§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Los Angeles Unified School District **Contact (Name, Title, Email, Phone Number): Ramon C. Cortines, Superintendent, 213-241-7000** **LCAP Year: 2015-16**

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

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

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

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

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

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

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

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	**Impact on LCAP**
LAUSD used multiple channels, outreach strategies, and venues to engage with a diverse array of community stakeholders across the District. A special priority was made to meet with representatives of the targeted student populations served through the LCAP, including the students themselves. The District's efforts began in October with a series of Program Reviews, sharing the progress made as a result of the goals and investments of the LAUSD's 2014-15 LCAP. A total of 54 meetings were held by the District to engage community stakeholders in the work of the LCAP from October through June. Over 1,500 community members attended the community meetings. A survey was produced in January and ran through April 15th to solicit feedback from the community on the priorities of the LCAP and the District's goals. A link to the online survey and a request for community input was sent to a list of over 400 community partner organizations to share with their respective constituents and members. A total of 913 surveys were received, both in person and online. A total of 4,262 individual responses were collected from these surveys. Twenty-eight Input Sessions were held across the District and in every region in February and March of 2015 to gather feedback from stakeholders on the existing goals, targets, and investments of the LCAP and to identify desired revisions to the LCAP. District-hosted meetings were supplemented by on-going meetings and trainings hosted by partner community organizations including the United Way, Families in Schools, and other parent/community affiliated organizations. A full list of the LCAP meetings is noted in this section. A sample of the groups met with are listed below. <u>Informational Sessions, Trainings, Program Reviews & Input Sessions:</u> Board of Education LCAP Parent Advisory Committee District English Learner Advisory Committee Educational Service Centers	After 54 community meetings focused on LCFF and LCAP, organized internally and through community partners, the District has identified common recurring themes, which are identified below. These themes are reflected in the updates to the goals, services, and investments of the District's LCAP for the 2015-16 school year. Below are demographics and a high-level summary of survey responses. • 50% of respondents identified as parents • 23% of respondents identified as students • 76% of respondents identified as Hispanic or Latino • 56% of respondents identified as receiving/their child receiving Free or Reduced Lunch • 4% of respondents identified as Foster Youth (students or guardians of FY) Common themes from the quantitative survey questions that covered the LCAP goals included: · Increase the graduation rate · Decrease the percentage of Long Term English Learners · Ensure all youth are attending school regularly · Increase percentage of parents trained on academic initiatives · Increase percentage of parents trained on academic initiatives · Increase the number of schools using positive behavior discipline systems Common themes from the qualitative, open response sections included: · Ensuring there are high-quality teachers, administrators in every school; holding staff accountable to results and

Board Member Offices
Parent, Community, and Student Services Branch
Student Advisory Committee
Community Advisory Committee (Special Education)
LCAP Advisory Group
Foster Youth Collaborative
Labor Partners
In addition to face-to-face meetings, the District updated the websites with additional information, surveys, and resources: http://lcff.lausd.net and http://Achieve.lausd.net/budget

The Los Angeles Unified School District used quantitative and qualitative data for the goal setting process to share with community stakeholders that is included in the Performance Meter. Among the 35 metrics that were shared include: graduation rate, attendance rate, suspension rate, Individualized Graduation Plan (IGP) completion rate, A-G Progress Monitoring data, course enrollment data, ELA proficiency rate, math proficiency rate, English Learner reclassification rate, percentage of Long Term English Learners, FAFSA completion rate, parent survey data, and student survey data. Subgroup data for the metrics for the targeted student populations, including Students with Disabilities and African American students, was shared where applicable and available.

