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

<u>**Introduction:**</u>

LEA: <u>**Los Angeles Unified School District**</u>   **Contact:** <u>**John Deasy, Superintendent of Schools, John.Deasy@lausd.net 213-241-7000**</u>   **LCAP Year:** <u>**2014-15**</u>

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
LAUSD used multiple channels, media and venues to engage with our community of stakeholders. The District's efforts began in September and October with a series of Town Halls and a survey. These meetings and survey were supplemented by on-going town hall style meetings hosted by LAUSD and partner community organizations including the United Way, CLASS, Families in Schools and other parent/community affiliated organizations. A list of the meetings is attached as an appendix to this document. Information/Input Sessions: Board of Education Meetings Educational Service Center Town Hall Meetings District Education Service Center Meetings Board Member Town Halls Parent & Community Services Branch Meetings Parent Advisory Committee Student Advisory Committee Community Advisory Committee (Special Education) District English Learner Advisory Committee Foster Youth Providers and DCFS meetings Communities for Los Angeles Student Success (CLASS) meetings Labor Partner meetings	After roughly 100 community meetings, organized internally or through community partners, the District has identified common recurring themes, which are identified below. These themes are reflected in the goals, action/services and investments of the District. Common themes included: • Differentiated support for the Common Core State Standards (CCSS) initiative, • Increase the reclassification rate of English Learners, • Effective teacher support and evaluation, • Availability of instructional materials and adequate facilities, • Increasing academic and social-emotional counselors and other support personnel • Expansion of targeted support services for foster youth, • Increased communication with and training for parents, and • College and career readiness for all students. Raw and aggregate data is available and attached in the appendix. Below is a high-level summary of survey responses. 10,483 total responses were tallied from the Town Halls and online survey instruments. • 49% of respondents identified as employees or employee representatives. 38% identified as parent/guardians or as students.

Involvement Process	Impact on LCAP
In addition to face-to-face meetings, the District has developed websites with additional information, surveys and training: http://lcff.lausd.net , http://Achieve.lausd.net/budget

The LEA used the following quantitative data for the goal setting process: attendance rate, suspension rate, expulsion rate, graduation rate, Individualized Graduation Plan (IGP) completion rate, A-G Progress Monitoring data, data on teacher miss-assignment, availability of instructional materials, facility inspection data, CST ELA proficiency rate, CST math proficiency rate, English Learner reclassification rate, percentage of Long Term English Learners, course enrollment data, and parent survey data.

Permissible within the CA Education Code, the LAUSD District English Learner Advisory Committee (DELAC) is serving in place of the English Learner Parent Advisory Committee (ELPAC). Regional delegate convenings were held for parents/guardians to elect their representatives to the Parent Advisory Committee. Members were selected from each of the 5 LAUSD regions, with two parents representing English Learners, two representing Foster Youth, two representing Low Income students, and two parents At-Large to represent other stakeholders, in general. The parents representing English Learners were selected from the members of DELAC by their regional representatives. Guardians of foster youth were selected by community organizations and foster parent focus group members and elected at a regional convening to represent these stakeholders. Seven parents were selected by the Board of Education, to ensure representation of all affected stakeholder groups. There are 50 members of the DELAC and 47 members of the PAC. | • 79% of all respondents agreed or strongly agreed that "schools should have more autonomy over how they invest funds."
• The top 10 budget priorities ranked in descending order of priority as identified by respondents at the Town Halls and online survey:
   o Increase employee salaries,
   o Expand adult education,
   o Direct funds to schools,
   o Reduce class sizes,
   o Increase counselors,
   o Increase the number of school-level support positions,
   o Increase funding for the arts,
   o Increase librarians,
   o Increase nurses, and
   o Expand summer school.
The priorities identified above are included in the District's budget and investments for targeted student populations are identified on subsequent pages of this document.

Specifically, the following LCFF investment priorities reflect the feedback received from stakeholders and student data, and are tied to the academic data and needs of our students. Investments are further detailed in subsequent pages.
• Foster youth
• English Learners
• School climate and student engagement
• Students with disabilities
• Provide more budget autonomy to schools
• Increase support for schools with high teacher turnover
• Parent engagement
• Focus on Elementary arts, libraries and teacher support
• Focus on Middle School English Language Arts & Math
• Focus on College and Career Readiness in high school |

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	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroup	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need: To monitor and support Foster Youth middle and high school attainment. **Metrics**: Individual Culmination Plan Individual Graduation Plan Academic Assessments	*All Foster Youth will have a comprehensive academic assessment and each middle or high school student will have an annual Individual Culmination or Graduation Plan, as grade appropriate, and offered the services and supports to implement the plan. Eligible Foster Youth will have an Independent Living Plan in place as age appropriate.*	*Foster Youth* *Elementary Foster Youth* *Middle School Foster Youth* *High School Foster Youth* *Foster Youth (16 – 19 year olds)*	All schools Elementary *Academic Assessment* Middle *Individual Culmination Plan* High *Individual Graduation Plan* High *Independent Living Plan*		65% 65% 65% 65% 100%	85% 85% 85% 85% 100%	100% 100% 100% 100% 100%	• Student Achievement o Student Engagement
Need: To increase the number of English Learners who achieve full English language proficiency	*Increase the number of English Learners making annual progress in learning English and who reclassify as Fluent English Proficient*	*English Learners* *English Learners, less than 5 years* *English Learners,*	All schools		16% Benchmark Benchmark	18% Benchmark + X% Benchmark + X%	20% Benchmark + X% Benchmark + X%	• Student Achievement o Share of ELs that become English Proficient

Establish Benchmark and Data Source

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroup	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Metrics: English Learners making yearly progress (AMAO 1) CELDT English Learners attaining proficiency in English (AMAO 2) Increase Reclassification Rate		*more than 5 years*						
Need: To increase the number of English learners demonstrating readiness to participate in a core English language arts curriculum. **Metric**: Yet to-be-determined assessment which defines basic readiness skills.	***Increase performance in basic skills assessment demonstrating proficiency in English to participate in curriculum designed for native English speakers***	*English Learners*	All schools		Benchmark	B. + 1%	B. + 2%	• Student Achievement o Performance on Standardized Tests o Share of ELs that become English proficient o EL Reclassification rate
Need: To decrease the number of Long Term English Learners **Metrics**: Overall percent of	***Decrease the number of Long Term English Learners (LTEL)***	*Long Term English Learners*	All schools with Long Term English Learners		26%	24%	22%	• Student Achievement o Share of ELs that become English Proficient

Establish Benchmark and Data Source

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroup	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Long Term English Learners Reclassification Rate								
Need: To achieve or maintain school attendance rates that support student learning **Metric**: Attendance Rate	*Increase the percent of students attending 173-180 days each school year (96% attendance rate)*	*All Students*	All schools		70%	71%	72%	• Student Engagement o School attendance rates
		Low Income Students			71%	73%	75%	
		English Learners			70%	72%	74%	
		Foster Youth			55%	58%	61%	
		African American Students			59%	62%	65%	
		Students w/ Disabilities			64%	67%	70%	
Need: To decrease chronic absenteeism **Metric**: Attendance Rate	*Decrease students missing 16 days or more each school year*	*All Students*	All schools		11%	10%	9%	• Student Engagement o Chronic absenteeism rates
		Low Income Students			11%	10%	9%	
		English Learners			11%	9%	7%	
		Foster Youth			20%	18%	16%	
		African American Students			19%	17%	15%	
		Students w/ Disabilities			15%	13%	11%	

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroup	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need: To reduce the number of student suspensions **Metric:** # Students suspended	*Decrease the number of suspensions for all students*	*All Students*	All schools		11,161	10,938	10,719	• School Climate o Suspension rate
		English Learners			2,663	2,530	2,404	
		Foster Youth			517	491	466	
		Low Income Students			9,108	8,653	8,220	
		African American Students			3,068	2,915	2,769	
		Students w/ Disabilities			2,634	2,502	2,377	
Need: To reduce the number of student suspensions **Metric:** % or # of Schools having implemented the Discipline Foundation Policy – Positive Behavior Interventions and Supports Out of Classroom	*Ensure effective and fair handling of student behavior by promoting positive solutions through the reform of student discipline policies and practices*	*All Students* *Out of Classroom Referrals by Subgroup* *Non-Academic Options Program Referrals* *Student Persistence*	All Schools		XX% Establish Benchmark Establish Benchmark Establish Benchmark	XX% Benchmark -X% Benchmark -X% Benchmark +X%	XX% Benchmark -X% Benchmark -X% Benchmark +X%	• School Climate o Suspension rate

Establish Benchmark and Data Source

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroup	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Referrals Annual review of citations and arrests Non-Academic Options Referrals Student Persistence rates following release from Juvenile Justice Facilities and Other Placements								
Need: To increase student engagement and involvement in district governance and academic growth **Metric**: Biannual student survey Other measures to be established	*Leverage existing student governance and engagement programs and new technology, to develop student leadership, voice, and engagement, increasing district accountability for student outcomes.*	*All Students* *English Learners* *Foster Youth* *Low Income Students* *African American Students* *Students w/ Disabilities*	All Schools		Conduct biannual student climate survey Conduct needs assessment Assess Establish Benchmark and Data Source infrastructure to carry out work Map existing resources to carry out work Establish benchmarks by subgroup	XX% XX% XX% XX% XX%	XX% XX% XX% XX% XX%	• Student Engagement • Student Achievement

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroup	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need: To increase the number of students who score Proficient or above in English Language Arts on the SBAC assessment **Metric:** Smarter Balanced Assessment Coalition test	*Increase students scoring Proficient and above on the CCSS/SBAC benchmark English language arts scores established in 2014-2015*	*All Students* *Reclassified Fluent English Proficient Students* *English Learners* *Foster Youth* *Low Income Students* *Latino Students* *African American Students* *Students w/ Disabilities*	All schools		Benchmark Benchmark Establish Benchmark and Data Source Benchmark Benchmark Benchmark Benchmark Benchmark Benchmark	B. + 1% B. + 1% B. + 1% B. + 1% B. + 1% B. + 1% B. +1% B. + 1%	B. + 2% B. + 3% B. + 3% B. + 3% B. + 3% B. + 3% B. + 3% B. + 3%	• Student Achievement o Performance on Standardized Tests • Implementation of the Common Core State Standards
Need: To increase the number of students who score Proficient or above in grade level and higher level mathematics on the SBAC assessment **Metric:** Smarter Balanced Assessment	*Increase students scoring Proficient and above over CCSS/SBAC benchmark Mathematics scores established in 2014-2015*	*All Students* *Reclassified FluentEnglish Proficient Students* *English Learners* *Foster Youth*	All schools		Benchmark Benchmark Establish Benchmark and Data Source Benchmark Benchmark	B. + 1% B. + 1% B. + 1% B. + 1%	B. + 2% B. + 3% B. + 3% B. + 3%	• Student Achievement o Performance on Standardized Tests • Implementation of the Common Core State Standards

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroup	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Coalition test		*Low Income Students*			Benchmark	B. + 1%	B. + 3%	
		Latino Students			Benchmark	B. + 1%	B. + 3%	
		African American Students			Benchmark	B. +1%	B. + 3%	
		Students w/ Disabilities			Benchmark	B. + 1%	B. + 3%	
Need: to increase the number of parents providing input about school conditions **Metric**: School Experience Survey	***Increase the number of parents completing the School Experience Survey annually***	*All parents*	All schools		35%	38%	41%	• Parental Involvement o Efforts to seek parent input
Need: To train parents on how to support learning at home and at school **Metric:** Delivery of modules	***Increase percentage of parents trained on academic initiatives by providing a minimum of four workshops at each school annually***	*All Parents* *Parents of English Learners* *Parents of Low Income* *Foster Youth Guardians*	All Schools		35% Xx% Xx% Establish Benchmark Xx%	38% Xx% Xx% and Targets Xx%	41% Xx% Xx% Xx%	• Parental Involvement o Promotion of parental participation
Need: To increase	***Increase graduation rate for***	*All Students*	*All High Schools*		68%	70%	72%	• Student Achievement o Share of Students college & career

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroup	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
number of students who successfully enter and complete high school college and career ready **Metrics**: 4-Year Cohort Graduation Rate A-G Completion Rates Alternate Curriculum Rate (Certificate of Completion) AP Achievement	*all students*	*English Learners* *Foster Youth* *Low Income Students* *African American Students* *Students w/ Disabilities*			34% 46% 71% 58% 45%	37% 48% 73% 61% 48%	40% 50 % 75% 64% 51%	ready • Student Engagement o High school graduation rates • Course Access (A-G graduation requirements)

Need: Ensure that secondary students are on-track to graduate from high school
 	
Metrics:
IGP Completion rate
A-G Progress Monitoring (MyData)
On-track to Graduate monitoring (MyData)
	Increase secondary students completing an annual Individual Graduation Plan (IGP)	*All Students*
		
		English Learners
		
		Low Income Students
		
		Long Term English Learners
		
		Foster Youth
			Secondary Schools		59%
					
					54%
					
					59%
					
					XX%
					
					XX%
						60%
						
						55%
						
						60%
						
						XX%
						Establish Benchmark
						XX%
							61%
							
							56%
							
							61%
							
							XX%
							and Data Source
							XX%
								• Student Achievement
								  o High School graduation rate
								  o On-track to graduation
								• Course Access (A-G graduation requirements, effective placement for Foster Youth)
								• Other Student Outcomes (Foster Youth monitoring)

Need: Ensure that 12th graders have access to the financial	*Increase 12th grade students with a completed Federal Application for Free Student*	*12th grade students*	Secondary Schools		60%	65%	70%	• Student Achievement
								  o High School graduation rate
								  o On-track to graduation

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroup	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
aid and opportunities to attend universities, community colleges and/or vocational schools. **Metrics:** FAFSA Completion Rate	*Aid (FAFSA)*							• Course Access (A-G graduation requirements, effective placement for Foster Youth) • Other Student Outcomes (Foster Youth monitoring)
Need: to provide and maintain Basic Services for students and schools **Metric**: Teacher Assignments (Williams)	*Basic Services 1: Maintain the appropriate assignment of teachers, and fully credentialed in the subject areas and for the pupils they are teaching*	*All Students* *All Significant Subgroups*	*All Schools*		*100% Compliant*	*100% Compliant*	*100% Compliant*	• Basic Services ○ Teacher assignments/ miss-assignments
Need: to provide and maintain Basic Services for students and schools **Metrics**: Talent Management Growth and Development Cycles (GDC): Teacher (TGDC), School Leadership (SLGDC), Classified Worker (CGDC)	*Basic Services 2: Maintain an effective employee workforce*	*All Students* *All Significant Subgroups*	*All Schools*		• 20% of teachers completing TGDC evaluation cycle • 20% of administrators completing SLGDC evaluation cycle • Pilot CGDC (classified growth and development cycle) • Pilot CGDC (classified growth and development cycle)	• 20% of teachers completing TGDC evaluation cycle • 30% of administrators completing SLGDC evaluation cycle • 10% classified completing CGDC (classified growth and development cycle) • 10% classified completing CGDC (classified growth	• 20% of teachers completing TGDC evaluation cycle • 40% of administrators completing SLGDC evaluation cycle • 25% classified completing CGDC (classified growth and development cycle) • 25% classified completing CGDC (classified growth	• Basic Services ○ Effective Workforce

