaison will work directly with the Coordinator of Foster Youth Education Services as well as the Kings County Social Services Department to ensure that all of their educational needs are met, including, but not limited to guaranteed enrollment, seamless transitions, transportation, tutoring and support services as appropriate; Foster youth will receive priority for counseling services Will have access to all core subjects	LEA		One additional day of School Psychologist services RESOURCE 0332 \$16,190	Continue additional day of School Psychologist services RESOURCE 0332 \$16,190	Continue and add two additional days to School Psychologist services RESOURCE 0332 \$45,000
RFEP Students in the Lemoore Union High School District perform well in LUHSD and are not a targeted subgroup		<i>For redesignated fluent English proficient pupils:</i>					

- 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.)

Lemoore Union High School District is not receiving concentration funds for the 2014-15 school year and is not anticipating receiving them during the terms of this plan. Lemoore High School, as well as Jamison High School are both school-wide programs where all programs and services are provided for all students. LHS has a current free and reduced lunch rate of 43% and JHS's rate is 66%. Schoolwide use of the supplemental funds, (\$760,874 2014-2015; \$1,267,224 2015-2016; \$1,510,224 2016-2017) at both school sites is the most practical for LUHSD in order to meet the needs of all students, including the identified subgroups and to meet all priority areas. Continued input from our community, staff, administration, parents, students, and unions regarding the district's subgroups will continue to identify the needs for our low income, foster youth and English learner pupils.

- 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 percentage by which services for unduplicated pupils must be increased or improved as compared to the services provide to all pupils in the LCAP for 2014-15 is 6.76%, 8.92% for 2015-16 and 9.59% for 2016-17. Schoolwide use of the supplemental funds at both school sites will be used to meet the needs of all students, including the identified subgroups. Additional counseling support will be provided for foster youth and low income students. The counselor will meet regularly with the foster youth and low income and EL students as needed. The counselor will also meet with all students upon returning from a suspension to discuss what occurred and will provide strategies to keep it from happening again in the future. Funding will be provided to 1) increase technology for staff and students, 2) add positions to provide support to staff to improve their curriculum and instruction, 3) provide professional development, 4) purchase additional textbooks and supplemental materials, 5) maintain campus supervisor, detection canines and the Youth Development Officer, 6) operate Saturday School, 7) purchase additional security cameras, 8) provide additional counseling for at-risk (foster, low income and others) students, 9) improve interior facilities, and 10) to provide additional AP courses and maintain CTE courses. Funds may be revised based on adoption of annual State Budgets.

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.