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). The Parent Advisory Committee (PAC) continued in its second year by electing governing officers. Members on the PAC were elected from each of the 5 LAUSD regions, with two parents representing English Learners, two representing Low Income students, and two parents At-Large to represent other stakeholders, in general. Ten guardians representing Foster Youth were elected as a whole group from across the District. The parents representing English Learners were elected from among the members of DELAC by their regional representatives. The parents of Low Income students and the

ensuring these professionals receive support and training
- Supporting students with academic interventions, such as tutoring and small-group support
- Prioritizing parent engagement
- Ensuring academic achievement and proficiency for all students
- Increasing afterschool and Arts programs

To specifically engage parents and students in their schools, the following best practices were recommended by community stakeholders:
- Workshops and training for parents
- Strong communication with parents through multiple channels
- Creating welcoming school environments where parents feel a part of the school community

The priorities identified above are included in the District's budget and investments for Foster Youth, English Learners, and Low Income students are identified on subsequent pages of this document. The 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.

parents At-Large elected their representatives, respectively. Guardians of foster youth were elected at a regional convening by other Foster Youth guardians 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. The Superintendent provided written responses to the Parent Advisory Committee on May 21, 2015 and to the District English Learner Advisory Committee on June 10, 2015. Please see **appendix H** for responses from the Superintendent. The LCAP and Annual Update were presented at a public hearing on June 16, 2015, which was formally noticed and available for public review on June 11, 2015. The Los Angeles Unified Board of Education approved the LCAP and Annual Update on June 23, 2015.	

	Organization & Meeting Name	Hosting Org Type	Constituency	Date	Region
1	LAUSD Parent Advisory Committee (PAC) LCAP Update	District, PCSB	Parents	10/22/14	District Wide
2	ESC North at Panorama High School: LCAP Presentation	District	All stakeholders	10/26/14	North
3	ESC East at Lincoln High School: LCAP Presentation	District	All stakeholders	11/6/14	East
4	LAUSD Govt. Relations Community Briefing: LCAP Update	District	CBO's, Parents	11/13/14	District Wide
5	ESC South at Banneker Special Education: LCAP Presentation	District	All stakeholders	11/13/14	South
6	ESC West, at LACES: LCAP Presentation	District	All stakeholders	11/19/14	West
7	Parent Sunshine Committee: LCAP Presentation	District	Parents	12/1/14	District Wide
8	LAUSD PAC: LCAP Update, tentative LCAP approval calendar	District, PCSB	Parents	12/8/14	District Wide
9	Bargaining Units: LCAP Information Session	District	Labor Partners	12/10/14	District Wide
10	LAUSD LCAP Advisory Group Meeting	District	CBO's, Labor	12/17/14	District Wide
11	LAUSD DELAC Program Review	District, PCSB	EL Parents	1/15/15	District Wide
12	LAUSD PAC Program Review	District, PCSB	Parents	1/16/15	District Wide
13	LAUSD Govt. Relations Community Briefing	CBO's, Govt.	CBO's, Parents	1/21/15	District Wide
14	Communities for Los Angeles Student Success (CLASS): LCAP Update	Ed CBO's	Parents, Students	1/22/15	District Wide
15	Foster Youth Collaborative: LCAP Program Review	District	FY advocates	1/22/15	District Wide
16	Labor Partners:LCAP Program Review	District	Labor Partners	1/23/15	District Wide
17	LAUSD Superintendent's Student Advisory Council: LCAP Program Review	District, PCSB	Students	1/26/15	District Wide
18	LAUSD LCAP Advisory Group: LCAP Program Review	District	CBO's, Labor	1/27/15	District Wide
19	Brothers, Sons, Selves Budget Update	Advocacy	CBO's, Students	1/29/15	South & East LA
20	LAUSD PAC: LCAP Program Review	District, PCSB	Parents	1/30/15	District Wide
21	LAUSD DELAC: LCAP Input Session	District, PCSB	EL Parents	2/5/15	District Wide
22	CLASS Focus Group: LCAP Input Session	Ed CBO's	Parents, Students	2/5/15	District Wide
23	LAUSD ESC-North School Volunteer Fair & LCAP Presentation	District, PCSB	Parents	2/7/15	North
24	LAUSD PAC Meeting	District, PCSB	Parents	2/11/15	District Wide
25	Council of Counsils: LCAP Presentation	District	Parents	2/12/15	North
26	Board District 5 (SE): LCAP Input Session	Board Office	All stakeholders	2/17/15	East
27	Board District 3: LCAP Input Session	Board Office	All stakeholders	2/17/15	North
28	Labor Partners: LCAP Input Session	Labor	Labor Partners	2/18/15	District Wide
29	InnerCity Struggle: LCAP Input Session	Advocacy	Students, Parents	2/18/15	East

