

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

Introduction:

LEA: Sacramento City Unified School District Contact Dr. Sara Noguchi, Interim Superintendent, sara-noguchi@scusd.edu (916) 399-2058

LCAP Year: 2014-2015

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
Advisory Community Meetings (Nov 6, Dec 16, Jan 22, Feb 13, April 2) November 6, 2013 Community Meeting December 16, 2013 Community Meeting	Served as a way to inform, educate, and gather input & feedback from critical stakeholders: parents, students, community partners, community, and foster youth agencies The WestEd Director of Comprehensive School Assistance Program explained Local Control Funding Formula.

<p>January 22, 2014 Community Meeting</p>	<p>Chief Business Officer Ken Forrest presented early funding predictors for SCUSD, followed by breakout groups that gave introductory discussions of the 8 state priorities with examples of relevant work within each priority. Qualitative feedback was provided by community partners, students, district staff, school administrators, student advocate groups, community organizations representing EL, Foster youth, low-income students. 70% of school sites were represented.</p>
<p>February 13, 2014 Community Meeting</p>	<p>Chief Business Officer Ken Forrest presented on the 2014-15 budget and fiscal outlook, touching on rising costs, decline in enrollment and impact of the state's new local funding formula. Attendees were then broken out into smaller groups to discuss and gather feedback on 4 of the 8 state priorities: Student Achievement, School Climate, Course Access, and Implementation of Common Core Standards. Handouts provided at meeting detailed each of the priorities, relevant SCUSD work, a list of the required data and sample SCUSD Data. Attendees provided feedback and input for each of the priorities discussed.</p>
<p>April 2, 2014 Community Meeting (Scheduled)</p>	<p>Focused on continuing to learn about the state priorities: Student Engagement, Parent Engagement, Basic Services and other student outcomes. Input and feedback were recorded.</p>
<p>February –March 7, 2014 School Site Engagement</p>	<p>Focused on presenting DRAFT LCAP to gather stakeholder feedback, concerns, and questions</p> <p>Critical to engage parents, staff, community members where they may feel more comfortable --their school sites. Principals presenting at their standing meetings- school site council meetings, PTA meetings, English Learner Advisory Council (ELAC), Collaborative Planning Time (CPT) and staff</p>

<p>Community Planning Process through Public Education Volunteers PEV Cycle #1: Feb 5 – Mar 11 PEV Cycle #2: Mar 24– April 21</p>	<p>meetings. Feedback was collected through surveys. 100% sites were engaged.</p> <p>Grassroots model utilized to gather authentic input and feedback on LCAP. The Community Planning Process relies on key community organizing strategies of empowering community members at Public Education Volunteers (PEVs) to solicit their personal and professional networks to share information and gather input. The feedback is used to inform decisions, draft, develop and share with stakeholders early before anything is “finalized.” To date, SCUSD has trained over 115 PEVs. PEVs include community members, parents, community partners, school board members, DELAC, DAC, Department of Social Justice, and Foster Family Agencies.</p>
<p>District Advisory Groups (Scheduled) March 24, 2014 Community Advisory Committee (CAC) April 8, 2014 District Advisory Committee (DAC) April 9, 2014 District English Learner Advisory Committee (DELAC) TBD Student Advisory Committee (SAC)</p>	<p>PEVs distributed LCAP surveys to their respective networks. PEV Cycle #1: Over 1,200 respondents to survey.</p> <p>District personnel will attend District Advisory Group meetings, present the DRAFT LCAP and gather feedback from each of these critical stakeholder groups.</p>
<p>SCUSD Governing Board Updates January 6, 2014 Present Community Engagement Plan – LCAP March 20, 2014 Update Board on Engagement/Outreach and present draft LCAP</p>	<p>The draft LCAP will be posted on the district website and shared broadly in order to gather feedback from all stakeholders. Feedback and questions about the draft LCAP will be responded to in writing and posted on a District website page.</p> <p>Responses to the draft LCAP and updates to the 2014-15 budget from the May Revise will be instrumental in developing revisions to the draft and the completion of the final LCAP which will be brought to the Local Board of Education for approval with the District 2014-15 budget.</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.*