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Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroup	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
						and development cycle)	and development cycle)	
Need: to provide and maintain Basic Services for students and schools **Metric**: Standards-aligned Instructional Materials (Williams)	*Basic Services 3: Provide pupils access to standards-aligned instructional materials*	*All Students*	*All Schools*		*100% Compliant*	*100% Compliant*	*100% Compliant*	• Basic Services o Standards-aligned instructional materials
Need: to provide and maintain Basic Services for students and schools **Metric**: SARC Report: Facilities that are safe, clean and in good repair (Williams)	*Basic Services 4: Maintain school facilities in good repair*	*All Students*	*All Schools*		*99% in good or exemplary repair*	*99% in good or exemplary repair*	*99% in good or exemplary repair*	• Basic Services o Schools in good repair

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	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/services	What actions are performed or services provided in each year? What are the anticipated expenditures for each action?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Increase the number of parents completing the School Experience Survey *Increase Parent Training Participation* **Increase graduation rate for all students** **Maintain an effective employee workforce** **Increase Proficient and above over CCSS/SBAC benchmark Math & English Language Arts**	Parental Involvement Efforts to seek parent input Promotion of parental participation Student Achievement- High School graduation rate Course Access: A-G graduation requirements Student Achievement- Performance on Standardized Tests Implementation of the	**Services for All Students** (from the 2013-2014 Local Educational Agency Plan-details contained within) **Parental Involvement** Provide parent training, learning opportunities and workshops: Supporting Common Core State Standards literacy at home, EL Master Plan requirements and progress monitoring, and provide parents notification of student EL Program placement, progress and reclassification 10% of Common Core State Standards funds for parent involvement in the implementation of the Common Core State Standards **Professional Development** Professional development of instructional staff will be conducted reflecting the priorities and topics below, which support the implementation of Common Core State Standards, English Language Development (ELD) standards, and the state's priorities as identified by the State Board of Education and California Department of Education. Priority topics in the LCAP year and forward include: – Standards-Focused Professional Development improving instructional capacity in all content areas. – Alternatives to suspension – Positive Behavior Support Systems	LEA-wide		$0.2 million $4.9 million	$0.2 million $4.9 million	$0.2 million $4.9 million

Increase the number of English Learners who reclassify as Fluent English Proficient **Increase the number of ELs learning and attaining English proficiency** **Decrease the number of suspensions**	Common Core State Standards Student Achievement Share of ELs that become English Proficient School Climate Suspension rate	– Student placement of EL, SEL, and LTEL students – Long Term English Learners (LTEL) Courses and LTEL Designees. – Common Core State Standards English Language Arts shifts, mathematics and supplemental programs – Response to Instruction and Intervention (RtI²) – Effective use of technology in the classroom for teaching and learning – Assessment of student progress – Writing, speaking, and listening standards – Content standards integration – Integration of the Arts – Teacher Growth and Development Cycle – Strategies for students with disabilities (SWD) in General Education settings. – Access to the core strategies for English Learners and Standard English Learners – Implementation of Safe Schools Plans for Student Discipline: Volume – Student Discipline Training kit – Instructional Coaches – Paraprofessional Teacher Training – California English Language Development Standards and Strategies – Restorative Justice Practices – Create and develop a trainer-of-trainer cadre of 69 teachers and administrators to build school capacity to implement the Next Generation Science Standards				
Increase graduation rate for all students **Increase Proficient and above over CCSS/SBAC benchmark Math & English Language Arts**	Student Achievement- High School graduation rate Course Access (A-G graduation requirements) Student Achievement- Performance on	**Curriculum** The design and implementation of curriculum is a critical component of the alignment of content and instruction to the Common Core State Standards, as well as development of multiple channels, pathways and models assisting students in completing the standards-aligned content. – Online courses-credit recovery and core programs – Supplemental curriculum and materials supporting Common Core State Standards		$27.5 million	$27.5 million	$27.5 million

Increase the number of English Learners who reclassify as Fluent English Proficient **Increase the number of ELs learning and attaining English proficiency** **Decrease the number of Long Term English Learners (LTEL)**	Standardized Tests Implementation of the Common Core State Standards Student Achievement - Share of ELs that become English Proficient	– Content Design lessons – Summer School – Curriculum Maps aligned to Common Core State Standards – Digital curriculum aligned to Common Core State Standards (CCTP) – English Language Development (ELD) Standards Phase-In Plan – Design and provide schools and teachers with Common Core State Standards developed curriculum maps – Advanced Learning curricula (Advanced Placement, AVID, International Baccalaureate, SpringBoard, Honors courses) – Math curriculum adoption – Design lessons for K-2 – Development of Common Core State Standards Dashboard to support implementation – Textbooks & Instructional Materials				
Increase graduation rate for all students **Increase Proficient and above over CCSS/SBAC benchmark Math & English Language Arts** **Increase the number of English Learners who reclassify as Fluent English Proficient** **Increase the number of ELs learning and**	Student Achievement - High School graduation rate Course Access (A-G graduation requirements) Student Achievement - Performance on Standardized Tests Implementation of the Common Core State Standards Student Achievement- Share of ELs that become English	**Instruction** The methods, practices and delivery of instructional content are critical to the engagement and learning of every student. Differentiation, personalization and pacing all impact a student's ability to understand and learn. The elements below provide aspects of the critical elements of good instruction while bringing the District's curricula and content into alignment with the Common Core State Standards. The District will leverage new models, technology and resources for the greatest impact and learning gains by all of our students. – Teachers and instructional staff – Implementation of shifts in Mathematics and ELA – Interdisciplinary instruction – Use of technology in the classroom to support effective teaching and learning via the Common Core Technology Project – Contracts to support effective Common Core State Standards instruction – Design lessons – Digital curriculum aligned to the Common Core State Standards via the Common Core Technology Project		$1,798.7 million	$1,798.7 million	$1,798.7 million

attaining English proficiency	Proficient	– Alignment of Curriculum with Common Core State Standards, English Language Development Standards and California Content Standards.					
	Student Achievement - High School graduation rate	– Arts integration					
Decrease the number of Long Term English Learners (LTEL)							
Supports all academic goals	Course Access (A-G graduation requirements)	**Assessment** Academic assessments enable schools and teachers to monitor student attainment of the Common Core State Standards (including foundational literacy skills) for all students, English Language Development for English Learners and access to core for reclassified English proficient students. Assessment results are utilized to modify instructional practice during the school year to meet the need of all students, including students who are struggling (intervention) and students in need of enrichment (advanced learning). Graduation checks and student placement assessments monitor student progress toward graduating high school college and career ready.				$8.1 million	$8.1 million	$8.1 million
	Student Achievement - Performance on Standardized Tests	– Graduation checks – California High School Exit Exam (CaHSEE) assessments					
	Implementation of the Common Core State Standards	– Algebra EOC (End Of Course assessment) – Math Placement Assessment – Literacy intervention assessment – K-2 assessments in foundational reading and math					
	Student Achievement - High School graduation rate	– Diagnostic assessments (Significantly Disproportionate Coordinated Early Intervening Services, or CEIS) – Progress monitoring assessment tools					
	Course Access (A-G graduation requirements)	– English language development assessment tools – Interim assessments aligned to the Common Core State Standards in ELA and Math – California English Language Development Test Proficiency and progress – Technology					
Increase graduation	Student Achievement -	**Programs & Interventions** Targeted to the needs of all students and those students with specific needs				$57.2 million	$57.2 million	$57.2 million

rate for all students **Increase Proficient and above over CCSS/SBAC benchmark Math & English Language Arts** **Increase the number of English Learners who reclassify as Fluent English Proficient** **Increase the number of ELs learning and attaining English proficiency** **Decrease the number of Long Term English Learners (LTEL)**	Performance on Standardized Tests Implementation of the Common Core State Standards Student Achievement- Share of ELs that become English Proficient	such as Special Education or accessing student health, counseling and related services, using a multi-tiered system of supports. These interventions and programs target student academic, socio-behavioral, mental, and related student needs in order to ensure students remain in school, or reenter or complete school. These programs include Special Education, Student Health & Human Services, Adult Education and Early Childhood Education. **Academic Interventions** – English Language Arts, English Language Development, and Math Interventions – AVID (Advancement Via Individual Determination) – International Baccalaureate – Accelerated Academic Literacy-Tier 3 ELA Intervention – Academic Literacy supplemental materials – Long-Term English Learner courses – Significantly Disproportionate Coordinated Early Intervening Services, or CEIS – Arts Integration – Options Programs – English Language Development and access to core interventions – Social-Emotional Programs – Linked Learning **Structural & Process Interventions** – Autonomous School models grant school-level flexibility in areas such as budget, instruction, curriculum and others – School Choice & Portfolio Schools provide student and parent choice in personalized education offerings and targeted interventions/support				
Increase in the percent of students attending at least 173-180 days each school year (96% attendance rate)	Student Engagement - School attendance rates Chronic absenteeism rates School Climate Suspension rate	**Student Health and Human Services** – Nursing Services – Asthma Program – Communicable Disease/Immunization Program – City Partnerships - Youth WorkSource Centers/Family Source Centers – Neglected, Delinquent, At-Risk Youth Program – Attendance Improvement Program			$25.3 million	$25.3 million	$25.3 million

Decrease students missing 16 days or more each school year **Decrease the number of suspension** **Increase secondary students completing an annual Individual Graduation Plan (IGP).** **Increase graduation rate for all students** **Increase Proficient and above over CCSS/SBAC benchmark Math & English Language Arts** **Increase the number of English Learners who reclassify as Fluent English Proficient** **Increase the number of ELs learning and attaining English proficiency** **Decrease the number**	Student Achievement - High School graduation rate Course Access (A-G graduation requirements) Student Achievement - Performance on Standardized Tests Implementation of the Common Core State Standards Student Achievement- Share of ELs that become English Proficient Student Engagement -	– The Diploma Project – School Mental Health – Crisis Counseling and Intervention Services – Threat Assessment, Suicide Prevention, Trauma Services, Disaster Recovery – Mental Health Clinics – Nutrition Education Obesity Program – Wellness Centers and School-based Health Centers – Medical Services – Healthy Start – Children's Health Access and Medi-Cal Program – School Enrollment, Placement, and Assessment Center **Special Education** – Integration of students in General Education settings – Infant and Preschool Program – Special Day Program – Resource Specialist Program – Extended School Year – Transition Services – Special Education Service Centers – Language and Speech – Occupational Therapy/Physical Therapy – Educationally Related Intensive Counseling Services (ERICS) – Transportation – English Learner, Standard English Learner, and Long Term English Learner Supports			$265.4 million	$265.4 million	$265.4 million

of Long Term English Learners (LTEL) **Increase in the percent of students attending at least 173-180 days each school year (96% attendance rate)** **Decrease students missing 16 days or more each school year** **Decrease the number of suspension** **Increase graduation rate for all students** **Increase Proficient and above over CCSS/SBAC benchmark Math & English Language Arts** **Increase the number of English Learners who reclassify as Fluent English Proficient** **Increase graduation rate**	School attendance rates Chronic absenteeism rates School Climate Suspension rate Course Access (A-G graduation requirements) Student Achievement - Performance on Standardized Tests Student Achievement - Performance on Standardized Tests	**Adult and Career Education** – English as a Second Language – Adult Basic Education – Adult Secondary Education – Career Technical Education – Regional Occupation Centers/Programs – Alternative Education and Work Centers (AEWCs) – Family Literacy **Early Childhood Education** – School Readiness Language Development Program – CAL-Safe			$16.55 million* *Reflects 6/17 augmentation to Family Literacy base $76.2 million	$16.55 million* *Reflects 6/17 augmentation to Family Literacy base $76.2 million	$16.55 million* *Reflects 6/17 augmentation to Family Literacy base $76.2 million

Increase Proficient and above over CCSS/SBAC benchmark Math & English Language Arts **Increase the number of English Learners who reclassify as Fluent English Proficient**	Student Achievement Share of ELs that become English Proficient						
Maintain an effective employee workforce	Basic Services Student Proficiency	**Other School Personnel** Implementation and delivery of services for students. The identification, recruitment, placement, and training of employees to carry out the work of the District. This includes both the staffing and the methods for staffing and selection. Includes all staff not directly associated with classroom instruction. **Staffing** – Response to Instruction and Intervention Experts – Arts Teachers – Common Core State Standards Directors & Facilitators – Content specialists – Counseling Coordinators – Pupil Services Counselors – Program Specialists – Transition Coordinators – Psychiatric Social Workers – Targeted Student Population Advisors & Instructional Specialists **Support** – Teacher Growth and Development Cycle			$521.3 million	$521.3 million	$521.3 million
Increase graduation	Basic Services	**Central Office and Education Service Centers** The basic operations of the District are maintained and controlled through	LEA-wide		$237.5 million	$237.5 million	$237.5 million

					Central Office	Central Office	Central Office
rate for all students **Increase Proficient and above over CCSS/SBAC benchmark Math & English Language Arts**	o Teacher assignments/ miss-assignments o Quality Instruction o Standards-aligned instructional materials	the management, oversight and provision of basic operating services to all schools by the Central Office, Departments/Divisions and Education Service Centers. Instructional services are primarily reflected in prior rows.					
Increase the number of English Learners who reclassify as Fluent English Proficient	Student Achievement - High School graduation rate Course Access (A-G graduation requirements)						
Increase the number of ELs learning and attaining English proficiency	Student Achievement - Performance on Standardized Tests Implementation of the Common Core State Standards						
Decrease the number of Long Term English Learners (LTEL)	Student Achievement- Share of ELs that become English Proficient						
Increase in the percent of students attending at least 173-180 days each school year (96% attendance rate)	Student Engagement - School attendance rates Chronic absenteeism rates						
Decrease students missing 16 days or more each school year	School Climate Suspension rate						
Decrease the number							

of suspension							
Supports Basic Services: see goals for Central Office and Education Service Centers above	Supports Basic Services for all students. See above.	**Departments and Districtwide Supports** **Food Services Division**			$64.5 million	$64.5 million	$64.5 million
		Facilities, Maintenance & Operations			$123.5 million	$123.5 million	$123.5 million
		School Police			$43.5 million	$43.5 million	$43.5 million
		Transportation			$78.9 million	$78.9 million	$78.9 million
		Districtwide Supports – includes utilities, rentals, insurance, certificates of participation, trash, telephone, fleet maintenance and other related expenditures supporting operations of campuses and offices districtwide			$287.0 million	$287.0 million	$287.0 million