30	ESC-West, Cochran MS: LCAP Input Session	District	All stakeholders	2/18/15	West
31	Foster Youth Collaborative: LCAP Input Session	CBO's	FY advocates	2/19/15	District Wide
32	LCAP Advisory Group: LCAP Input Session	CBO's	All stakeholders	2/19/15	District Wide
33	Board District 5 (NE): LCAP Input Session	Board Office	All stakeholders	2/24/15	East
34	ESC-East, Garfield HS: LCAP Input Session	District	All stakeholders	2/25/15	East
35	Board District 7, Dymally HS: LCAP Input Session	Board Office	All stakeholders	2/25/15	South
36	Board District 7, Carson HS: LCAP Input Session	Board Office	All stakeholders	2/25/15	South
37	GPS LA: LCAP Input Session	Advocacy	Parents	2/26/15	District Wide
38	Board District 2, Santee HS: LCAP Input Session	Board Office	All stakeholders	2/26/15	ISIC
39	United Way Parent Advocacy Organizations: LCAP Input Session	Advocacy	Parents	2/27/15	District Wide
40	Educators 4 Excellence: LCAP Input Session	Ed CBO	Teachers	3/4/15	District Wide
41	Board District 6, Haddon Elementary: LCAP Input Session	Board Office	All stakeholders	3/5/15	North
42	ESC-South, Bell HS: LCAP Input Session	District	All stakeholders	3/5/15	South
43	Youth Town Hall (United Way): LCAP Input Town Hall	Ed CBO	Students	3/7/15	District Wide
44	LAUSD Superintendent's Student Advisory Council	District, PCSB	Students	3/9/15	District Wide
45	LAUSD DELAC/PAC LCFF 101 Training	District, PCSB	Parents	3/10/15	District Wide
46	ESC-North, Monroe HS: LCAP Input Session	District	All stakeholders	3/10/15	North
47	Board District 4: LCAP Presentation	Board Office	All stakeholders	3/23/15	West
48	Board District 4: LCAP Presentation	Board Office	All stakeholders	3/24/15	North
49	LAUSD PAC Budget Training Session	District, PCSB	Parents	3/27/15	District Wide
50	Families in Schools: Parent Leadership Institute & LCFF presentation	Ed CBO	Parents	4/7/15	District Wide
51	LAUSD DELAC: LCAP Comment Development and Submission Session	District, PCSB	Parents	4/9/15	District Wide
52	LAUSD DELAC: LCAP Comment Development and Submission Session	District, PCSB	Parents	4/10/15	District Wide
53	LAUSD PAC: LCAP Comment Development/Submission Session	District, PCSB	Parents	4/16/15	District Wide
54	LAUSD PAC: LCAP Comment Development/Submission Session	District, PCSB	Parents	4/17/15	District Wide

Annual Update: The District's efforts began in October with a series of LCAP update meetings followed by Program updates to share the progress made as a result of the goals and investments of the LAUSD's 2014-15 LCAP. District personnel provided updates on a number of programs highlighted by the District's LCAP. In particular, they focused on key programs funded by new investments made in 2014-15 and provided progress updates on targets and strategies established in the 2014-15 LCAP. In addition, the District's parent committees were able to review year-end data from 2013-14 and any available current year data to assess areas of exploration. Additional non-LCAP metrics were also used to provide context for growth or identify potential challenges in meeting the District's set targets. The District updated and published a realigned Performance Meter, which will be utilized to publicize annual progress towards LCAP targets. In addition to the Performance Meter, all program updates were published online at http://lcff.lausd.net and http://Achieve.lausd.net/budget under the 2014-15 annual update section of the website. Materials were also translated. These documents were utilized to engage students, parents, community members, staff and other stakeholders as part of the annual update and overall engagement process. For additional annual update information, please see "Involvement Process" above.	**Annual Update:** *The program updates and progress towards targets noted in the annual update were included in the overall LCAP engagement session noted above. Based on the sharing and review of available data and the mid-year implementation of program investments, the District collected the following information.* After 54 community meetings focused on LCFF and LCAP, organized internally and through community partners, the District has identified common recurring themes, which are identified below. These themes are reflected in the updates to the goals, services, and investments of the District's LCAP for the 2015-16 school year. Below are demographics and a high-level summary of survey responses. • 50% of respondents identified as parents • 23% of respondents identified as students • 76% of respondents identified as Hispanic or Latino • 56% of respondents identified as receiving/their child receiving Free or Reduced Lunch • 4% of respondents identified as Foster Youth (students or guardians of FY) Common themes from the quantitative survey questions that covered the LCAP goals included: · Increase the graduation rate · Decrease the percentage of Long Term English Learners · Ensure all youth are attending school regularly · Increase percentage of parents trained on academic initiatives · Increase percentage of parents trained on academic initiatives · Increase the number of schools using positive behavior discipline systems Common themes from the qualitative, open response sections