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

Guiding Questions:

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

11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, <u>all priorities in statute must be included and identified</u> ; 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	
<p>Goal 1: In order increase the percentage of students who are on track to graduate college and career ready, there is a need to:</p> <p>Increase high school graduation rate: 79.9%</p> <p>Beginning in 2014-15, growth will be measured using CAASPP</p> <p>Increase participation in GATE</p>	<p>Goal 1: Increase percent of students who are on-track to graduate college and career ready</p>	All	LEA-wide	<p>Increase graduation rate by 3%</p> <p>Establish math and ELA proficiency baselines as measured by the CAASPP</p> <p>Establish math and ELA below proficiency baselines as measured by the CAASPP</p> <p>Increase participation in GATE by 3%, A-G completion by 5%, and AP enrollment by 3%.</p>	<p>Increase graduation rate by 3%</p> <p>To be determined using 2014-2015 baseline data</p> <p>To be determined using 2014-2015 baseline data</p> <p>Increase participation in GATE by 3%, A-G completion by 5%, and AP enrollment by 3%.</p>	<p>Increase graduation rate by 3%</p> <p>To be determined using 2014-2015 baseline data</p> <p>To be determined using 2014-2015 baseline data</p> <p>Increase participation in GATE by 3%, A-G completion by 5%, and AP enrollment by 3%.</p>	<p>Basic Services</p> <p>Implementation of State Standards</p> <p>Course Access</p> <p>Student Achievement</p> <p>Other Student Outcomes</p> <p>Pillar I, District Strategic Plan</p> <p>District Guide to Success</p>	

<p>(Current GATE participation: 11% Elementary; 34% Middle), Increase A-G completion: (Current A-G Completion 39%)</p>								
<p>Goal 2: SCUSD believes in a holistic approach to student achievement that fosters student engagement in clean, healthy and safe environments. Data indicates the following needs:</p> <p>To improve school cleanliness and facility maintenance which suffered from the loss of custodians and plant managers district-wide: Custodians: 2010-11: 136 2013-14: 65 Plant managers: 2010-11: 79 2013-14: 60</p> <p>To increase student engagement in schools district wide as indicated by the 2013 District Attendance Rate;</p>	<p>Goal 2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment.</p>	<p>All</p>	<p>LEA-wide</p>		<p>Custodians will be increased by 21.5 FTE</p> <p>Plant Managers will be increased by 11 FTE</p> <p>District-wide attendance rates will increase to 96%.</p> <p>High School Suspension rates will decrease to 8%.</p>	<p>Custodians will be maintained at 86.5 FTE</p> <p>Plant Managers will be maintained at 71 FTE.</p> <p>District-wide attendance rates will increase to 96.5%.</p> <p>High School Suspension rates will decrease to 7.5%.</p>	<p>Custodians will be maintained at 86.5 FTE</p> <p>Plant Managers will be maintained at 71 FTE.</p> <p>District-wide attendance rates will increase to 97.0%.</p> <p>High School Suspension rates will decrease to 7.5%.</p>	<p>Student Engagement; School Climate; Basic Services;</p>

<p>95.37%</p> <p>Suspension Rates in HS (out-of-school suspensions only); 2013: 9.9%</p>								
<p>Goal 3: Bring to scale the successful stakeholder engagement strategies being used at various sites in the district.</p> <p>Parent/Teacher Home Visit Participation: 2013 - 3,300 visits</p> <p>Parent Resource Centers at 42 schools</p> <p>Academic Parent Teacher Team Participation: 2013-14: 13 schools</p>	<p>Goal 3: Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD.</p>	<p>All</p>	<p>LEA-wide</p>		<p>Parent/Teacher Home Visits will increase from 3,300 to 3,500.</p> <p>Parent Resource Centers will increase to 44 schools.</p> <p>Academic Parent Teacher Team school participation will increase to 15 schools.</p>	<p>Parent/Teacher Home Visits will increase from 3,500 to 3,600.</p> <p>Parent Resource Centers will increase to 45 schools.</p> <p>Academic Parent Teacher Team school participation will increase to 16 schools.</p>	<p>Parent/Teacher Home Visits will increase from 3,600 to 3,700.</p> <p>Parent Resource Centers will increase to 46 schools.</p> <p>Academic Parent Teacher Team school participation will increase to 17 schools.</p>	<p>Parent Involvement; Student Achievement; Other Student Outcomes; Implementation of State Standards</p>