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	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year?		
Increase graduation rate for all students **Increase Proficient and above over CCSS/SBAC benchmark Math & English Language Arts** **Increase the number of English Learners who reclassify as Fluent English Proficient** **Increase the number of ELs learning and**	Student Achievement - High School graduation rate Course Access (A-G graduation requirements) Student Achievement - Performance on Standardized Tests Implementation of the Common Core State Standards Student Achievement- Share of ELs that become	**For low income pupils:** Increase Support to Sites with High Turnover and high concentrations of unduplicated students. Supports include staffing, professional development augmentations and recruitment and retention enhancements. Also includes new teacher support and assistance (BTSA).	School-wide		$27.5 million Assistant Principals Psychiatric Social Workers Class Size Reduction Administrative and Clerical Nurses Librarians Arts Custodial and Maintenance Professional Development	$23.3 million Assistant Principals Psychiatric Social Workers Class Size Reduction Administrative and Clerical Nurses Librarians Arts Custodial and Maintenance Professional Development	$23.4 million Assistant Principals Psychiatric Social Workers Class Size Reduction Administrative and Clerical Nurses Librarians Arts Custodial and Maintenance Professional Development

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year?		
attaining English proficiency **Decrease the number of Long Term English Learners (LTEL)** **Increase in the percent of students attending at least 173-180 days each school year (96% attendance rate)** **Decrease students missing 16 days or more each school year** **Decrease the number of suspension** **Increase secondary students completing an annual Individual**	English Proficient Student Achievement - High School graduation rate Course Access (A-G graduation requirements)	Provide additional budget autonomy to schools to support the academic plan on each campus	School-wide		Recruitment/Retention Bonus Substitutes Ancillary Supports $154.1 million* Allocations of funding for use by autonomous and other schools to meet the needs of unduplicated students *Includes approximately $40 million in one-time carry forward at schools	Recruitment/Retention Bonus Substitutes Ancillary Supports $161.9 million Allocations of funding for use by autonomous and other schools to meet the needs of unduplicated students	Recruitment/Retention Bonus Substitutes Ancillary Supports $174.9 million Allocations of funding for use by autonomous and other schools to meet the needs of unduplicated students

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year?		
Graduation Plan (IGP).							
Increase graduation rate for all **students** **Increase Proficient and above over CCSS/SBAC benchmark Math & English Language Arts** **Increase the number of English Learners who reclassify as Fluent English Proficient** **Increase the number of ELs learning and attaining English proficiency** **Decrease the number of Long Term English**	Student Achievement-Share of ELs that become English Proficient Student Achievement - Performance on Standardized Tests Implementation of the Common Core State Standards	**For English learners:** Implementation of the English Learner Master Plan supporting English Learners and Standard English Learners	LEA-wide		$28.65 million* Allocation of resources to school sites CORE coaches Multilingual and Multicultural Education Department *Includes Augmentation of 6/10 to English Learner/Standard English Learner and 6/17 augmentation to Family Literacy	$28.65 million* Allocation of resources to school sites CORE coaches Multilingual and Multicultural Education Department *Includes Augmentation of 6/10 to English Learner/Standard English Learner and 6/17 augmentation to Family Literacy	$28.65 million* Allocation of resources to school sites CORE coaches Multilingual and Multicultural Education Department *Includes Augmentation of 6/10 to English Learner/Standard English Learner and 6/17 augmentation to Family Literacy

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year?		
Learners (LTEL)							
Increase secondary students completing an annual Individual Graduation Plan (IGP).	Course Access (A-G graduation requirements, effective placement for Foster Youth) Other Student Outcomes (Foster Youth monitoring)	**For foster youth:** Foster Youth Support Plan and Family Source Centers, including augmentations to counselors, psychiatric social workers, behavior specialists, pupil services & attendance counselor aides, and pupil services & attendance counselors specifically supporting foster youth. Individualized Learning Plan for each foster student. Develop MOUs regarding foster youth school transfers, implement tracking infrastructure, and identify baseline data necessary to minimize foster youth transfer rate	District-wide		$9.9 million PSA Counselors Psychiatric Social Workers Lead Counselor Coordinator	$10.9 million PSA Counselors Psychiatric Social Workers Lead Counselor Coordinator	$11.9 million PSA Counselors Psychiatric Social Workers Lead Counselor Coordinator
See English Learner	See English Learner	**For redesignated fluent English proficient pupils:** Actions and Services are located in the English Learner section above and services provide a multi-tiered system of supports for English Learners, Standard English Learners, and struggling readers, inclusive of reclassified fluent English proficient students (RFEPS)			See English Leaner above	See English Leaner above	See English Leaner above

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Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year?		
Increase graduation rate for all students **Increase Proficient and above over CCSS/SBAC benchmark Math & English Language Arts** **Increase the number of English Learners who reclassify as Fluent English Proficient** **Increase the number of ELs learning and attaining English proficiency** **Decrease the number of Long Term English Learners (LTEL)**	Student Achievement - High School graduation rate Course Access (A-G graduation requirements) Student Achievement - Performance on Standardized Tests Implementation of the Common Core State Standards Student Achievement- Share of ELs that become English Proficient Student Achievement - High School graduation rate Course Access (A-G	**Services serving All unduplicated populations above:** Ensuring the Success of Students with Disabilities: General Fund Support for Special Education services serving all students, inclusive of unduplicated students	LEA-wide		$452.6 million Teachers Aides Physical Therapists Psychologists Psychiatric Social Workers Special Ed Centers Targeted Programs and Supports Transportation (list not exhaustive)	$452.6 million Teachers Aides Physical Therapists Psychologists Psychiatric Social Workers Special Ed Centers Targeted Programs and Supports Transportation (list not exhaustive)	$452.6 million Teachers Aides Physical Therapists Psychologists Psychiatric Social Workers Special Ed Centers Targeted Programs and Supports Transportation (list not exhaustive)
		Augmentation to Special Education Services addressing over-referral and identification of students.	LEA-wide		$22.4 million Training and support to schools and staff	$22.4 million Training and support to schools and staff	$22.4 million Training and support to schools and staff
		Focus on School Climate and Student Engagement at campuses of highest need,	School-wide		$57.3 million* Providing socio-	$115.8 million* Providing socio-	$127.8 million* Providing socio-

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year?		
Increase in the percent of students attending at least 173-180 days each school year (96% attendance rate) **Decrease students missing 16 days or more each school year** **Decrease the number of suspension** **Increase secondary students completing an annual Individual Graduation Plan (IGP).**	graduation requirements)	based on unduplicated student concentrations.			behavioral, psychiatric, behavioral and other supports. Staffing augmentations include Psychiatric Social Workers Psychologists Nurses Restorative Justice Counselors Occupational and Physical Therapists Speech & Language Therapists Administrative & Clerical Support Ancillary Services Maintenance &	behavioral, psychiatric, behavioral and other supports. Staffing augmentations include Psychiatric Social Workers Psychologists Nurses Restorative Justice Counselors Occupational and Physical Therapists Speech & Language Therapists Administrative & Clerical Support Ancillary Services Maintenance &	behavioral, psychiatric, behavioral and other supports. Staffing augmentations include Psychiatric Social Workers Psychologists Nurses Restorative Justice Counselors Occupational and Physical Therapists Speech & Language Therapists Administrative & Clerical Support Ancillary Services Maintenance &

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year?		
		Provide more resources to support parent engagement at the local level: Increase parental engagement, training, and workshops across the district	LEA-wide		Operations Custodial *Includes Augmentation of 6/10 to Restorative Justice and reduction to Instructional Technology Support $6.15 million* Allocation of funding to school sites, leveraged with other funding sources to improve engagement, training and workshops. *Includes	Operations Custodial *Includes Augmentation of 6/10 to Restorative Justice and reduction to Instructional Technology Support $8.85 million* Allocation of funding to school sites, leveraged with other funding sources to improve engagement, training and workshops. *Includes	Operations Custodial *Includes Augmentation of 6/10 to Restorative Justice and reduction to Instructional Technology Support $9.55 million* Allocation of funding to school sites, leveraged with other funding sources to improve engagement, training and workshops. *Includes

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year?		
					Augmentation of 6/10 to Parent and Student Engagement	Augmentation of 6/10 to Parent and Student Engagement	Augmentation of 6/10 to Parent and Student Engagement
		Focus on Elementary Schools by providing administrative and library services, supported by a Common Core-aligned arts plan integrated into the Elementary curriculum to support literacy and numeracy. This strategy supports all unduplicated populations.	LEA-wide		$15.6 million Elementary Assistant Principal Common Core Aligned Arts Plan Library Aides	$24.6 million Elementary Assistant Principal Common Core Aligned Arts Plan Library Aides	$35.4 million Elementary Assistant Principal Common Core Aligned Arts Plan Library Aides
		Focus on Middle School English Language Arts & Math providing class size reduction in Middle School English classes, Librarians, targeting resources to Middle Schools tied to concentrations of student need, and targeted resources to SPAN schools tied to concentrations of student need.	School-wide		$14.6 million Middle School English Language Arts & Math Teachers Librarians Middle and SPAN school targeted	$23 million Middle School English Language Arts & Math Teachers Librarians Middle and SPAN school targeted	$30 million Middle School English Language Arts & Math Teachers Librarians Middle and SPAN school targeted

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year?		
		Focus on College and Career Readiness in High School, providing class size reduction to High School Math and English, Options schools expansion, and supports for Adult Education courses.	School-wide		resources $89.8 million Class Size reduction in High School Math and English Options School Augmentation Adult Education Support	resources $87.8 million Class Size reduction in High School Math and English Options School Augmentation Adult Education Support Shift of $14.6 million to state grant.	resources $95.8 million Class Size reduction in High School Math and English Options School Augmentation Adult Education Support Shift of $14.6 million to state grant.

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.)

LAUSD's identified GAP funding increase in FY 14-15 is $333 million, net of enrollment decline.   After identifying $700 million in FY 13-14 expenditures, which support and serve our populations of unduplicated students, the District's additional supplemental and concentration spending requirement is $138 million.   A detail of FY 13-14 & 14-15 expenditures for unduplicated students, and new investments, is provided as an appendix to this document.

LAUSD's unduplicated student population is currently 84% of total K-12 enrollment. 412,951 of our students are Low Income. 154,110 of our students are English Learners. 11,604 of our students are currently in a Foster Care setting. Given the high proportion of Low Income students across LAUSD's schools, interventions for this population are Districtwide in nature, other than specific investments at schools based on operational and budget models, and an index of need tied to concentrations of unduplicated students. Additional targeted investments support Foster Youth and English Learners through new services and service augmentations to existing programs. Resources are targeted to concentrations of unduplicated students using enrollment data and a needs index.

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.

Below are the steps in calculating the proportionality requirement:

Amount to spend in 14-15:
1. Determine aspirational target for supplemental and concentration by using the aspirational per student figures and multiplying by applicable student counts: **$1.191 billion**
2. What did we spend on programs and services which serve unduplicated students in FY 13-14?: **$700 million**
3. Compare how much you spent in FY 13-14 to how much you should spend at full implementation and calculate the difference: (Step 1 minus Step 2) $1.189 B – $700 M = **$491 million**
4. How much funding is the state providing in FY 14-15 to help close the gap? (State provided) **28.06% of the Gap** will be funded at each school district in the state.
5. How much do we need to spend on proportionality in 14-15? (Step 3 multiplied by Step 4) $489m x 28% = **$138M**

Calculating the Proportional Increase:
6. What is the total FY 14-15 spending for supplemental and concentration? (Step 2 plus Step 5) $700m in FY 13-14 plus $137m in FY 14-15 = **$838million**
7. What is the districtwide total amount of funding received for LCFF? **$4.474 billion**, inclusive of base, supplemental, concentration, and add-on
8. What amount of the total is base funding? (Step 7 minus Step 6) $4.467 billion – $837 million = **$3.636 billion**

9. What is the proportion of new funding that must be used to enhance and augment services to unduplicated students? (Step 6 divided by Step 8) $837 million as a percentage of $3.636 billion base funding is $838 million/$3.636 billion = 23%

Investments Demonstrating Proportionality Increases

1. Foster Youth

FY 13-14 Expenditures	FY 14-15 Proposed Expenditures	Percent Change
$0	$9.93 million	New Investment

2. English Learners & Standard English Learners

FY 13-14 Expenditures	FY 14-15 Proposed Expenditures	Percent Change
$21.7 million	$28.4 million	30.8%

3. School Climate and Student Engagement

FY 13-14 Expenditures	FY 14-15 Proposed Expenditures	Percent Change
$37.99 million	$57.29 million	50.8%

4. Special Education

FY 13-14 Expenditures	FY 14-15 Proposed Expenditures	Percent Change
$449.88 million	$475.0 million	5.6%

5. School Budget Autonomy (Low Income)

FY 13-14 Expenditures	FY 14-15 Proposed Expenditures	Percent Change
$103.9 million	$154.1 million	48.3%

6. Teacher Supports

FY 13-14 Expenditures	FY 14-15 Proposed Expenditures	Percent Change
$0	$27.6 million	New Investment

7. Parent Engagement

FY 13-14 Expenditures	FY 14-15 Proposed Expenditures	Percent Change
$1.8 million	$6.7 million	272%

8. Elementary Arts, Libraries and Teacher Support

FY 13-14 Expenditures	FY 14-15 Proposed Expenditures	Percent Change
$0	$15.6 million	New Investment

9. Middle School English Language Arts & Math

FY 13-14 Expenditures	FY 14-15 Proposed Expenditures	Percent Change
$0	$14.6 million	New Investment

10. College and Career Readiness

FY 13-14 Expenditures	FY 14-15 Proposed Expenditures	Percent Change
$85.32 million	$89.8 million	5.3%

Calculation of Proportionality Increase

Total FY 13-14 Expenditures	Total FY 14-15 Proposed Expenditures	Total LCFF Budget	Percent Increase (14-15 Proposed/Total LCFF Budget)
$700 million	$833 million + $5 million (Increases in H&W, Step & Column, Benefits for Supplemental & Concentration funded staffing)	$3.636 billion	**$838 million/$3.636 billion = 23.0%**

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.

Parent Advisory Committee and District English Learner Advisory Committee Summary of Feedback

Over the course of several months, the Los Angeles Unified School District's (LAUSD) Parent & Community Services Branch (PCSB) engaged with two groups of stakeholders representing parents and families of LAUSD students. The Parent Advisory Committee (PAC) and the District English Learner Advisory Committee (DELAC) were convened to review and provide comment on the District's Local Control Accountability Plan or LCAP. This document is the planning basis for the District's annual budget and the District is required under new regulations to develop and adopt a LCAP and budget which are aligned to one another. These documents are provided to the County Superintendent of Education who reviews and approves the plans and budgets of each school district within the county.

LAUSD engaged a wider community of stakeholders in September and October of 2013 to solicit input, identify community and stakeholder priorities for the coming budget, and as an effort to increase awareness of the new statewide school funding formula. The District then engaged directly with elected representatives from across the District's regions and schools, via the PAC and DELAC. The comments within this document have been summarized from the prioritized questions and comments provided by the PAC and DELAC during their review of the LCAP and proposed investments. The summaries below are provided by goal or functional area of the Local Control Accountability Plan and reflect the highest priority comments of the PAC and DELAC members, as identified by the numbers of members having identified it as a priority. In order to summarize the highest priority items, this section summarizes all those comments for each section having received at least 5 priority votes by the members of the PAC and DELAC. The full text of all comments from the PAC and DELAC are available as an appendix to the LCAP document.