	included: · Ensuring there are high-quality teachers, administrators in every school; holding staff accountable to results and ensuring these professionals receive support and training · Supporting students with academic interventions, such as tutoring and small-group support · Prioritizing parent engagement · Ensuring academic achievement and proficiency for all students · Increasing afterschool and Arts programs To specifically engage parents and students in their schools, the following best practices were recommended by community stakeholders: • Workshops and training for parents • Strong communication with parents through multiple channels • Creating welcoming school environments where parents feel a part of the school community The priorities identified above are included in the District's budget and investments for Foster Youth, English Learners, and Low Income students are identified on subsequent pages of this document. The 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.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

> When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites 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 schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

> The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

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

> For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school

climate)?

4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual schoolsites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	**Goal #1 - 100% Graduation**	Related State and/or Local Priorities: 1__ 2__ 3__ 4 X 5 X 6__ 7_X_8_X_ COE only: 9__ 10__ Local: Specify _____

Identified Need:

- To monitor and support high school attainment.
  - High School graduation rate for 13-14: 70%
- To increase number of students who successfully complete high school college and career ready
  - Students on-track to graduate with A-G requirements in 13-14: 35%
  - Percentage of AP exam takers passing with a 3 or above in 13-14: 39%
  - Benchmark Early Assessment Program for both ELA and Math due to change in exam.
- To monitor and reduce drop-out rates for middle and high school pupils.
  - High School Drop-out Rate for all high school students in 12-13: 17% (13-14 not finalized by CDE).
  - Middle School Drop-out Rate must be benchmarked. Current data not available
- Ensure that 12th graders have access to the financial aid and opportunities to attend universities, community colleges and/or vocational schools.
  - FAFSA completion rate in 13-14 per California Student Aid Commission: 57%

Goal Applies to:	Schools:	All Schools
	Applicable Pupil Subgroups:	English Learners, Foster Youth, Low-Income, African American Students, Students w/Disabilities, Long Term English Learners.

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:

(1-A) Graduation Rate for All Schools		
All Students	All Schools	**70%**
Low-Income Students	All Schools	**72%**
English Learners	All Schools	**37%**
African American Students	All Schools	**64%**
Student w/Disabilities	All Schools	**55%**
Foster Youth	All Schools	**48%**
(1-B) Percentage of High School Students on-track for A-G		
All Students	All High Schools	**45%**
Low-Income Students	All High Schools	**41%**
English Learners	All High Schools	**21%**
African American Students	All High Schools	**33%**
Student w/Disabilities	All High Schools	**21%**