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: 2014-2015	Year 2: 2015-16	Year 3: 2016-17
Goal 1: Increase the percent of students who are on-track to graduate college and career ready	<ul style="list-style-type: none"> Basic Services Implementation of State Standards Course Access Student Achievement Other Student Outcomes Pillar I, District Strategic Plan District Guide to Success 	<p>Goal 1: 1.1:Provide standards-aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready</p> <p>Offer on-going professional learning including, on-site collaboration, and job-embedded instructional coaching as a means to support the implementation of the CCSS.</p> <p>Provide CCSS-aligned instructional materials with embedded assessments to ensure a quality CCSS implementation</p> <p>Develop and implement a robust early literacy program to construct a strong</p>	<p>LEA-wide</p> <p>School-wide</p> <p>School-wide</p> <p>School-wide</p>		<p>Professional Development (per diem) Extra Duty for teachers - \$300,047 Training Specialists - \$354,231 Conferences - \$33,984</p> <p>Supplemental Instructional Materials- \$1,733,837</p> <p>Contracts for Services: <u>Reading Partners</u> (2 schools)- \$24,000</p>	<p>Professional Development (per diem) Extra Duty for teachers- \$300,047 Training Specialists - \$358,234 Conferences - \$33,984</p> <p>Supplemental Instructional Materials- \$1,733,837</p> <p>Contracts for Services: <u>Reading Partners</u> (2 schools)- \$24,000</p>	<p>Professional Development (per diem) Extra Duty for teachers - \$300,047 Training Specialists - \$358,234 Conferences - \$33,984</p> <p>Supplemental Instructional Materials- \$1,733,837</p> <p>Contracts for Services: <u>Reading Partners</u> (2 schools)- \$24,000</p>

		<p>foundation on which to build deep content knowledge via curricular resources, assessments, intervention teachers, and supplemental materials.</p> <p>Provide professional learning development of communities of practice, and job-embedded coaching to Increase access to A-G courses, career technical education courses, and work-based learning experiences in order to expand the Linked Learning initiative</p> <p>Provide academic and career counseling to support students</p> <p>For Students with Disabilities:</p> <p>Provide specific professional learning opportunities to special education teachers on Common Core implementation</p> <p>Implement specific</p>	<p>School-Wide</p> <p>LEA-wide</p> <p>LEA-wide</p>	<p>Site Instruction Coordinators - \$44,775</p> <p>Intern Specialists - \$124,749</p> <p>Counselors \$3,000,000 Additional site counselor \$414,111</p> <p>For Students with disabilities: Total allocation of LCFF base funds towards Special Education \$33,300,000</p>	<p>Site Instruction Coordinators – \$44,775</p> <p>Intern Specialists - \$124,749</p> <p>Counselors \$3,000,000 Additional site counselor \$414,111</p> <p>For Students with disabilities: Total allocation of LCFF base funds towards Special Education \$33,300,000</p>	<p>Site Instruction Coordinators – \$44,775</p> <p>Intern Specialists - \$124,749</p> <p>Counselors \$3,000,000 Additional site counselor \$414,111</p> <p>For Students with disabilities: Total allocation of LCFF base funds towards Special Education \$33,300,000</p>
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		<p>teaching strategies to assist students with disabilities in accessing Common Core instruction (i.e. Universal Design for Learning).</p> <p>Identify and adopt curricular resources for students with Moderate to Severe disabilities so that they can access Common Core instruction.</p> <p>1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed</p> <p>Increase expanded learning opportunities such as before, during, and after school interventions, enrichment programs and summer programs</p>	<p>School-wide</p>		<p>Additional Resource Teachers - \$3,071,228</p> <p>Additional School Psychologists - \$21,535</p> <p>Expanded Learning Service Providers Contracts - \$207,718</p> <p>(Additional programs funded through grant funds and other funding sources)</p>	<p>Maintain Resource Teachers - \$3,071,228</p> <p>Maintain School Psychologists -\$21,535</p> <p>Expanded Learning Service Providers Contracts - \$207,718</p> <p>(Additional programs funded through grant funds and other funding sources)</p>	<p>Maintain Resource Teachers \$3,071,228</p> <p>Maintain School Psychologists -\$21,535</p> <p>Expanded Learning Service Providers Contracts- \$207,718</p> <p>(Additional programs funded through grant funds and other funding sources)</p>
		<p>Provide instructional assistants to help engage and support</p>	<p>School-wide</p>		<p>Instructional Assistants – \$1,423,577</p>	<p>Instructional Assistants - \$1,423,577</p>	<p>Instructional Assistants - \$1,423,577</p>