Superintendent's Introduction to Comments
Let me first thank all of our stakeholders for their perspectives and engagement in this new, fundamentally different, budget model. While we are incredibly optimistic about the impacts of the LCFF, and the LCAP on our highest-need students, our expectations are tempered by the understanding that the new model strongly addresses the needs of our most at-risk youth, but does not address the fundamental question of statewide funding adequacy for public education. While new funding is critically needed and greatly appreciated, our needs at the District and state levels still outpace our funding, and as a result, we must prioritize the investments we make over the coming years to have the largest academic impact for our students. We absolutely believe that the LCFF and LCAP are good for students, and we fundamentally believe that as a State, we must strive for a funding level which, <u>at minimum,</u> puts California at the national median. Until then, we continue to prioritize and target our investments to the areas of greatest need.

Goal 1: Foster Youth: Student Achievement
Meta 1: Niños en Adopción Temporal: Rendimiento Académico Estudiantil
Both the PAC and DELAC proposed investments for Foster Youth that focus on each student's holistic wellbeing, including case management activities, mental health services, mentoring programs, advocacy, and additional school-level resources as well as training & support for foster student guardians. Generally, comments also focused on better coordination of services for foster youth, ensuring student services, as well as records and credits, are transferred appropriately and in a timely fashion when necessary, but also should aim to reduce school site changes when possible. Also, members of the PAC and DELAC requested a system of accountability and monitoring at the Central offices as well as at the school level.

Superintendent's Response
We concur with the comments of the PAC and DELAC regarding these issues. The investments included in the proposed budget seek to increase support for our foster youth, across the board.

Specifically, increased staffing and coordination will improve service delivery and outcomes for our students.   As with all investments the District will make, if additional funding were available to support larger augmentations to services, they would be implemented.

Goals 2-4: English Learners: Student Achievement/Course Access
Metas 2-4: Aprendices de Inglés/Acceso a los Cursos
Comments included the need to increase training and information to parents of English Learners. Committee members identified the need to notify parents/guardians of their student's progress in meeting Reclassification criteria, and the implications of not reclassifying. Additionally, providing early literacy training for all parents, especially preschool parents, would support establishing basic reading skills at home. Also, receiving training on the California English Language Development Test and academic interventions or programs that support English Learners, lowering English Learner class sizes, and targeted tutoring and student-specific rapid interventions, were identified as critical components of support for English Learners. Further, focusing these efforts at the earliest grades, and providing intensive transition supports for English Learners moving between Elementary, Middle and High schools, were recommended.

Superintendent's Response
We concur with the comments of the PAC and DELAC regarding these issues and point out that LAUSD is investing in training and support resources with the investments we have proposed in the LCAP. Further, the annual review and revision of the LCAP creates accountability for results while providing the opportunity to assess our progress and revise or amend the plan based on our results and outcomes. The information provided by our stakeholders is critical in understanding the needs of our parents and community, and we will focus effort on ensuring these stakeholders understand their student's English Learner status and progress. As with all investments the District will make, if additional funding were available to support larger augmentations to services, they would be implemented.

Goals 5-7: Attendance, Suspension, Expulsion: School Climate
Metas 5-7: Asistencia, Suspensiones, Expulsiones: Entorno Escolar
The stakeholders of the PAC and DELAC were unified in their perspectives on suspensions, attendance, and additional resources targeted at early attendance intervention. Specifically, out-of-school suspensions should be eliminated, with students remaining on campus, allowing staff to focus more effort on determining why students are experiencing problems at school. Also mentioned was a desire for additional discipline options, prior to a suspension being implemented. While in an on-campus suspension, school staff should work to assess social-emotional symptoms of the student and other issues, as well as provide information and training to parents of students who are absent or tardy. Providing additional staffing on the campus to focus on student attendance and social-emotional health should be a priority and staff must provide assistance and referrals for the whole family when necessary. School staff should attempt to intervene as early as possible when attendance or behavioral patterns begin to exhibit. Further, incentives for students with good attendance should be considered while community representatives, Pupil Services & Attendance Counselors and parent volunteers should be leveraged to reach out to parents of students with chronic absenteeism/tardiness. Those schools with the highest absenteeism/tardy rates should receive PSA counselors first, but all schools ultimately should have a PSA counselor.

Superintendent's Response
While we concur with the majority of the comments of the PAC and DELAC regarding these issues, we must point out that there are sometimes serious and legitimate safety issues, such as violence or criminal activity, which necessitate the immediate removal of a student from the campus. We will continue to take action when necessary to remove a student if it ensures the immediate safety of our

students, staff and campuses. However, outside of these serious safety concerns, the implementation of Restorative Justice and School Climate and Student Engagement investments specifically aim to reduce the numbers of student suspensions across the District. We absolutely believe that students must be on campus, and in class, in order to learn, and these investments support positive student behavior and regular attendance. As with all investments the District will make, if additional funding were available to support larger augmentations to services, they would be implemented.

Goals 8, 9: Common Core State Standards: Common Core State Standards
Metas 8 y 9: Normas Académicas Estatales Básicas y Comunes: Normas Académicas Estatales Básicas y Comunes
Stakeholders identified a number of issues regarding Common Core, including a desire for more aspirational targets in the LCAP. Comments emphasized the importance of training and additional information for teachers, staff, and parents on the Smarter Balanced Assessment tests. In particular, the District will need to monitor that all teachers have received and participated in all training for both English Language Arts and Math assessments, and that parents/guardians receive training supporting the new academic standards. In addition to training, the curricula for all student subgroups of the District must be aligned to the Assessments. Specifically, the needs of students should be assessed and where necessary, additional resources or interventions are put in place to ensure student success. This should include targeted tutoring for students who score below proficient. In cases where students score below proficient, the same strategies and methods should be used as with advanced students. Finally, stakeholders also commented that the District must focus on infrastructure necessary to carry out the Assessments, specifically access to current technology and wireless internet access across District schools.

Superintendent's Response
We concur with the comments of the PAC and DELAC regarding these issues. The District has already implemented training for our teachers and has also included resources for parents at the District's Common Core State Standards (CCSS) website, here: http://ccss.lausd.net/. Student resources will also become available on the website once they are completed. Further, because we have included these goals around the new CCSS-aligned Assessment in the LCAP, we will have an opportunity to review and discuss the District's progress in implementing CCSS with our community of stakeholders, and the public, annually. We also have implemented a differentiated instructional model districtwide, focusing on Response to Instruction and Intervention (RTI[2]), which speaks to the comments of the PAC and DELAC regarding targeted tutoring and strategies for students scoring below Proficient. Further, the District is working to upgrade the technology infrastructure of our schools, including access to the web and equipment, via the Common Core Technology Project. This work is underway now, and information on the project is available here: http://lausd.schoolwires.net/cctp.

Goals 10, 11: Parent Involvement: Parent Involvement
Metas 10 y 11: Participación de los Padres: Participación de los Padres
In discussing parent involvement, the PAC and DELAC agreed that additional training is needed both for parents and the staff who interact with parents. Trainings should be provided monthly and should include topics like the Single Plan for Student Achievement, the Master Plan, reclassification of English Learners, Leadership, student and family Rights and Responsibilities, the Language Census Report (R-30), Budget, Special Education and Curriculum. Critically, training must be accessible to the stakeholder audience, in clear and easy-to-understand terms, and available at times and locations that meet the needs of families across the district. Additional comments indicated that additional means for gathering parent feedback are important as current channels don't adequately capture the realities on campuses. Also discussed was the need to reinforce the roles of parents and community members on School Site Councils and their roles and rights as members of those councils. Also, mentioned in supporting increased parental involvement, was the need to

ensure that campuses and offices are welcoming spaces for parents and stakeholders, and that meetings are held at times and locations that accommodate a variety of parent/guardian schedules. Lastly, some commenters desire an increase in the number of parent committees across the district, including additional meetings and establishing executive boards over each regional committee.

Superintendent's Response
We concur with much of the commentary of the PAC and DELAC regarding these issues. The investments included in the proposed budget increase support for our parents and guardians. Funding will support the deployment of training and participation of parents in those trainings. Training will align to the school site strategic budget development process and other topics. Further, the opportunity for increased parent engagement will provide the opportunities to gather additional feedback on training priorities and needed supports and resources. As with all investments the District will make, if additional funding were available to support larger augmentations to services, they would be implemented.

Goals 12, 13: Graduation: Course Access/Student Achievement
Metas 12 y 13: Graduación: Acceso a los Cursos/Rendimiento Académico Estudiantil
PAC and DELAC members agreed that establishing a culture of college going, and setting high academic expectations of every student, including graduation and attending a 4 year college, should be part of every school's culture of expectation for students. This culture of high expectation for students must be supported with regular workshops for parents, so they understand their child's academic progress and areas for improvement. Further, schools should work with colleges and universities to establish partnerships, which could provide additional resources for students interested in college.   Additionally, the District must ensure students have access to vocational education and career pathways that can lead to living-wage jobs. In this vein, stakeholders also suggested establishing a professional mentoring or job-shadowing program designed to provide students with real-world exposure to job opportunities and while gaining career-related skills. Stakeholders also sought additional counselors and supervision to ensure student progress against Individual Graduation Plans (IGPs). Further, all students should have equal access to graduation, including special needs students who require additional support to graduate on time. Students who are not on track to graduate should receive targeted additional services, including study skills, tutoring or other interventions.

Superintendent's Response
We concur with the comments of the PAC and DELAC regarding these issues. The investments in parent engagement will help in building parent capacity and ability to academically support students at home. The District already works with local colleges and universities to increase student exposure and access to college and expectations for college-going. LAUSD has competed for, and won, $23 million in grant funding to support implementation of new Linked Learning instructional pathways and engagement and integration of community businesses and stakeholders. While the District operates a growing Linked Learning program which provides access to career and vocationally themed instructional programs, the District continues to operate the Adult Education program which includes vocational instruction programs. As with all investments the District will make, if additional funding were available to support larger augmentations to services, they would be implemented.

Goals 14, 15: Effective Workforce: Basic Services
Metas 14 y 15: Fuerza Laboral Eficaz: Servicios Básicos
Both the PAC and DELAC felt that teacher credentialing was an important issue, desiring more information on the teachers at each school site. Additionally, they sought a role for the School Site Council in identifying what teachers were appropriately credentialed and assigned to instructional areas aligned to their credential. Repeatedly, comments also identified that the percentage of appropriately credentialed and assigned teachers

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should be 100%, and that there should be no mis-matches or misassignments of teachers. Stakeholders also felt that classroom management should be part of the credentialing process.   In addition to focusing on credentialing, the PAC and DELAC identified that teacher quality must be an area of focus, identifying the need for a protocol ensuring underperforming teachers receive additional training or are promptly removed from the classroom. They also identified that it was important to implement a protocol for dealing with ineffective teachers far more quickly and that the protocol should be accessible to parents and students. Additionally, stakeholders sought parent training on recognizing quality instruction in their child's classroom. Regarding performance measurement, stakeholders felt that the rate at which teacher quality improves should be at least the same rate of increase as the other groups engaged in the professional Growth and Development Cycles. Lastly, stakeholders stated a need for additional training on customer service at school sites, with a focus on front office staff.

Superintendent's Response
We concur with much of the commentary of the PAC and DELAC regarding these issues. While we always strive for 100% of our staff to be fully credentialed and appropriately assigned, and we currently achieve this with 99.2% of our staff, there will always be a small mismatch as a result of natural attrition in our teacher workforce. The remaining .8% are Interns who are identified as Highly Qualified under No Child Left Behind. Further, our investments in the Talent Management Growth and Development Cycle for our teachers, school leaders and classified staff also supports instructional improvement, student outcomes and the identification and replication of effective teaching practices across the District. Additionally, the inclusion of the Classified workforce in the Talent Management Growth and Development Cycle will result in improvements in the overall quality and skills of our workforce, including supporting parents and the public at our local schools. As with all investments the District will make, if additional funding were available to support larger augmentations to services, they would be implemented.

Goals 16, 17: Facilities/Textbooks: Basic Services
Metas 16 y 17: Instalaciones /Libros de Texto: Servicios Básicos
Common themes between the PAC and DELAC included a focus on school cleanliness and maintenance. In this vein, members also wanted to ensure that a site supervisor was responsible for receipt and management of supplies as well as the supervision of custodians and security personnel on campuses. This site supervisor would also be accountable for the outcomes of these staff and maintenance efforts on campus. At a minimum, all campuses should have open and functioning libraries and restrooms, and all parents should receive a list of pending repairs at the campus their student attends. Repairs which create a hazard must be prioritized and completed first. Remaining repairs should be done in a timely fashion, while the District must improve overall maintenance and repair response times. They also felt that the goal of 99% of facilities in exemplary condition should be 100% and that parents should receive training on what the different maintenance definitions mean. All school facilities should be graded on the current state of the facility and the delivery of instructional materials.

Regarding instructional supplies, both the PAC and DELAC indicated that teachers should have autonomy in the procurement of textbooks and supplies used in the classroom, and that materials should be new, not old or recycled materials from other campuses. Also, textbooks should be made available in the library of every school and every student should have a text available at school and at home. In addition, they felt that every student should have an iPad, because currently a large number of students are being left out of this program. All children should have access to exactly the same materials, including Special Education students. And lastly, all parents should receive training on how to file a Williams Complaint at least three times a year.

Superintendent's Response

We concur with much of the commentary of the PAC and DELAC regarding these issues. The investments LAUSD is making in School Climate and Culture reflect the demands of our community to ensure the campuses their students attend are clean, welcoming environments. These investments increase the number of custodial and building & grounds workers as well as funding additional Maintenance & Operations and Routine Maintenance at school sites. While we understand the comments about textbooks and supplies, procurement through the District's negotiated vendor contracts ensure that the District, and teachers, get the best available price on items. The district is currently implementing a project to provide every child with a technological device. Information regarding Williams-Valenzuela Complaints is available here:
http://notebook.lausd.net/portal/page?_pageid=33,1160107&_dad=ptl&_schema=PTL_EP. **As with all investments the District will make, if additional funding were available to support larger augmentations to services, they would be implemented.**

3A1: Services, Actions, Expenditures: Support for All Students
3A1: Servicios, Acciones, Gastos: Apoyos para Todos los Estudiantes

In addition to requesting additional funding for parent engagement, stakeholders felt that training should be evaluated for effectiveness in promoting parent engagement and those trainings not focused on parent engagement should incorporate and promote engagement. Further, all students deserve equal access to resources, funding, technology, tutoring, summer school, test preparation, and all other district supports, but the students and schools of highest need should receive priority access at levels that address the needs of students. In addition to training on test taking, and ensuring test content is aligned to classroom content, stakeholders requested to attend training on Common Core, along with school staff. They further requested that a metric for underperforming teachers be created and shared with all parents and that underperforming teachers receive additional mandatory training. In a related comment, stakeholders identified that there must be more collaboration and integration between District and teacher preparation programs at colleges and universities. Lastly, stakeholders identified that best practices must be identified and implemented across the District.