	Foster Youth	All High Schools	**25%**
	(1-C) High School Drop-out Rate		
	All Students	All High Schools	**8%**
	Low-Income Students	All High Schools	**2014-15 Benchmark – 1%**
	English Learners	All High Schools	**2014-15 Benchmark – 1%**
	African American Students	All High Schools	**2014-15 Benchmark – 1%**
	Student w/Disabilities	All High Schools	**2014-15 Benchmark – 1%**
	Foster Youth	All High Schools	**2014-15 Benchmark – 1%**
	(1-D) Middle School Drop-out Rate		
	All Students	All Schools	**2014-15 Benchmark – 1%**
	Low-Income Students	All Schools	**2014-15 Benchmark – 1%**
	English Learners	All Schools	**2014-15 Benchmark – 1%**
	African American Students	All Schools	**2014-15 Benchmark – 1%**
	Student w/Disabilities	All Schools	**2014-15 Benchmark – 1%**
	Foster Youth	All Schools	**2014-15 Benchmark – 1%**
	(1-E) Percentage of AP exam takers passing with a 3 or above		
	All Students	All Schools	**43%**
	(1-F) Percentage of students demonstrating college preparedness as measured by the EAP ELA assessment		
	All Students	All Schools	**2014-15 Benchmark +1%**
	Low-Income Students	All Schools	**2014-15 Benchmark +1%**
	English Learners	All Schools	**2014-15 Benchmark +1%**
	African American Students	All Schools	**2014-15 Benchmark +1%**
	Student w/Disabilities	All Schools	**2014-15 Benchmark +1%**
	Foster Youth	All Schools	**2014-15 Benchmark +1%**
	(1-G) Percentage of students demonstrating college preparedness as measured by the EAP Math assessment		
	All Students	All Schools	**2014-15 Benchmark +1%**
	Low-Income Students	All Schools	**2014-15 Benchmark +1%**
	English Learners	All Schools	**2014-15 Benchmark +1%**
	African American Students	All Schools	**2014-15 Benchmark +1%**
	Student w/Disabilities	All Schools	**2014-15 Benchmark +1%**
	Foster Youth	All Schools	**2014-15 Benchmark +1%**
	(1- H) Federal Application for Free Student Aid (FAFSA) Completion Rate		
	For all 12th Grade Students	Secondary Schools	**61%**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Programs & Interventions Targeted to the needs of all students and those students with specific needs 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 – 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	LEA-Wide	_x_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total: $32.6 million** (Base LCFF)

General Adult and Career Education The District's Adult and Career Education division provides educational opportunities to adults in the District. Allowing adult learners to acquire basic skills and work certification for gainful employment. – English as a Second Language – Adult Basic Education – Adult Secondary Education – Alternative Education and Work Centers (AEWCs)	LEA-Wide	_x_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total:** **$29.1 million** (Base LCFF funds)
Adult and Career Education for Targeted Youth The District's Adult and Career Education division and secondary instruction department oversee programs that serve a high concentration of unduplicated pupils. Access to credit recovery programs for students that have fallen behind in course work for graduation are given access to support programs to get them back on track to graduate. Programs also provide optional programs of study in career technical education or certificate programs through the Regional Occupation Centers/Programs – Career Technical Education – Regional Occupation Centers/Programs – Credit Recovery Programs	LEA-Wide	__ALL --- OR: _x_Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total:** **$24.8 million** (Supplemental/ Concentration LCFF funds)
Teacher Retention and Support Program (REED) 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). Impact of resources will be assessed by the metrics listed in Goals #1 and Goals #2.	37 Reed Schools	_ALL --- OR: _x_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total:** **$32.4 million** (Supplemental/ Concentration LCFF funds)

School Autonomy Provide additional budget autonomy to schools to support the academic plan on each campus. Schools receive an allocation to provide for local-decision making on how to provide supports to unduplicated students. Funds are distributed utilizing the District's student equity-based index. - Enhances school-climate - Supports academic planning and instructional interventions - Campus safety and school maintenance - Registration and clerical supports Please see **appendix G** for a summary of resources school sites have budgeted for FY 2015-16	School-wide	__ALL --- OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient _x_Other Subgroups:(Specify)____Student w/Disabilities_	**Total: $161.8 million** (Supplemental/ Concentration LCFF funds)
Options Program Support at-risk youth with option educational settings. A majority of youth that participate in the District's options program are low-income and English learners. By providing an optional educational setting that takes into consideration a number of life-needs, the program increases the likelihood of these students graduating from LAUSD.	Options Schools	__ALL --- OR: _x_Low Income pupils _x_English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total: $58.4 million** (Supplemental/ Concentration LCFF funds)
Realigned After-School Program Support the realignment of after-school services to better serve at-risk and unduplicated youth in the District. The District's current program will be redesigned program will provide a more rigorous and structured learning environment to ensure targeted (low-income, English learner and Foster Youth) students are receiving proper academic support and intervention.	LEA-Wide	__ALL --- OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total: $7.3 million** (Supplemental/ Concentration LCFF funds)
Diploma Project The District intends to expand the existing Diploma Project program to an additional 20 High Schools with the highest dropout rates and their feeder middles schools with the most at-risk students. Highly successful grant funded project to increase graduation rates at schools with highest dropout rates. This program's goals are aligned to LCAP	LEA-Wide	_ALL --- OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total: $2 million** (Supplemental/ Concentration LCFF funds)