		<p>students while teachers facilitate small-group instruction</p> <p>Expand access to GATE and AP programs by providing curricular resources and on-going professional learning</p> <p>School sites will monitor student progress and identify students who are in need of additional supports.</p> <p>1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.</p> <p>Implement a comprehensive early literacy assessment system comprised of screening, diagnostic, and progress monitoring tools</p>	<p>LEA-wide</p> <p>School-wide</p> <p>School-wide</p> <p>School-wide</p>	<p>GATE Resource Teacher \$84,319 (LCFF Base)</p> <p>Teacher pay per diem (extra duty for programs such as after-school tutoring) - \$279,000</p> <p>Teacher Substitutes for Academic Conferences - \$241,262</p> <p>Contracts for Diagnostic/Intervention Programs focused on subjects including literacy - \$14,999</p>	<p>GATE Resource Teacher \$84,319 (LCFF Base)</p> <p>Teacher pay per diem (extra duty for programs such as after-school tutoring) - \$279,000</p> <p>Teacher Substitutes for Academic Conferences \$241,262</p> <p>Contracts for Diagnostic/Intervention Programs focused on subjects including literacy - \$14,999</p>	<p>GATE Resource Teacher \$84,319 (LCFF)</p> <p>Teacher pay per diem (extra duty for programs such as after-school tutoring) - \$279,000</p> <p>Teacher Substitutes for Academic Conferences - \$241,262</p> <p>Contracts for Diagnostic/Intervention Programs focused on subjects including literacy - \$14,999</p>
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<p>Goal 2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment .</p>	<p>Student Engagement School Climate; Basic Services</p>	<p>Goal 2: 2.1: Students will be provided cleaner, better maintained learning environments.</p> <p>Cleaner, better maintained schools are more inviting comfortable learning environments to encourage students to attend school.</p> <p>2.2: All schools will become safer, more culturally competent environments, where students learn social and emotional skills and receive additional supports to increase their engagement in learning.</p> <p>Partial funding of additional 2 days added to teacher’s contract to increase classroom time (Remaining cost of restoration of furlough days is funded through base grant dollars. Restoration of other employee group</p>	<p>LEA-wide</p> <p>LEA-wide</p> <p>LEA-wide</p>		<p>Restore custodians/ plant managers \$2,000,000</p> <p>Additional custodial operational supplies \$650,000</p> <p>Additional School Resource Officers \$300,000</p> <p>End of Furlough Days \$1,598,407</p>	<p>Restore custodians/ plant managers \$2,000,000</p> <p>Maintain custodial operational supplies \$650,000</p> <p>Maintain School Resource Officers \$300,000</p> <p>End of Furlough Days \$1,598,407</p>	<p>Restore custodians/ plant managers \$2,000,000</p> <p>Maintain custodial operational supplies \$650,000</p> <p>Maintain School Resource Officers \$300,000</p> <p>End of Furlough Days \$1,598,407</p>
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		<p>furlough days are not funded with Supplemental or Concentration grant dollars).</p> <p>School staff will receive training in culturally competent classrooms.</p> <p>Mental and physical health supports are provided by nurses and social workers.</p> <p>Learning Support Specialists-Healthy Start and case managers plan, organize and coordinate learning support services for students with academic, behavior, attendance and/or social/emotional concerns.</p> <p>2.3: Schools will provide more varied opportunities for students to become interested in school and learning through technology based activities, project based learning,</p>	<p>School-wide</p> <p>School-wide</p> <p>School-wide</p> <p>School-wide</p> <p>School-wide</p>	<p>Professional development - \$156,793</p> <p>Social Workers - \$105,382 Nurses - \$59,962</p> <p>Learning Support Specialists-Healthy Start – \$250,421</p> <p>Case Managers \$67,867</p>	<p>Professional development - \$156,793</p> <p>Social Workers - \$105,382 Nurses - \$59,962</p> <p>Learning Support Specialists-Healthy Start – \$250,421</p> <p>Case Managers \$67,867</p>	<p>Professional development - \$156,793</p> <p>Social Workers - \$105,382 Nurses - \$59,962</p> <p>Learning Support Specialists-Healthy Start – \$250,421</p> <p>Case Managers \$67,867</p>
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		<p>extended extracurricular, and expanded learning program involvement</p> <p>Librarian/media technicians assist with research and project based learning</p> <p>Computer hardware and software to enhance instruction and provide career technical and college readiness activities.</p>	<p>LEA-wide; School-wide</p> <p>School-Wide</p>	<p>District Librarian/Media Technicians \$1,000,000</p> <p>Extra site funding for Librarian, Library Media technicians. Library Clerk \$177,624</p> <p>Computer hardware \$111,372</p>	<p>District Librarian/Media Technicians \$1,000,000</p> <p>Extra site funding for Librarian, Library Media technicians. Library Clerk \$177,624</p> <p>Computer hardware \$111,372</p>	<p>District Librarian/Media Technicians \$1,000,000</p> <p>Extra site funding for Librarian, Library Media technicians. Library Clerk \$177,624</p> <p>Computer hardware \$111,372</p>
<p>Goal 3: Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD.</p>	<p>Parent Involvement Student Achievement; Other Student Outcomes; Implementation of State Standards</p>	<p>Goal 3: 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.</p> <p>Schools have Parent Resource Centers staffed with Parent Advisors</p> <p>Services to support parents in attending parent education, informational meetings, school</p>	<p>LEA-wide; School-wide</p> <p>School-wide</p> <p>School-Wide</p>	<p>Parent Advisors \$133,410</p> <p>Child Care \$5,801</p> <p>Parent Trainings \$44,255</p>	<p>Parent Advisors \$133,410</p> <p>Child Care \$5,801</p> <p>Parent Trainings \$44,255</p>	<p>Parent Advisors \$133,410</p> <p>Child Care \$5,801</p> <p>Parent Trainings \$44,255</p>