Superintendent's Response
We concur with the comments of the PAC and DELAC regarding these issues. The training delivered to parents should be of the highest quality and impact available within the constraints of funding. The identification and replication of effective training and practices must be a priority. The implementation of the Local Control Funding Formula and Local Control Accountability Plan now require the targeted investment of funding to benefit students of highest need, providing the priority access to funding these students deserve. Again, we agree that parents and guardians must understand the academic initiatives and programs their students are participating in, in order to best support student learning and growth. Also, the investment in the Talent Management Growth and Development Cycle ensures support for professional growth and development among our teachers, principals and staff, while further helping to identify and replicate instructional best practices from across the District's schools. The District is already working with a number of teacher preparatory programs at colleges and universities to support teacher development and preparation. As with all investments the District will make, if additional funding were available to support larger augmentations to services, they would be implemented.

3A2: Services, Actions and Expenditures: Support for All Students
3A2: Servicios, Acciones y Gastos: Apoyos para Todos los Estudiantes

Stakeholders questioned funding levels for the programs and current allocations of funding to services. They also requested information on funding sources for those programs and services. In terms of services, students need the tools and supports to succeed. These supports should include nurses, Pupil Services &

Attendance Counselors, social workers, and supports including Special Education and Adult Education. These supports should increase over time, not remain flat. Specifically, the Special Education program should be expanded, with more information provided to parents on programs and services and other options available. Stakeholders also stated that more mental health services, social workers, and academic counselors should be provided. Additional feedback questioned if there were opportunities for summer work in the Health and Humans Services budget.

Regarding Adult Education, stakeholders sought additional free programming and classes for adults in computer literacy and English. In addition to requesting more information on benchmarking and the new Smarter Balanced Assessment Coalition tests, stakeholders also sought information on preschool programs and the funding levels for those programs over prior years. Stakeholders also identified that supporting families at-risk of homelessness, and appropriately staffing support personnel for homeless students and their families, should be a priority. Additionally, while seeking additional support for students, stakeholders also sought an increase in accountability for specially trained teachers and a focus on increased parent engagement and mentorship programs. Lastly, home suspensions should be eliminated and replaced with on-site suspensions, allowing students to continue focusing on academics, while suspended.

Superintendent's Response
While we concur with most of the comments of the PAC and DELAC regarding these issues, we must strongly disagree with the proposed expansion of Special Education. We believe that while the LCFF is a great advance in funding high-need students, it does not address funding adequacy. Even with the passage of Proposition 30, California still ranks almost dead-last nationally in per student funding. The proposed School Climate and Student Engagement investments speak to the need for more counselors, social workers and other supports for students in need. While the PAC and DELAC proposed expanding Special Education, the program is severely under-funded as a result of the annual refusal of the federal government to fully fund a 40% funding commitment to the program, and a state funding model that ties the program's funding to total District enrollment, instead of program enrollment. As a result, every student at every school contributes to the Special Education program to fill the hole the federal government creates every year in the budget. Compounding this issue, the state funding model for Special Education relies on a districtwide enrollment count for funding, not the number of identified students in Special Education. At LAUSD, as a declining enrollment district, total funding for Special Education from the State has declined along with total District enrollment, while the enrollment in the Special Education program has remained relatively constant or flat, as the costs to provide services grow with inflation and continuing funding decreases. The total gap between Special Education funding and the cost of providing services to students is currently about $700 million in Fiscal Year 13-14, and an expansion of the program would further increase this mandated contribution to Special Education. Further, the program must legally provide a Free and Appropriate Public Education (FAPE) in the least restrictive environment available, with the aim of ensuring students are in mainstream settings for as much of the instructional day as possible. The ultimate goal of Special Education is not to increase the numbers of students in the program, but to reduce the numbers of students needing support and to bring students to a level where they can re-enter the mainstream classroom with their peers.

While we understand the desire to expand offerings through the Adult Education program, the state funding model requires that LAUSD fund Adult Education at a level equal to Fiscal Year 2013-14, through FY 14-15. During this time, LAUSD will be working on coordinating offerings and services with community college partners in the area, per new state requirements tied to future funding. In Fiscal Year 2015-16 the state proposes a new state grant for Adult Education, which would provide a potential new source of funding to the District, and the opportunity for new offerings.

Additional information on the Smarter Balanced Assessment can be found here:
http://home.lausd.net/apps/news/show_news.jsp?REC_ID=364927&id=0.
Common Core State Standards information is available here: http://ccss.lausd.net.
Information on Early Education, including preschool is available here:
http://notebook.lausd.net/portal/page?_pageid=33,181439&_dad=ptl&_schema=PTL_EP.
Information on LAUSD's Homeless Education Program is available here:
http://notebook.lausd.net/portal/page?_pageid=33,1162922&_dad=ptl.

The Teacher Growth and Development Cycle will provide the accountability and support needed for all LAUSD teachers, while implementation of the School Climate and Restorative Justice programs will impact suspensions. As with all investments the District will make, if additional funding were available to support larger augmentations to services, they would be implemented. Please see prior comments on

3B1: Services, Actions, Expenditures: Support for Targeted Student Populations
3B1: Servicios, Acciones y Gastos: Apoyos para Específicas Poblaciones Estudiantiles
Stakeholders identified that effective principals, teachers with support and training, and transition support for 5th-8th graders should all be priorities. Supports for teachers should include teaching materials and technology, instituting and maintaining smaller class sizes, as well as providing adequate funding. There were several priorities around funding, including ensuring equitable distribution between high need students, and the need for additional funding for these students, but which must be accompanied by additional budget autonomies. Additionally, stakeholders sought increased monitoring for Reclassified Fluent English Learners, to ensure that they continue to succeed academically. Further, stakeholders wanted to ensure that African American student performance is included in assessments of English Learner programs. Stakeholders expressed concern that teacher tenure should not encourage or influence a teacher's retention.

Superintendent's Response
We concur with the comments of the PAC and DELAC regarding these issues. As with all investments the District will make, if additional funding were available to support larger augmentations to services, they would be implemented.

3B2: Services, Actions, Expenditures: Support for All Targeted Student Populations
3B2: Servicios, Acciones y Gastos: Apoyos para Todas Las Específicas Poblaciones Estudiantiles
Stakeholders wanted to ensure all principals, teachers and school staff received training on engaging and communicating with the students on their campuses in culturally sensitive, linguistically appropriate ways. Further, if trainings for parents are provided by external vendors, these programs should be assessed for quality, and only the best programs should be offered, while also supported with additional parent center staffing. In contrast to the comments of the DELAC, the PAC sought twice as much funding for parent engagement, and stated that parents should be able to select what training they want to take, and from what vendors. Regarding resources, the PAC also stated that the new funding formula does not serve unduplicated student populations at campuses with low concentrations of high-need students.   Stakeholders also wanted to ensure that students were actively involved in student councils and that homeroom representatives were engaged in planning a regular series of "school spirit" events, programs and incentives at the school site.

Additional training for teachers, focused on identification of temporary and persistent academic performance issues, was also recommended, along with lower class sizes in elementary and secondary schools. Further, fostering collaboration between service providers is necessary in order to best meet the needs of students.

Lastly, stakeholders wanted to ensure that contracted service providers have had their backgrounds investigated and they are cleared to work with students.

Superintendent's Response
While we agree with much of the commentary provided by the PAC and DELAC regarding these issues, we agree with the comments of the DELAC regarding the quality of parent training. Further, while we absolutely support increasing parent engagement, our priority for funding remains our highest need students and the schools they attend. However, the investments in parent engagement via the LCFF, are further supplemented by over $13 million in existing additional funding from state and federal sources. We further agree that increasing student engagement is a priority, and have inserted a new goal and metrics in the LCAP speaking to your comments on student engagement. Regarding professional development, we currently provide training on Response to Instruction and Intervention (RTI²), which specifically focuses on differentiated and personalized instruction based on individual student need. Our proposed investments also support greater engagement through smaller class sizes in English Language Arts and Math at the Middle and High school levels. Lastly, no vendor or employee may work with, or around children, without having first passed a fingerprint and background check against state and federal criminal record databases. As with all investments the District will make, if additional funding were available to support larger augmentations to services, they would be implemented.

Parent Advisory Committee (PAC) and District English Learner Advisory Committee (DELAC) Feedback to Superintendent

Comments are listed in priority order, based on the number of votes each comment received from the members of the DELAC or PAC as a whole.

DELAC *Goal 1: Foster Youth: Student Achievement*
Meta 1: Niños en Adopción Temporal: Rendimiento Académico Estudiantil
⬜ School sites should have Foster Youth Programs. 0

A mentor program that:
- Follows the student when he/she transfers from school to school
- Tracks student progress at the secondary level
- Helps students achieve college admission
   Debería haber un programa en cada plantel para los niños en adopción temporal. 19

Programa de mentores que:
- Siga al estudiante de escuela en escuela
- Ayuda a monitorear el progreso estudiantil en nivel secundario
- Ayuda a que estos estudiantes ingresen a la universidad

   For Foster Youth students, provide more opportunities not solely based on academics, so that they can graduate. 0
   Para los niños en adopción temporal, proveer más oportunidades no sólo basadas en el aspecto académico para que ellos puedan graduarse. 14

   Engage foster parents in school activities such as workshops and trainings. 0
   Involucrar a los padres adoptivos en actividades escolares como talleres y capacitaciones. 9

   Foster Youth should have access to more psychological interventions and there should be follow-up for these students. 0
   Los niños en adopción temporal deben tener más acceso a intervenciones psicológicas y darles seguimiento. 8

   Add to the graduation goal: plan for mental and emotional health. 0
   Añadirle a la meta de graduación: plan de salud mental y emocional. 7

PAC *Goal 1: Foster Youth: Student Achievement*
Meta 1: Niños en Adopción Temporal: Rendimiento Académico Estudiantil
⬜ Ensure that services arrive where students go. LAUSD should consider regional service center models where services follow students. Consider ESCARS for electronic coordination models. Continuity in academic and psychological support for foster students. 16
   Garantizar que los servicios llegan a dónde va el estudiante. LAUSD debe considerar centros de servicios regionales donde los servicios siguen al estudiante. Considera ESCARS para coordinar electrónicamente los modelos, dar continuidad de apoyo sicológico y académico de los estudiantes en adopción temporal. 0

   Foster Youth students need individual academic support, as well as physical and health support, with appropriate monitoring from counselors, state, and federal agencies. 12
   Los estudiantes en adopción temporal necesitan apoyo académico individual al igual que apoyo físico y de salud; se debe monitorear mediante consejeros y entidades federales y estatales. 0

   Every Foster youth should be provided an advocate to navigate the ICP process, separate from their guardian. 12
   Todo joven en adopción temporal debe contar con un defensor que abogue por él/ella y le ayude a navegar el proceso ICP (diferente a su tutor). 0

LAUSD and DCFS should have an integrated communication system to manage student records and credits. 8
Sistema de comunicación entre LAUSD y DCFSS a fin de manejar los expedientes y créditos académicos de los estudiantes. 0

Create an accountability system to expedite student documentation and monitoring at central- and school-level to support increasing the collaboration between DCFS and LAUSD. 7
Crear un sistema de rendición de cuentas y responsabilidades a fin de expedir los documentos del estudiante y monitoreo a nivel central y en la escuela para aumentar la colaboración entre DCFS y LAUSD. 0

Involve surrogate parents in temporary adoption and get support from the county. 7
Involucrar a los padres temporales en la educación de los jóvenes en adopción temporal con la asistencia del condado. 0

Schools with high foster youth concentrations should have a designated foster youth counselor. 6
Las escuelas con una concentración elevada de estudiantes en adopción temporal deben contar con un consejero para estudiantes en adopción temporal. 0

Make it a priority for foster students to remain at their own schools. 5
Hacer que los estudiantes en adopción temporal permanezcan en su escuela una prioridad. 0

Support students' mental health. 5
Apoyar la salud mental de los estudiantes. 0

DELAC *Goals 2-4: English Learners: Student Achievement/Course Access*
Metas 2-4: Aprendices de Inglés/Acceso a los Cursos
⬜ Reduce the number of students in English Learner classes. 0
Reducir el número de estudiantes en clases de Aprendices de Inglés. 22

Interventions and intensive/specific tutoring (writing, comprehension, etc.) for students close to meeting the reclassification requirements. 0
3

⬜ Intervención y tutoría intensiva/específica (escritura, comprensión, etc.) para los estudiantes a punto de reunir los requisitos para la reclasificación. 17

Parents need to receive more information about the process used to measure English language development. 0
Los padres necesitan recibir información acerca del proceso que se utiliza para medir el desarrollo del idioma de ingles. 8

Support monitoring, needs and the focus on English Learners and reclassified students. 0
Apoyar el monitoreo, las necesidades y el enfoque en los Aprendices de Inglés y estudiantes reclasificados. 7

PAC *Goals 2-4: English Learners: Student Achievement/Course Access*
Metas 2-4: Aprendices de Inglés/Acceso a los Cursos
⬜ Parents should be notified in writing when a student is not making adequate progress in ELD levels and a contact number should be provided. Immediate intervention when ELs do not move levels in ELD (English Language Development). 21
Los padres deben ser notificados por escrito cuando un estudiante no logra un progreso adecuado en el nivel de ELD con un número de contacto provisto. Intervención inmediata cuando no avanzan un nivel de ELD (Desarrollo de idioma ingles.) 0

Provide a systematic and in-depth training to parents on the subject of reclassification and the implication of not reclassifying. 13
Proveer capacitación sistemática e integral para los padres referente al tema de la reclasificación y las implicaciones de no ser reclasificado. 0

More intensive support for English learners in the lower grades. 11

Más apoyo intensivo para los aprendices de inglés en primaria. 0

District needs to develop a plan to transition English learners from elementary to middle school successfully. 8
El distrito necesita desarrollar un plan de transición para los estudiantes de primaria que van a la intermedia para lograr el éxito. 0

Provide early literacy training to all parents, starting with preschool parents, to increase the basic reading skills at home. 8
Proveer capacitación de lectoescritura temprana para todos los padres, iniciando con padres de pre escolar para aumentar las habilidades básicas de lectura desde el hogar. 0

Dual immersion programs should be increased and the number of schools that offer them should increase. 8
El programa de inmersión de dos idiomas debería aumentar y el número de escuelas que los brindan también. 0

That the EL Intervention Coordinator is certified and authorized adequately. 6
Que el coordinador de EL's de intervención este titulado y certificado adecuadamente. 0

Educate the parents on core concepts of CELDT testing and increase the English learner proficiency level at home through Parent support. 5
3
⬜ Educar a los padres acerca de los conceptos básicos de la prueba CELDT y aumentar el nivel de competencia de los aprendices de inglés en el hogar mediante el apoyo de los padres. 0

Target goals for ELs are too low. Increase the accountability in monitoring ELs at the school site. 5
Metas específicas para los EL son muy bajas. Aumentar la rendición de cuentas del monitoreo de los EL en las escuelas. 0

DELAC *Goals 5-7: Attendance, Suspension, Expulsion: School Climate*
Metas 5-7: Asistencia, Suspensiones, Expulsiones: Entorno Escolar
⬜ Have an area in the school (academic classroom) for when a student is suspended to avoid the student staying at home. 0
Tener un área en la escuela (un salón académico) cuando el estudiante ha sido suspendido para evitar que el estudiante se quede en casa. 19