accountabilities to increase attendance and reduce chronic absenteeism as well as reduce dropout rates and increase graduation rates. There is also a parent engagement component on how to support learning at home and at school which also aligns with the LCAP			
Academic and College & Career Counseling Support Provide additional counseling resources to support academic and college & career counseling for high school students. Resources will be distributed through a prioritization of school-sites on the District's Student Equity-Based Index.	LEA-Wide	_ALL --- OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total:** **$13 million** (Supplemental/ Concentration LCFF funds)
A-G Immediate Intervention Plan **Academic Interventions and Student Supports:** The academic interventions required for A-G success must address all of the requirements outlined by the A-G requirements. These include the following subjects: A. English, B. History and Social Science, C. Mathematics, D. Science, E. World Languages, F. Visual and Performing Arts and G. College Electives. Scheduling constraints for students that are not making sufficient progress and are behind several A-G courses, require a significantly different approach to providing academic interventions and supports. The majority of high schools in the LAUSD follow a traditional 6 period 2 semester system and thus have limited capacity to offer during-the-day interventions while allowing students to complete all of their necessary coursework. - Summer school offerings - On-line Credit Recovery for A-G Courses - Mastery-Based-Online Learning- Year Long Intervention - After-school credit recovery - Tutorial Services for A-G Coursework - Tiered interventions for A-G ELA/Math Coursework - A-G Training for all Teachers - Parent Engagement and Support	LEA-Wide	_ALL --- OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total:** **$15 million** (Supplemental/ Concentration LCFF funds)

LCAP Year 2: 2016-2017			
Expected Annual Measurable Outcomes:	**(1-A) Graduation Rate for All Schools**		
	All Students	All Schools	**71%**
	Low-Income Students	All Schools	**73%**
	English Learners	All Schools	**40%**
	African American Students	All Schools	**67%**
	Student w/Disabilities	All Schools	**58%**
	Foster Youth	All Schools	**51%**
	(1-B) Percentage of High School Students on-track for A-G		
	All Students	All High Schools	**50%**
	Low-Income Students	All Schools	**46%**
	English Learners	All Schools	**26%**
	African American Students	All Schools	**40%**
	Student w/Disabilities	All Schools	**26%**
	Foster Youth	All Schools	**30%**
	(1-C) High School Drop-out Rate		
	All Students	All High Schools	**5%**
	Low-Income Students	All High Schools	**2014-15 Benchmark – 2%**
	English Learners	All High Schools	**2014-15 Benchmark – 2%**
	African American Students	All High Schools	**2014-15 Benchmark – 2%**
	Student w/Disabilities	All High Schools	**2014-15 Benchmark – 2%**
	Foster Youth	All High Schools	**2014-15 Benchmark – 2%**
	(1-D) Middle School Drop-out Rate		
	All Students	All Schools	**2014-15 Benchmark – 2%**
	Low-Income Students	All Schools	**2014-15 Benchmark – 2%**
	English Learners	All Schools	**2014-15 Benchmark – 2%**
	African American Students	All Schools	**2014-15 Benchmark – 2%**
	Student w/Disabilities	All Schools	**2014-15 Benchmark – 2%**
	Foster Youth	All Schools	**2014-15 Benchmark – 2%**
	(1-E) Percentage of AP exam takers passing with a 3 or above		
	All Students	All Schools	**45%**
	(1-F) Percentage of students demonstrating college preparedness as measured by the EAP ELA assessment		
	All Students	All Schools	**2014-15 Benchmark +2%**