	<p>events and in volunteering at the school.</p> <p>3.2 Stakeholders will receive improved district and site communications, including translation/ Interpretation services.</p> <p>School sites communicate regularly with parent/guardians through website, phone outreach, mailings and meetings.</p> <p>Translation and interpretation services are provided in five languages by bilingual staff at district events and in schools</p>	<p>School-wide</p> <p>School-wide</p> <p>LEA-wide</p>	<p>Parent Meeting supplies \$15,799</p> <p>School Community Liaisons Student Outreach Worker \$300,856</p> <p>Site communications expenses \$28,727</p> <p>Additional school site translation services \$52,678</p> <p>Matriculation and Orientation (MOC) translators \$678,769</p>	<p>Parent Meeting supplies \$15,799</p> <p>School Community Liaisons Student Outreach Worker \$300,856</p> <p>Site communications expenses \$28,727</p> <p>Maintain school site translation services \$52,678</p> <p>Matriculation and Orientation (MOC) translators \$678,769</p>	<p>Parent Meeting supplies \$15,799</p> <p>School Community Liaisons Student Outreach Worker \$300,856</p> <p>Site communications expenses \$28,727</p> <p>Maintain school site translation services \$52,678</p> <p>Matriculation and Orientation (MOC) translators \$678,769</p>
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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, 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
<p>Goal 1: Increase the percent of students who are on-track to graduate career and college ready</p>	<p>Basic Services, Student Achievement; Implementation of State Standards, Course Access, Other Course Outcomes; Pillar I, District Strategic Plan, District Guide to Success</p>	<p>For low income pupils: Schools were allocated funds based on the number of Free/Reduced students. In addition to the funds noted in the above section 3 for use district-wide or school-wide, schools will use allocations for low income students for the following program options:</p> <p>Goal 1: Expand summer learning programs to prevent summer learning loss. Offer a multi-tiered system of supports (academic & behavioral) to address student's academic needs</p> <p>Provide additional professional development to</p>	<p>School-wide</p> <p>School-wide</p> <p>School-wide</p>		<p>Low Income allocation to schools - \$15,221,740.80</p>		