Search for/examine the reason why the student has been suspended and find/provide help to the student/ family. 0
Buscar/Examinar la razón por qué el estudiante ha sido suspendido y buscar/darle ayuda al estudiante/familia. 14

Have an area in the school for students that have been suspended so that students do not stay home; focus on the student's social-emotional symptoms. 0
Tener un área en la escuela cuando suspenden a los estudiantes para que los estudiantes no se queden en casa y enfocarse en los síntomas socio-emocionales de los estudiantes. 11

Involve school personnel (Principal, Assistant Principal, Community Representative) to monitor/inquire about why a student is late or absent from school. Educate parents on the importance of attendance. 0
Involucrar al personal escolar (director, subdirector, representante comunitario) para que monitoreen/averigüen por qué el estudiante está ausente y educar a los padres acerca de la importancia de la asistencia. 8

Educate parents about attendance so that children got to school the students [sic]. 0
5
⬜ Educar a los padres acerca de la asistencia para que los niños asistan a la escuela los estudiantes. 5

PAC *Goals 5-7: Attendance, Suspension, Expulsion: School Climate*
Metas 5-7: Asistencia, Suspensiones, Expulsiones: Entorno Escolar
⬜ Implement school staff to intervene earlier when attendance problems occur, determine why the student is not attending school and be flagged immediately once attendance declines. 14

Fijar personal escolar para intervención temprana cuando surgen problemas de asistencia y determinar por qué el estudiante no está asistiendo e identificar inmediatamente en cuanto la asistencia decae. 0

Tardies vs. absences being reflected in data correctly and outreach to parents regarding suspensions and expulsions. 10
Tardanzas y Ausencias reflejadas correctamente y comunicarse con los padres acerca de suspensiones y expulsiones. 0

Search for the cause of why students do not attend school and create incentives for children who do attend school. 10
Buscar la causa del por qué los estudiantes no asisten a la escuela. Crear incentivos para los niños que están asistiendo. 0

Utilize community reps./PSA to reach out to parents of students with chronic tardies and absenteeism. (Parent volunteers). 10
Utilizar a los representantes comunitarios/PSA para que se enlacen con los padres de los estudiantes con tardanzas y ausentismo crónico. 0

Schools with the highest absenteeism rates should be staffed with PSAs. 10
Las escuelas con altas tasas de ausentismo deben contratar consejeros de servicios estudiantiles y asistencia (PSA). 0

More levels of discipline and solutions before out-of-school suspensions. 8
Más niveles de disciplina y soluciones antes de optar por suspensiones fuera de escuelas. 0

All schools should have a full-time PSA counselor. 7
4

⬚ Todas las escuelas deben tener un consejero de servicios estudiantiles y asistencia de tiempo completo. 0

In-school suspensions vs. out-of-school suspensions. 6
Suspensiones en casa vs. suspensiones en escuela. 0

DELAC *Goals 8, 9: Common Core State Standards: Common Core State Standards*
Metas 8 y 9: Normas Académicas Estatales Básicas y Comunes: Normas Académicas Estatales Básicas y Comunes
⬚ How will the District monitor that teachers are fully trained? 0
¿Cómo se verificará que los maestros están completamente capacitados? 24

Ensure that all teachers are receiving the same training for both ELA and Math. 0
Asegurar que todos los maestros están recibiendo capacitación tanto para lengua y literatura como para matemáticas. 20

Confirm students' needs and necessary materials so that they are successful. 0
Asegurarse de las necesidades de los estudiantes y del material necesario para que sean exitoso. 7

PAC *Goals 8, 9: Common Core State Standards: Common Core State Standards*
Metas 8 y 9: Normas Académicas Estatales Básicas y Comunes: Normas Académicas Estatales Básicas y Comunes
⬚ Curriculum is not aligned to testing materials for all subgroups and the technology infrastructure is not up-to-date. 18
El plan de estudio no concuerda con los materiales de los exámenes para todos los subgrupos y la infraestructura de tecnología no está al tanto. 0

Ongoing training on CCSS for teachers and parents and ongoing evaluations of teachers on CCSS. 12
⬚ Capacitación continua de las CCSS para los maestros y padres y evaluación continua de maestros de CCSS. 0

Students need a tutor targeted for students achieving below proficiency. 12
Tutor específico para estudiantes de bajo desempeño. 0

Use same strategies/methods on proficient and below basic students that are used on advanced students to increase competent or highly competent. 11

Utilizar las mismas estrategias con estudiantes a nivel básico e inferior que se utilizan con estudiantes avanzados, para que se desempeñen a nivel competente o superior. 0

Teachers and classified staff need more training on SBAC overall. 8
Los maestros y el personal clasificado necesita más capacitación en general acerca de SBAC. 0
5

⬜ Technology must be up-to-par and consistent for SBAC testing in order to create fair and accurate benchmarks. 7
La tecnología debe de estar al tanto y ser consistente con las SBAC para crear puntos de referencia que son justos y exactos. 0

Goal %s seem minimal (too low). 7
El % de las metas parece mínimo (muy bajo). 0

DELAC *Goals 10, 11: Parent Involvement: Parent Involvement*
Metas 10 y 11: Participación de los Padres: Participación de los Padres
⬜ Workshops require trained Parent Center Directors. 0
Los talleres requieren Directores de Centros de Padres capacitados. 14

Added Comment on 5/23/14:
⬜ That in every regional center (North, East, South, West and ISIC) exists an ELAC Committee that is in charge of gathering the presidents from all the regions to provide them with meaningful training [in topics] such as: Sing Plan, Master Plan, reclassification, Rights and Responsibilities, Leadership, R-30, ELAC's responsibilities (monthly). 0
Que en cada centro regional (Norte, Este, sur, Oeste y ISIC) exista un Comité ELAC que se encargue de reunir a todos los Presidentes de las regiones y darles entrenamientos significativos como Plan Único, Máster Plan, Reclasificación, derechos y Responsabilidades, Liderazgo, R-30, Función de Comité ELA (mensual). 12
8

⬜ The workshops should be clear and simple to attract parents. 0
Para atraer a los padres, los talleres deberían ser claros y sencillos. 11

There should be a minimum of eight workshops, and they should be mandatory. 0
Debería haber un mínimo de ocho talleres y deberían ser obligatorios. 7

PAC *Goals 10, 11: Parent Involvement: Parent Involvement*
Metas 10 y 11: Participación de los Padres: Participación de los Padres
⬜ Parent Center staff should be trained on Special Education services, including students with exceptional needs. 22
El personal del centro de padres debería ser capacitado acerca de los servicios de educación especial, que incluye estudiantes con necesidades excepcionales. 0

School survey does not reflect what's happening at the school. 14
La encuesta escolar no refleja lo que sucede en la escuela. 0

It appears that the parents' veto and approval power on the SSC has been taken away. 9
Parece ser que el poder de veto y aprobación de los padres en el SSC ha desaparecido. 0

All schools should have Parent Centers with trained staff. 7
6

⬜ Todas las escuelas deben tener un Centro de Padres con personal capacitado. 0

Create different parent committees by region so that there is parent involvement. The committees should have their own executive board. Low Income/Foster Care. 7

Crear diferentes comités de padres por región para que haya más involucración de padres. Los comités deberían tener su propia mesa directiva. Low Income/Foster Care EL. 0

Incentives and a welcoming environment to encourage parents to come to the school, and accommodating different schedules are needed. 7

Debe haber incentivos y un entorno acogedor para motivar a los padres para que vengan a la escuela y se necesita trabajar con los diferentes horarios de los padres. 0

Workshops for parents should include budget, curriculum and special education. 6
Talleres para padres deben incluir presupuesto, plan de estudio y educación especial. 0

Schools should create a welcoming environment for all parents. 5
Las escuelas deberían crear un ambiente acogedor para todos los padres. 0

DELAC *Goals 12, 13: Graduation: Course Access/Student Achievement*
Metas 12 y 13: Graduación: Acceso a los Cursos/Rendimiento Académico Estudiantil
⬚ Have a mandatory workshop for all parents about their student's progress. 0
Hacer un taller obligatorio para todos los padres sobre el progreso de su hijo/a. 14

Supervise counselors so that they provide the same opportunities to all the students. 0
Supervisar que los consejeros brinden las mismas oportunidades a todos los estudiantes. 12
10

⬚ To reduce the counselor-to-student ratio, increase the number of counselors. 0
Para reducir la proporción de estudiantes por cada consejero, aumentar el número de consejeros. 10

Students with IEPs and special needs are entitled to the same learning opportunities. 0
Los estudiantes con IEP y con necesidades especiales tienen el derecho a las mismas oportunidades de aprendizaje. 8

Provide help and support to students with special needs. 0
Proveer ayuda y apoyo a los estudiantes con necesidades especiales. 7

Establish partnerships with local universities to provide resources to schools. For example, helping with counseling, college advising, etc… 0
Establecer alianzas con las universidades locales para proveer recursos a las escuelas. Por ejemplo, ayudar con orientación, asesoría acerca de la universidad, etc… 7

PAC *Goals 12, 13: Graduation: Course Access/Student Achievement*
Metas 12 y 13: Graduación: Acceso a los Cursos/Rendimiento Académico Estudiantil
⬚ Encourage all students to go to college and inform/provide vocational alternatives. Develop vocational programs for students who might not want to go to college to develop workforce skills. 20
Animar a todos los estudiantes a asistir a la universidad informar/dar alternativas vocacionales. Desarrollar programas vocacionales para que los estudiantes que no quieran asistir a la universidad desarrollen destrezas para el mercado laboral. 0
7

⬚ Provide equitable opportunities for all students to participate in school programs, both academic and extracurricular, and include intervention for students that are not meeting IGP goals throughout their high school experience. 13

Dar oportunidades equitativas a todos los estudiantes para participar en programas académicos y extracurriculares y dar intervención a los estudiantes que no están cumpliendo las metas del IEP durante la preparatoria. 0

Children that are falling behind those not meeting minimum standards need interventions such as tutoring, study skills, etc. depending on child's needs. 9
Intervención (ej. hábitos de estudio) para estudiantes que se están atrasados, según sus necesidades. 0

Provide incentives for students as they meet their academic markers to be on track to graduate. 9
Dar incentivos a los estudiantes a medida que cumplen metas académicas que los llevan a la graduación. 0

Expectations are very low in all areas. They should be increased in at least 20% in all areas. 8
Las expectativas en todas las áreas son demasiado bajas. Deberían de ser por los menos el 20% más en todas las áreas. 0

There should be more consistent monitoring and accountability of the IGP so that students complete it and graduate on time. 6
Mayor monitoreo y rendición de cuentas del Plan Individual de graduación de manera que los estudiantes se gradúen a tiempo. 0

Establish shadowing programs that allow students to gain career-readiness skills. 6
Crear programas en los que el estudiante observan a profesionales y así se vayan preparando para la universidad y las carreras. 0

Clarification on description of students with disabilities. Support systems should be in place to address students with discipline issues, and incentives should be in place to encourage students to graduate. 5
Aclarar la descripción de estudiantes con discapacidad. Sistemas de apoyo al comportamiento de estudiantes con discapacidades y dar incentivos para promover su graduación. 0

DELAC *Goals 14, 15: Effective Workforce: Basic Services*
Metas 14 y 15: Fuerza Laboral Eficaz: Servicios Básicos
⬛ The School Site Council in every school should conduct a beginning- of-the-year review of teachers' credentials to ensure that the teachers are credentialed. 0
El Consejo Escolar del Plantel Educativo debería hacer una revisión al principio del año de las acreditaciones de los maestros para asegurarse que los maestros están acreditados. 27

The District needs to verify that the teachers are 100% qualified to teach the subject matter that they do. 0
El distrito debe cerciorarse que los maestros estén capacitados al 100% en la materia que imparten. 11

Teacher credential workload should also include basic classroom management skills. 0
Las acreditaciones también deben incluir enseñanza básica de destrezas para el manejo del salón de clase. 6

Focus on one of the schools' obstacles: office personnel; more customer service training. 0
Enfocarse en uno de los obstáculos en las escuelas: el personal de la oficina; más capacitación referente a la atención al público. 5

PAC *Goals 14, 15: Effective Workforce: Basic Services*
Metas 14 y 15: Fuerza Laboral Eficaz: Servicios Básicos
⬛ Train parents so they can identify/be informed of whether or not the teacher is qualified to teach. 25
Capacitación para los padres para como informarse si los maestros están capacitados para impartir las clases. 0

Need a protocol in place to ensure that underperforming teachers are re-trained/removed. 17
Se necesita un protocolo para garantizar que se capacita/remueve a maestros que no se desempeñan al nivel esperado. 0

It's not enough to have only credential teachers. We need "QUALITY" teachers. 10
No es suficiente que solamente hayan maestros apropiadamente acreditados. Necesitamos maestros de "CALIDAD." 0

Forbid any teachers mis-assignments; ensure proper qualifications of all subs. Why isn't it at 100% during the current year (teacher participation)? 8

Prohibir la asignación incorrecta de maestros. Garantizar que todos los substitutos están calificados. ¿Por qué no están al 100% en el actual año escolar? (la participación de maestros). 0

Teacher percentage must increase along with administrators and classified personnel. 8

La participación de maestros tiene que aumentar tanto como la del personal clasificado y administradores. 0

Develop a faster response or procedure to remove a non-effective teacher. Implement a protocol that's accessible to parents/students. Streamline the process to see if teachers have the correct training/credential. 5

Desarrollar reacciones o procedimientos más rápidos para remover a un maestro ineficaz. Implementar un protocolo que sea accesible para padres/estudiantes. Simplificar el proceso para verificar si los maestros poseen la capacitación/autorización apropiada. 0

DELAC *Goals 16, 17: Facilities/Textbooks: Basic Services*
Metas 16 y 17: Instalaciones /Libros de Texto: Servicios Básicos
⬚ School cleanliness and maintenance need to be a priority. As a consequence, allot more funds. 0
13
⬚ La limpieza y mantenimiento de las escuelas deben ser una prioridad. Como consecuencia, adjudicar más fondos. 11

There should be a person in charge that oversees that sufficient materials are delivered to the schools. 0
Debería de haber una persona encargada de supervisar que lleguen a las escuelas suficiente material. 11

More custodians and supervision and security personnel in schools, and supervise their work. 0
Mas conserjes y personal de supervisión y vigilancia en las escuelas y que se les supervise su trabajo. 10

Teachers should be able to choose the company from whom to purchase books. The District should not impose a company. 0
Los maestros deberían de poder escoger la compañía de libros de su selección para comprar libros. El Distrito no debería de imponer la compañía. 10

All materials should be updated, not "old". 0
Todos los materiales deberían ser actuales no antiguos. 8

PAC *Goals 16, 17: Facilities/Textbooks: Basic Services*
Metas 16 y 17: Instalaciones /Libros de Texto: Servicios Básicos
⬚ All children should receive IPADs. Some students are left out. All children should receive the same materials, ex. Special Ed.
a) Technology will be obsolete by the time it is distributed.
b) Expedite school repairs. They should be completed in a timely manner.
c) Goal should be 100% not 99%.
d) Parent Education needed on maintenance level definitions. 19
Dar tabletas a todos los estudiantes a algunos se dejan por fuera. Todos deben recibir materiales and Ed Especial.
a) La tecnología va a estar obsoleta para el momento en que se distribuya.
b) Agilizar las reparaciones de escuelas. Se deberían terminar oportunamente.
c) La meta debe ser 100%, no 90%.
d) Se necesita educación de padres referente a las definiciones de los niveles de limpieza y mantenimiento. 0

Develop a faster response system to address facilities complaints.