	Low-Income Students	All Schools	**2014-15 Benchmark +2%**
	English Learners	All Schools	**2014-15 Benchmark +2%**
	African American Students	All Schools	**2014-15 Benchmark +2%**
	Student w/Disabilities	All Schools	**2014-15 Benchmark +2%**
	Foster Youth	All Schools	**2014-15 Benchmark +2%**
	(1-G) Percentage of students demonstrating college preparedness as measured by the EAP Math assessment		
	All Students	All Schools	**2014-15 Benchmark +2%**
	Low-Income Students	All Schools	**2014-15 Benchmark +2%**
	English Learners	All Schools	**2014-15 Benchmark +2%**
	African American Students	All Schools	**2014-15 Benchmark +2%**
	Student w/Disabilities	All Schools	**2014-15 Benchmark +2%**
	Foster Youth	All Schools	**2014-15 Benchmark +2%**
	(1- H) Federal Application for Free Student Aid (FAFSA) Completion Rate		
	For all 12th Grade Students	Secondary Schools	**63%**

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	
Programs & Interventions Targeted to the needs of all students and those students with specific needs 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	LEA-Wide	_x_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total: $32.6 million** (Base LCFF Funds)

Intervening Services, or CEIS – 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			
General Adult and Career Education The District's Adult and Career Education division provides educational opportunities to adults in the District. Allowing adult learners to acquire basic skills and work certification for gainful employment. – English as a Second Language – Adult Basic Education – Adult Secondary Education – Alternative Education and Work Centers (AEWCs)	LEA-Wide	_x_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total:** **$29.1 million** (Base LCFF Funds)
Adult and Career Education for Targeted Youth The District's Adult and Career Education division and secondary instruction department oversee programs that serve a high concentration of unduplicated pupils. Access to credit recovery programs for students that have fallen behind in course work for graduation are given access to support programs to get them back on track to graduate. Programs also provide optional programs of study in career technical education or certificate programs through the Regional Occupation Centers/Programs – Career Technical Education – Regional Occupation Centers/Programs Credit Recovery Programs	LEA-Wide	__ALL --- OR: _x_Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total:** **$24.8 million** (Supplemental/ Concentration LCFF funds)

Teacher Retention and Support Program (REED) 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). Impact of resources will be assessed by the metrics listed in Goals #1 and Goals #2.	37 Reed Schools	_ALL --- OR: _x_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total:** **$32.4 million** (Supplemental/ Concentration LCFF funds)
School Autonomy Provide additional budget autonomy to schools to support the academic plan on each campus. Schools receive an allocation to provide for local-decision making on how to provide supports to unduplicated students. Funds are distributed utilizing the District's student equity-based index. - Enhances school-climate - Supports academic planning and instructional interventions - Campus safety and school maintenance - Registration and clerical supports Please see **appendix G** for a summary of resources school sites have budgeted for FY 2015-16 as the comparable level of services that will be provided for FY 2016-17	School-wide	_ALL --- OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient _x_Other Subgroups:(Specify)____Student w/Disabilities_	**Total:** **$174.8 million** (Supplemental/ Concentration LCFF funds)
Options Program Support at-risk youth with option educational settings. A majority of youth that participate in the District's options program are low-income and English learners. By providing an optional educational setting that takes into consideration a number of life-needs, the program increases the likelihood of these students graduating from LAUSD.	Options Schools	_ALL --- OR: _x_Low Income pupils _x_English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total:** **$59.4 million** (Supplemental/ Concentration LCFF funds)
Realigned After-School Program Support the realignment of after-school services to better serve at-risk and unduplicated youth in the District. The District's current program will be redesigned program will provide a more rigorous and structured learning environment to ensure targeted (low-income, English learner and Foster	LEA-Wide	_ALL --- OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total:** **$7.3 million** (Supplemental/ Concentration