<p>Goal 2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment</p>	<p>Student Engagement; School Climate; Basic Services;</p>	<p>teachers to provide Common Core State Standards aligned instruction to high needs, and/or struggling students.</p> <p>Provide targeted assistance to low income students in career/college readiness activities and guidance</p> <p>Goal 2: Identify and administer Social/Emotional assessments in order to target the needs of low income students.</p> <p>Provide explicit social/emotional instruction aligned with the five social-emotional competencies</p> <p>Implement a positive behavioral intervention system</p> <p>Implement a Restorative Justice Program including staff and student training</p> <p>Provide bullying prevention training</p>	<p>School-wide</p> <p>School-wide</p> <p>School-wide</p> <p>School-wide</p> <p>School-wide</p> <p>School-wide</p>				
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<p>Goal 3: Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD</p>	<p>Parent Involvement; Student Achievement; Other Student Outcomes; Implementation of State Standards</p>	<p>Goal 3: Provide resources for increased outreach efforts to low income families including home visits and meetings</p> <p>Provide explicit parent education on trait/habits of high achieving students and navigating the higher education system and resources</p>	<p>School-wide</p> <p>School-wide</p>				
<p>Goal 1: Increase the percent of students who are on-track to graduate</p>	<p>Basic Services, Student Achievement; Implementation of State Standards, Course Access,</p>	<p>For English learners:</p> <p>Schools were allocated funds based on the number of English learner students. In addition to the funds noted in the above section 3 for use district-wide or school-wide, schools will use allocations for English learner students for the following program options:</p> <p>Goal 1: Provide additional professional development to increase teachers' understanding of ELD standards and to ensure that English</p>	<p>School-wide</p>		<p>Allocation to schools for English learner students-\$3,805,435.20</p>		

<p>career and college ready</p>	<p>Other Course Outcomes; Pillar I, District Strategic Plan, District Guide to Success</p>	<p>learners receive support in accessing CCSS</p> <p>Provide additional professional learning and curricular resources for dual language immersion</p> <p>Provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency</p> <p>Provide additional teaching sections of EL intervention courses at the secondary level.</p> <p>Provide a broad range of standards align supplemental instructional resources in English and home languages</p>	<p>School-wide</p> <p>School-wide</p> <p>School-wide</p> <p>School-wide</p>				
<p>Goal 2: Schools will provide students with a clean, healthy, physically and</p>	<p>Student Engagement; School Climate; Basic Services;</p>	<p>Goal 2: Provide culturally and linguistically relevant materials for students</p> <p>Students receive increased cultural validation through</p>	<p>School-wide</p> <p>School-wide</p>				