School facilities need to be graded on facilities and instructional material distribution. 15
Desarrollar un sistema más rápido para responder a quejas sobre las instalaciones.

Las instalaciones escolares se tienen que calificar tanto por su estado como por la distribución de los materiales académicos. 0
   Appropriate materials to the students and updated.

Textbooks should be available in libraries.
Students should have a textbook at school and for home.
Proper working technology for all students' w/accommodations. 11
   Materiales adecuados que estén actualizados para los estudiantes.

Libros de texto disponibles en la biblioteca
Los estudiantes tienen que tener libros en casa y la escuela.
Tecnología que funcione para todos los estudiantes con modificaciones. 0
   There needs to be an accountability system to monitor maintenance. 8
   Tiene que haber un sistema de rendición de cuentas a fin de supervisar el mantenimiento. 0

   Open and functional libraries and bathrooms needed at each school site. 8
   Se necesita abrir en las escuelas baños y bibliotecas que funcionen. 0

   Train parents (3 times a year) on filing out Williams Complaints. 7
   Instruir a los padres (3 veces al año) como llenar un Williams Complaints. 0

   Teachers should be able to choose which company to buy materials from, rather than being monopolized by one company. 6
10

⯀ Maestros deberían poder escoger las compañías de donde comprar sus materiales y que no haya monopolización de una compañía. 0

   Repairs should be expedited @school sites, especially for hazardous situations, and a list of repairs provided to parents. 5
   Se tienen que hacer reparaciones en los planteles, especialmente en los que representan peligro. Se tiene que dar los padres una lista de las reparaciones. 0

DELAC *3A1: Services, Actions, Expenditures: Support for All Students*
3A1: Servicios, Acciones, Gastos: Apoyos para Todos los Estudiantes
⯀ There needs to exist a list of District approved workshops with data that indicates their effectiveness for parent engagement. 0
   Debe de existir una lista de talleres aprobados por el Distrito con datos que indiquen su efectividad para involucrar a los padres. 25

   Students must get academic support through summer school. 0
   Los estudiantes deben recibir apoyo académico por medio de la escuela de verano. 15

   Parent trainings should help parents get more involved. 0
   Las capacitaciones de padres deberían ayudar a que los padres se involucren más. 8

DELAC *3A1: Services, Actions, Expenditures: Support for All Students*
3A1: Servicios, Acciones, Gastos: Apoyos para Todos los Estudiantes
⯀ Train students on how to do well on exams. Exams should include the content that the students have learned in the classroom. 0
   Capacitar a los estudiantes acerca de cómo desempeñarse exitosamente en los exámenes. Los exámenes deben incluir el contenido que ellos aprendieron en el salón de clase. 9

PAC *3A1: Services, Actions, Expenditures: Support for All Students*
3A1: Servicios, Acciones, Gastos: Apoyos para Todos los Estudiantes
⬚ Funding needs to be allocated based on the highest need within the District, not forgetting the need of children as individuals. 7
   Se necesita adjudicar fondos en base de mayor necesidad dentro del distrito, sin olvidar las necesidades de los niños como individuos. 0

   Best practices need to be identified and implemented across the board/District to ensure consistency. 7
   Las mejores prácticas necesitan ser identificadas e implementadas por todos/el distrito para garantizar consistencia. 0
11

⬚ More collaboration between the District and teacher preparation programs at the college and university level. 7
   Más colaboración entre el distrito y los programas de preparación docente al nivel universitario. 0

   Ensure that Ipads/laptops/software licensing is adequate and is available in every classroom. 6
   Asegurar que haya computadoras, ipads y programas adecuados y que hayan suficientes en cada salón. 0

   Intervention needs to reach schools that need or don't have enough funding. 5
   La intervención necesita llegar a las escuelas que lo necesitan o que no cuentan con suficientes fondos. 0

PAC *3A1: Services, Actions, Expenditures: Support for All Students*
3A1: Servicios, Acciones, Gastos: Apoyos para Todos los Estudiantes
⬚ More training for parents to assist their children in standardized test training and make attendance mandatory. Increase parent involvement budget by $ 10 million. 7
   Proveerle más capacitación a los padres para ayudar a que sus hijos se desempeñen mejor en las pruebas estandarizadas. Aumentar el presupuesto para la participación de los padres por $10 millones. 0

   Mandatory training for underperforming teachers. Provide a metric to identify underperforming teachers. 5
   Capacitación obligatoria para los maestros que no se desempeñan al nivel esperado. Proveer un instrumento de medición que permita identificar a los maestros que no rinden. 0

   Schools need to send parent representatives to Common Core training with staff. 5
   Las escuelas deben enviar representantes de padres a las capacitaciones de las Normas Académicas Básicas comunes con el personal. 0

DELAC *3A2: Services, Actions and Expenditures: Support for All Students*
3A2: Servicios, Acciones y Gastos: Apoyos para Todos los Estudiantes
⬚ The curriculum needs to include sufficient tools so that the students can perform better. 0
   El plan de estudio necesita incluir suficientes herramientas para que los estudiantes tengan mejor rendimiento estudiantil. 18

   Nurse, PSA, Psychologist, and Social Worker positions should show yearly increments from 2014-2017. Zero increments= not good; not equitable including Special Education and Adult and Career Education. 0
   Se debe mostrar incrementos anuales de enfermeras, PSA, psicólogo y trabajador social del 2014 al 2017 0 incrementos=inferior, no es equitativo, que se incluya la educación especial y la educación de adultos y carreras. 15
16

⬚ We need to have the benchmark so that we can increase the expectation. 0
   Necesitamos tener el punto de referencia para poder incrementar las expectativas. 5

DELAC *3A2: Services, Actions and Expenditures: Support for All Students*
3A2: Servicios, Acciones y Gastos: Apoyos para Todos los Estudiantes
⬚ Promote Special Education services and give more information to parents. 0
   Promover los servicios de educación especial y dar más información a los padres. 12

Expand Special Education and continue with mental health services because we need more social workers to provide mental health services and academic counselors. 0

Ampliar la educación especial y continuar con los servicios de salud mental porque necesitamos más trabajadores sociales para proveer servicios de salud mental y consejeros académicos. 8

Provide more free programs and classes for adults (i.e. computer and English classes). 0

Proporcionar más programas y clases para adultos (i.e. computación o inglés) sin costo para la familia. 6

For previous years, how much in funds has been established for preschool programs? 0

En años anteriores, ¿qué cantidad de fondos han sido establecidos para los programas preescolares? 5

The counselors need to give workshops to parents and students about other Special Education options. 0

Los consejeros les deben dar talleres a los padres y estudiantes acerca de otras opciones en educación especial. 5

PAC *3A2: Services, Actions and Expenditures: Support for All Students*
3A2: Servicios, Acciones y Gastos: Apoyos para Todos los Estudiantes
⯐ Hard to analyze without knowing where the funding is going or knowing what the county contributes. 11

Difícil de analizar sin saber a dónde van los fondos o sin saber qué contribuye el condado. 0

Can the human health services budget be used to create more summer jobs? 7

¿Se puede utilizar el presupuesto de los servicios humanos y de salud para crear más trabajos de verano? 0

Discretionary support should be given to families that are at-risk of becoming homeless. 7

Se debe dar apoyo discrecional a las familias que están en riesgo de quedar desamparadas. 0

The homeless population is not identified in that number; increase the number of District personnel to support the homeless population. 6

La población desamparada no se identifican en ese número; aumentar el personal del Distrito que apoya a la población desamparada. 0

More accountability for school staff with more specially trained teachers in specific areas and services expedited; faster mentorship programs for adults and more parent outreach. 6

Más rendición de cuentas para el personal escolar con más maestros capacitados en áreas y servicios específicos; programas de mentores eficaces para adultos y más comunicación con los padres. 0

PAC *3A2: Services, Actions and Expenditures: Support for All Students*
3A2: Servicios, Acciones y Gastos: Apoyos para Todos los Estudiantes
⯐ Funding should be increased yearly as these programs need money to grow. 8

Fondos deberían ser incrementados cada año ya que se necesita más dinero para ampliar estos programas. 0

We should end home suspensions and make them school suspensions to make it time for academic learning. 5

Acabar con las suspensiones y tenerlas sólo internas a fin de sacar tiempo para el aprendizaje. 0

DELAC *3B1: Services, Actions, Expenditures: Support for Targeted Student Populations*
3B1: Servicios, Acciones y Gastos: Apoyos para Específicas Poblaciones Estudiantiles
⯐ Teachers should have sufficient training/support to be able to help students. 0

Que los maestros tengan suficiente capacitación /apoyo para poder ayudar a los estudiantes. 18
17

⯐ Offer extra support to students in transition, grades 5 and 8, so that they do not fall behind. 0

Brindar apoyo adicional a los estudiantes en grados de transición 5 y 8 para que no se queden rezagados. 10

If we have effective principals, we do not need to increase budgets. 0
Si tenemos directores eficientes, no necesitamos aumentar los presupuestos. 8

DELAC *3B1: Services, Actions, Expenditures: Support for Targeted Student Populations*
3B1: Servicios, Acciones y Gastos: Apoyos para Específicas Poblaciones Estudiantiles
⬚ For all the subgroups, ensure that the teaching materials and the technology that is given to students are verified as adequate and that they help them academically achieve. 0
   Para todos los subgrupos, asegurar que los materiales didácticos y la tecnología que se les da a los estudiantes sean verificados como adecuados y les ayuden a superarse académicamente. 17

   Monitor RFEPS and ensure that the RFEPS are academically successful after reclassification. 0
   Monitorear los RFEPS y asegurar que los RFEP tengan éxito académico después de reclasificarse. 8

PAC *3B1: Services, Actions, Expenditures: Support for Targeted Student Populations*
3B1: Servicios, Acciones y Gastos: Apoyos para Específicas Poblaciones Estudiantiles
⬚ English learners only get three times the funding for ten times the students compared to foster youth. 12
   Los aprendices de ingles solamente reciben tres veces la financiación para diez veces el número de estudiantes comparado con los niños en adopción temporal. 0

   Ensure that tenure doesn't encourage or influence teacher retention. 10
   Asegurar que antigüedad no motiva o influye la retención de maestros. 0

   Increase budget autonomy for all schools. 7
   Aumentar la autonomía presupuestaria para todas las escuelas. 0

PAC *3B1: Services, Actions, Expenditures: Support for Targeted Student Populations*
3B1: Servicios, Acciones, Gastos: Apoyos para Específicas Poblaciones Estudiantiles
⬚ Funding is too low in the three categories (low-income, EL, Foster Youth). Increase funding 100%. 12
   En las 3 categorías (bajos ingresos, EL and adopción temporal) los fondos asignados son muy bajos. Que se incremente el 100%. 0
14

⬚ LAUSD should maintain a steady low class size. 6
   LAUSD debe mantener constante el tamaño de las clases. 0

   Provide evidence of African-American students in assessment of EL programs. 5
   Proveer evidencia de los estudiantes afroamericanos en la evaluación de programas EL. 0

DELAC *3B2: Services, Actions, Expenditures: Support for All Targeted Student Populations*
3B2: Servicios, Acciones y Gastos: Apoyos para Todas Las Específicas Poblaciones Estudiantiles
⬚ Provide trainings for all principals on how to approach students. 0
18

⬚ Proveer capacitación para todos los directores respecto a cómo comunicarse con los estudiantes. 20

   Give a report about the organizations that will provide parent trainings, and choose the best one. 0
   Dar un informe sobre las organizaciones que imparten la capacitación a los padres y escoger la mejor. 6

DELAC *3B2: Services, Actions, Expenditures: Support for All Targeted Student Populations*
3B2: Servicios, Acciones y Gastos: Apoyos para Todas Las Específicas Poblaciones Estudiantiles
⬜ Train the teachers with regards to the characteristics to look for when identifying students to know the difference when there might be a disability or whether it is a temporary issue. 0

   Capacitar a los maestros con respecto a las características para identificar a los estudiantes a distinguir la diferencia cuando posiblemente pueda ser una discapacidad o si es algo temporario. 21

   Parent Centers are very limited and need support from the Parent Educator Coaches. 4
   Los centros de padres están muy limitados y necesitan apoyo de los Entrenadores Pedagógicos de Padres (coaches). 13

PAC *3B2: Services, Actions, Expenditures: Support for All Targeted Student Populations*
3B2: Servicios, Acciones y Gastos: Apoyos para Todas Las Específicas Poblaciones Estudiantiles
⬜ "Class size reduction" should include a specific number for elementary and secondary. 8
   "Reducción del tamaño de la clase" debería incluir un número específico para primarias y secundarias.0

   Collaboration between service providers needs to take place to meet the needs of the students. 6
   Se necesita colaboración entre los proveedores de servicios para cumplir con las necesidades de los estudiantes. 0

   This approach fails to serve unduplicated high-need students at other campuses with lower concentrations. They will not receive benefits from funding they are helping the District qualify for. 6
   Este método falla en servir a estudiantes de mayores necesidades no duplicados en otros planteles con bajas concentraciones. No se beneficiaran de la financiación a la que contribuyen para el distrito. 0

   All contracted personnel must be certified and investigated. 5
   Todas las personas contratadas deben ser certificados e investigadas. 0

   Active involvement of student councils and homeroom reps in planning a regular schedule of "school spirit" events, programs, and incentives. 5
   Involucramiento activo de los consejos estudiantiles y salones de lista en la planificación de una programación regular de orgullo escolar con eventos, programas e incentivos. 0

PAC *3B2: Services, Actions, Expenditures: Support for All Targeted Student Populations*
3B2: Servicios, Acciones, Gastos: Apoyos para Todas Las Específicas Poblaciones Estudiantiles
⬜ Increase three-year parent involvement budget by 100%, and let parents leaders decide what workshops they need and which providers they want. 8
   Que el incremento económico de los tres años para la participación de los padres se incremente un 100% en el presupuesto presentado y que los padres lideres sean los que decidan que talleres necesitan y quien será el proveedor. 0

   Train all certificated and classified staff at school sites in ways to work/interact with their respective school demographic. 5
   Capacitar al personal certificado y clasificado sobre como relacionase con la demografía de su escuela. 0

Base Services by Major Group	Sum of Base
S1A - All Students - Parental Involvement	**$192,247**
PARENT INVOLVEMENT	$192,247
S1B - All Students - Professional Development	**$4,909,491**
ADVISORS	$380,940
BEGINNING TEACHERS SUPPORT AND ASSESSMENT (BTSA)	$2,900,000
PARAPROFESSIONAL TEACHER TRAINING	$819,741
PROFESSIONAL DEVELOPMENT	$808,810
S1C - All Students - Curriculum	**$27,483,490**
INSTRUCTIONAL MATERIALS	$10,463,440
TEXTBOOKS	$17,020,050
S1D - All Students - Instruction	**$1,798,724,139**
CERTIFICATED SUPPLEMENTAL TIME (X, Z, & PROFESSIONAL DEVELOPMENT)	$1,361,841
DIFFERENTIALS/LONGEVITIES	$6,320,149
EVALUATION	$225,000
INSTRUCTIONAL AIDES	$77,632
MAGNET SCHOOLS RESOURCES	$16,744,616
OFF-NORM & ONE TIME SCHOOL ALLOCATIONS	$5,709,374
PHYSICAL EDUCATION TEACHER INCENTIVE	$1,432,691
SUBSTITUTES-DAY TO DAY AND LONG-TERM	$55,372,734
TEACHER - LIBRARY MEDIA	$6,936,407
TEACHER ACADEMIC DIFFERENTIALS	$940,468
TEACHER ASSISTANTS	$176,704
TEACHERS	$1,659,391,045
TEACHERS - CONTRACT POOL	$44,035,478
S1E - All Students - Assessment	**$8,108,275**
INSTRUCTIONAL TECHNOLOGY SUPPORT (VLC)	$1,503,180
TECHNOLOGY	$4,248,720
TESTING	$2,356,375
S1F - All Students - Programs & Interventions	**$57,204,010**
ACADEMIC DECATHLON	$580,040
AFTERSCHOOL PROGRAMS	$7,260,434
ALL CITY MARCHING BAND	$150,000
ARTS PROGRAM	$18,599,964
ATHLETICS	$6,233,194
GIFTED AND TALENTED PROGRAM (GATE)	$2,574,675
JUNIOR RESERVE OFFICER TRAINING CORPS (JROTC)	$5,150,854
OPTIONS PROGRAM	$15,711,613
SUMMER SCHOOL-CREDIT RECOVERY	$943,236
S1G - All Students - Student Health & Human Services	**$25,285,445**
HEALTH SERVICES	$7,556,026
NURSES	$14,349,521
STUDENT HEALTH AND HUMAN SUPPORT PERSONNEL	$3,234,979
SUPPORT SERVICES (PSAs, PSWs)	$144,919
S1H - All Students - Special Education	**$265,403,255**
COORDINATED EARLY INTERVENING SERVICES	$4,224,539
SPED-ADAPTED PHYSICAL EDUCATION	$2,188,540
SPED-ADMINISTRATORS-SPED CENTERS	$424,904
SPED-ALLOCATION TO SCHOOLS FOR COMPLIANCE	$3,249,475

BASE EXPENDITURES BY SERVICE, 2014-15
LCFF RESOURCES ONLY

Base Services by Major Group	Sum of Base
SPED-ASSISTANT OVERTIME-X & Z TIME/RENORMING	$1,319,786
SPED-ASSISTANT PRINCIPAL ELEMENTARY INSTRUCTIONAL SPECIALIST	$2,789,388
SPED-ASSISTANTS	$32,676,293
SPED-ASSISTANTS LONGER HOURS	$6,020,000
SPED-ASSISTANTS-PRESCHOOL	$10,692,732
SPED-ASSISTIVE TECHNOLOGY	$247,554
SPED-CAREER & TRANSITION PROGRAM	$6,531,999
SPED-CENTRAL OFFICE	$11,152,468
SPED-CLERICAL SUPPORT-SPED CENTERS	$430,751
SPED-DEAF AND HARD OF HEARING	$1,420,450
SPED-EXTENDED SCHOOL YEAR	$861,532
SPED-IMA ALLOCATION TO SCHOOLS	$1,047,891
SPED-IMA-EQUIP-MATERIAL	$4,561,879
SPED-LEAST RESTRICTIVE ENVIRONMENT COUNSELORS	$652,925
SPED-NON PUBLIC SERVICES	$18,878,116
SPED-NURSING SERVICES	$1,296,355
SPED-OCCUPATIONAL & PHYSICAL THERAPY	$2,499,160
SPED-OPTIONS	$974,078
SPED-PRESCHOOL PROGRAM SERVICES (INCLUDING ITINERANTS)	$2,343,363
SPED-PROGRAM SPECIALISTS-CERTIFICATED	$2,940,372
SPED-PSYCHIATRIC SOCIAL WORKERS	$767,676
SPED-PSYCHOLOGISTS	$3,680,205
SPED-REIMBURSEMENT-DUE PROCESS	$4,255,218
SPED-SPEECH & LANGUAGE	$4,465,882
SPED-TEACHER-ITINERANTS	$884,242
SPED-TEACHER-RESOURCE SPECIALIST PROGRAM	$12,130,960
SPED-TEACHER-SPECIAL DAY PROGRAM	$26,516,239
SPED-TEACHER-SPECIAL DAY PROGRAM-PRESCHOOL	$20,239,903
SPED-TEACHER-SUPPL & SUB TIME/RENORMING/PROF DEVELOPMENT	$1,082,350
SPED-TEMPORARY PERSONNEL ACCOUNT	$128,988
SPED-TRANSPORTATION	$71,177,072
SPED-VISUALLY IMPAIRED	$649,972
S1I - All Students - Adult & Career Education	**$16,269,964**
ADULT EDUCATION/ REGIONAL OCCUPATION CENTER/PROGRAMS	$16,269,964
S1J - All Students - Early Childhood Education	**$76,236,877**
EARLY CHILDHOOD DEVELOPMENT, INTER-FUND TRANSFER	$40,687,356
SCHOOL READINESS LANGUAGE DEVELOPMENT PROGRAM	$35,549,521
S1K - All Students - Other School Personnel	**$521,278,467**
ADMINISTRATOR STIPENDS	$200,000
ADMINISTRATORS (ASSISTANT PRINCIPAL - SECONDARY COUNSELING SERVICES)	$8,918,761
ADMINISTRATORS (PRINCIPALS & ASSISTANT PRINCIPALS)	$119,193,580
CALPERS EMPLOYER PAID MEMBER CONTRIBUTION	$17,654,019
CAMPUS AIDES	$23,537,033
CLASSIFIED OVERTIME, X & Z TIME	$288,691
CLERICAL SUBSTITUTES	$3,739,966
CLERICAL SUPPORT	$116,323,343
COUNSELING TIME (REGISTRATION)	$1,057,060
COUNSELORS	$40,080,212

BASE EXPENDITURES BY SERVICE, 2014-15
LCFF RESOURCES ONLY

Base Services by Major Group	Sum of Base
COUNSELORS, PUPIL SERVICES & ATTENDANCE (PSA)	$673,445
CUSTODIAL OVERTIME & RELIEF	$81,176
CUSTODIAL SUPPLIES	$4,626,802
CUSTODIANS	$133,829,812
EARLY RETIREMENT INCENTIVE	$9,300,000
EMPLOYEE BENEFITS/ADJUSTMENTS/PUBLIC EMPLOYEE RETIREMENTS	-$21,951,205
FINANCIAL MANAGERS	$9,421,209
LIBRARY AIDES	$1,784,767
LUMP SUM VACATION	$12,854,438
PERSONNEL WITH PENDING CASES	$21,192,953
PSYCHIATRIC SOCIAL WORKERS	$176,671
PSYCHOLOGISTS	$910,033
REASONABLE ACCOMMODATIONS	$4,087,060
SALARY OVERPAYMENT	$3,000,000
TEMPORARY PERSONNEL ACCOUNT	$10,298,641
S1L - All Students - Central Office & Educational Service Centers	**$237,477,294**
CENTRAL OFFICE/EDUCATIONAL SERVICE CENTERS	$290,099,646
INDIRECT COST	-$52,622,352
S1M - All Students - Departments & Districtwide Supports	**$597,405,977**
ACCREDITATION	$322,500
AUDIT FEES AND FINDINGS	$6,500,000
CAFETERIA	$1,356,409
CAFETERIA, INTER-FUND TRANSFER	$63,115,500
DATA PROCESSING	$6,861,194
DEBT SERVICE	$3,396,482
FACILITIES MAINTENANCE/OPERATIONS	$42,878,482
FACILITIES NON-BOND REQUIREMENTS	$600,000
GENERAL SUPPLIES	$8,013,245
INSURANCE PREMIUMS	$26,031,386
INTER-FUND TRANSFER CERTIFICATE OF PARTICIPATION (COPS)	$39,001,878
LIABILITY RESERVE	$15,650,040
LOCAL INITIATIVE SCHOOL	$1,105,684
MILEAGE & TUITION REIMBURSEMENT	$1,575,000
NEW SCHOOLS START UP COSTS	$291,461
ONGOING & MAJOR MAINTENANCE	$80,033,116
PILOT SCHOOL STARTUP FUNDS	$500,000
PROPERTY RENTALS	$7,450,150
RUBBISH/TRASH DISPOSAL	$6,863,055
SCHOOL POLICE	$43,474,740
TELEPHONE	$21,373,206
TRANSPORTATION	$78,860,198
UTILITIES	$126,346,868
UTLA RELEASE TIME	$245,000
VEHICLE REPAIRS/REPLACEMENT	$12,044,180
WATER/TOXIC TESTING/FEES & PERMIT (CA CLEAN AIR)	$3,516,203
Grand Total	**$3,635,978,931**

SUPPLEMENTAL EXPENDITURES BY SERVICE, 2014-15
LCFF RESOURCES ONLY

Supplemental Services by Major Group	Sum of Supplemental Amount
S2A - Low Income Pupils - Staffing, professional development augmentations and recruitment and retention enhancements.	**$27,596,995**
BEGINNING TEACHERS SUPPORT AND ASSESSMENT (BTSA)	$2,012,007
TEACHER SUPPORT - REED SETTLEMENT	$25,584,988
S2B - Low Income Pupils - Budget Autonomy to support school's academic plan.	**$154,108,070**
TARGETED STUDENT POPULATION	$153,804,760
TITLE I HOLD HARMLESS	$303,310
S3A - English Learners & redesignated fluent English proficient pupils - Implement Elementary English Learner Master Plan.	**$28,412,873**
ACCELERATED ACADEMIC LITERACY	$4,050,089
COACHES INSTRUCTIONAL	$4,283,011
ENGLISH LEARNER IMPLEMENTATION AND SUPPORT	$20,079,773
S4A - Foster Youth - Augmentation to counselors, psychiatric social workers, psychologist, and pupil services. Individual learning plan for each foster youth.	**$9,933,885**
FOSTER YOUTH SUPPORT PLAN/FAMILY SOURCE SYSTEM PROPOSAL	$9,933,885
S5A - All unduplicated populations - Ensuring the success of students with disabilities.	**$452,581,573**
SPED-ADAPTED PHYSICAL EDUCATION	$8,476,428
SPED-ADMINISTRATORS-SPED CENTERS	$1,645,695
SPED-ASSISTANT OVERTIME-X & Z TIME/RENORMING	$5,111,660
SPED-ASSISTANT PRINCIPAL ELEMENTARY INSTRUCTIONAL SPECIALIST	$10,803,573
SPED-ASSISTANTS	$129,146,396
SPED-ASSISTIVE TECHNOLOGY	$958,799
SPED-CLERICAL SUPPORT-SPED CENTERS	$1,668,340
SPED-DEAF AND HARD OF HEARING	$5,501,540
SPED-EXTENDED SCHOOL YEAR	$3,336,797
SPED-NON PUBLIC SERVICES	$73,116,787
SPED-NURSING SERVICES	$5,020,909
SPED-OCCUPATIONAL & PHYSICAL THERAPY	$9,679,491
SPED-OPTIONS	$3,772,700
SPED-PSYCHIATRIC SOCIAL WORKERS	$2,973,284
SPED-PSYCHOLOGISTS	$14,253,793
SPED-SPEECH & LANGUAGE	$17,296,797
SPED-TEACHER-ITINERANTS	$3,424,756
SPED-TEACHER-RESOURCE SPECIALIST PROGRAM	$46,984,392
SPED-TEACHER-SPECIAL DAY PROGRAM	$102,699,985
SPED-TEACHER-SUPPL & SUB TIME/RENORMING/PROF DEVELOPMENT	$4,192,047
SPED-VISUALLY IMPAIRED	$2,517,404
S5B - All unduplicated populations - Augmentation to Special Education Services addressing over-referral and identification of students	**$22,363,459**
SPED-ASSISTANTS LONGER HOURS	$4,708,097
SPED-SUPPLEMENTAL INCREASE	$17,655,362
S5C- All unduplicated populations - Focus on school climate and student engagement at campuses of highest need, based-on unduplicated student concentrations.	**$57,287,179**
CAMPUS AIDES	$7,704,518
CLERICAL SUPPORT	$1,509,005
COUNSELING TIME (REGISTRATION)	$1,006,004
CUSTODIANS	$1,509,005
FACILITIES MAINTENANCE/OPERATIONS	$1,509,005
INSTRUCTIONAL TECHNOLOGY SUPPORT (VLC)	$2,515,009
NURSES	$1,509,005
OFF-NORM & ONE TIME SCHOOL ALLOCATIONS	$1,119,724
PSYCHOLOGISTS	$3,216,294
RESTORATIVE JUSTICE PROGRAM	$4,184,975
SCHOOL POLICE	$13,100,774
SCHOOL TECHNOLOGY SUPPORT (MCSA)	$1,810,806

Supplemental Services by Major Group	Sum of Supplemental Amount
STUDENT HEALTH AND HUMAN SUPPORT PERSONNEL	$2,515,009
SUPPORT SERVICES (PSAs, PSWs)	$13,078,046
TO BE DETERMINED	$1,000,000
S5D - All unduplicated populations - Provide more resources to support parent engagement at the local level: Increase parental engagement, training, and workshops across the district.	**$6,659,743**
EARLY CHILDHOOD AND FAMILY LITERACY GRANTS	$251,501
PARENT INVOLVEMENT	$6,408,243
S5E - All unduplicated populations - Focus on elementary schools by providing administrative and library services, support by the common core-aligned arts plan integrated into the elementary curriculum to support literacy and numeracy.	**$15,593,055**
ADMINISTRATORS (PRINCIPALS & ASSISTANT PRINCIPALS)	$7,042,025
ARTS PROGRAM	$2,515,009
LIBRARY AIDES	$6,036,021
S5F - All unduplicated populations - Focus on middle school english language arts & math providing class size reduction in middle school english classes & librarians.	**$14,587,051**
CLASS SIZE REDUCTION MIDDLE SCHOOLS - MATH & ELA	$6,036,021
TARGETED SUPPORT FOR MIDDLE AND SPAN SCHOOLS	$7,042,025
TEACHER - LIBRARY MEDIA	$1,509,005
S5G - All unduplicated populations - Focus on College and Career Readiness in high school, providing class size reduction to math and english, options schools expansion, and supports to adult education courses.	**$89,833,464**
ADULT EDUCATION/ REGIONAL OCCUPATION CENTER/PROGRAMS	$24,984,169
CLASS SIZE REDUCTION HIGH SCHOOLS - MATH & ELA	$7,042,025
OPTIONS PROGRAM	$57,807,271
Grand Total	**$878,957,347**