<p>emotionally safe learning environment</p> <p>Goal 3: Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD</p>	<p>Parent Involvement; Student Achievement; Other Student Outcomes; Implementation of State Standards</p>	<p>support for dual immersion programs</p> <p>Instructional materials and dual immersion programs funded through Title III</p> <p>Goal 3: Ongoing Common Core Parent training for bilingual parents at DELAC and site ELAC meetings.</p> <p>Increased parent training on how to assist students academically and behaviorally, and how to navigate the educational system, including higher education</p>	<p>School-wide</p> <p>School-wide</p>				
<p>Goal 1: Increase the percent of students who are on-track to graduate career and college ready</p>	<p>Basic Services, Student Achievement; Implementation of State Standards, Course Access, Other Course Outcomes; Pillar I, District Strategic Plan, District Guide to Success</p>	<p>For foster youth:</p> <p>Goal 1: Foster youth receive educational counseling from a Foster Youth Services Department staff member with the skills, time and training necessary to carry out the responsibilities of the Foster Youth Services Department</p> <p>Funds are allocated for</p>	<p>LEA-wide</p> <p>LEA-wide</p>		<p>Youth Services Program Associate \$65,000 (funded from base dollars)</p> <p>Current Foster youth services are provided through Title I Part D Neglected and Delinquent, Title I Part A, and Foster Youth Services State Supplemental Grant</p>		

<p>Goal 2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment</p>	<p>Student Engagement; School Climate; Basic Services;</p>	<p>academic supports and remediation in order to decrease the adverse effects of school mobility on foster youth</p> <p>Goal 2: Ensure LEA foster youth liaison (Ed Code 48853.5) has adequate time, knowledge, and resources (including additional staff if needed) to fully execute the responsibilities of the Foster Youth Ed Liaison per Ed Code 48853.5 in order to decrease adverse effects of school mobility on foster youth.</p> <p>Foster youth student engagement activities including fees for sports and extracurricular activities in order to decrease the adverse effects of school mobility on foster youth.</p>	<p>LEA-wide</p> <p>School-wide</p>				
<p>Goal 3: Parents, family and community stakeholders will become more fully</p>	<p>Parent Involvement; Student Achievement; Other Student Outcomes;</p>	<p>Goal 3: Improve communication to foster guardians.</p>	<p>School-wide</p>				

engaged as partners in the education of students in SCUSD	Implementation of State Standards						
<p>Goal 1: Increase the percent of students who are on-track to graduate career and college ready</p>	<p>Basic Services, Student Achievement; Implementation of State Standards, Course Access, Other Course Outcomes; Pillar I, District Strategic Plan, District Guide to Success</p>	<p><u>For redesignated fluent English proficient pupils:</u></p> <p>Schools were allocated funds based on the number of English learner students. In addition to the funds noted in the above section 3 for use district-wide or school-wide, schools will use allocations for English learner students for the following program options:</p> <p>Goal 1: Provide additional academic assessment and support for reclassified students who have not made adequate progress</p>	<p>School-wide</p>				

<p>Goal 2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment</p>	<p>Student Engagement; School Climate; Basic Services;</p>	<p>Goal 2: Provide social/emotional Instruction for re-designated students who may have not made adequate progress or demonstrate attendance or behavioral issues.</p>	<p>School-wide</p>				
<p>Goal 3: Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD</p>	<p>Parent Involvement; Student Achievement; Other Student Outcomes; Implementation of State Standards</p>	<p>Goal 3: Increase and improve parent/guardian communication and support concerning the progress of redesignated students</p>	<p>School-wide</p>				

- 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 charter wide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a 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.)

Approximate \$9,227,176 of LCFF supplemental and concentration grant funds were budgeted district-wide for expenditures such as custodians, plant managers, counselors, and translation services. \$9,800,000 was allocated to 61 school sites based on their unduplicated numbers of EL, Low Income, and Foster Youth to ensure that schools could make decisions to continue employing support personnel to meet the needs of the targeted subgroups, based on stakeholder feedback. Another \$1,788,731 was allocated to 3 dependent Charter schools and their allocations are included in this plan. School staff and School Site Councils will align their Single Plans for Student Achievement to the goals and actions in the approved Local Control Accountability Plan.

- 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.

As mentioned above on section 3, these funds were allocated to all schools that have low income and English learner populations. Schools that previously did not get an allocation for these groups of students due to low percentages of low income students, are now getting a portion of the LCFF supplemental funds and will now be able to provide increased services to these students. Proportionally, schools with higher concentrations of low income, EL, Foster Youth, and students with disabilities are getting higher LCFF funds

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.