Youth) students are receiving proper academic support and intervention.			LCFF funds)
Diploma Project The District intends to expand the existing Diploma Project program to an additional 20 High Schools with the highest dropout rates and their feeder middles schools with the most at-risk students. Highly successful grant funded project to increase graduation rates at schools with highest dropout rates. This program's goals are aligned to LCAP accountabilities to increase attendance and reduce chronic absenteeism as well as reduce dropout rates and increase graduation rates. There is also a parent engagement component on how to support learning at home and at school which also aligns with the LCAP	LEA-Wide	_ALL --- OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total:** **$2 million** (Supplemental/ Concentration LCFF funds)
Academic and College & Career Counseling Support Provide additional counseling resources to support academic and college & career counseling for high school students. Resources will be distributed through a prioritization of school-sites on the District's Student Equity-Based Index.	LEA-Wide	_ALL --- OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total:** **$14 million** (Supplemental/ Concentration LCFF funds)
A-G Immediate Intervention Plan **Academic Interventions and Student Supports:** The academic interventions required for A-G success must address all of the requirements outlined by the A-G requirements. These include the following subjects: A. English, B. History and Social Science, C. Mathematics, D. Science, E. World Languages, F. Visual and Performing Arts and G. College Electives. Scheduling constraints for students that are not making sufficient progress and are behind several A-G courses, require a significantly different approach to providing academic interventions and supports. The majority of high schools in the LAUSD follow a traditional 6 period 2 semester system and thus have limited capacity to offer during-the-day	LEA-Wide	_ALL --- OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total:** **$15 million** (Supplemental/ Concentration LCFF funds)

interventions while allowing students to complete all of their necessary coursework. – Summer school offerings – On-line Credit Recovery for A-G Courses – Mastery-Based-Online Learning- Year Long Intervention – After-school credit recovery – Tutorial Services for A-G Coursework – Tiered interventions for A-G ELA/Math Coursework – A-G Training for all Teachers – Parent Engagement and Support			

LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	**(1-A) Graduation Rate for All Schools**		
	All Students	All Schools	**73%**
	Low-Income Students	All Schools	**74%**
	English Learners	All Schools	**43%**
	African American Students	All Schools	**71%**
	Student w/Disabilities	All Schools	**62%**
	Foster Youth	All Schools	**54%**
	(1-B) Percentage of High School Students on-track for A-G		
	All Students	All High Schools	**55%**
	Low-Income Students	All High Schools	**51%**
	English Learners	All High Schools	**31%**
	African American Students	All High Schools	**47%**
	Student w/Disabilities	All High Schools	**31%**
	Foster Youth	All High Schools	**35%**
	(1-C) High School Drop-out Rate		
	All Students	All High Schools	**2%**
	Low-Income Students	All High Schools	**2014-15 Benchmark – 3%**
	English Learners	All High Schools	**2014-15 Benchmark – 3%**
	African American Students	All High Schools	**2014-15 Benchmark – 3%**
	Student w/Disabilities	All High Schools	**2014-15 Benchmark – 3%**
	Foster Youth	All High Schools	**2014-15 Benchmark – 3%**
	(1-D) Middle School Drop-out Rate		
	All Students	All Schools	**2014-15 Benchmark – 3%**

	Low-Income Students	All Schools	**2014-15 Benchmark – 3%**
	English Learners	All Schools	**2014-15 Benchmark – 3%**
	African American Students	All Schools	**2014-15 Benchmark – 3%**
	Student w/Disabilities	All Schools	**2014-15 Benchmark – 3%**
	Foster Youth	All Schools	**2014-15 Benchmark – 3%**
	(1-E) Percentage of AP exam takers passing with a 3 or above		
	All Students	All Schools	**47%**
	(1-F) Percentage of students demonstrating college preparedness as measured by the EAP ELA assessment		
	All Students	All Schools	**2014-15 Benchmark +3%**
	Low-Income Students	All Schools	**2014-15 Benchmark +3%**
	English Learners	All Schools	**2014-15 Benchmark +3%**
	African American Students	All Schools	**2014-15 Benchmark +3%**
	Student w/Disabilities	All Schools	**2014-15 Benchmark +3%**
	Foster Youth	All Schools	**2014-15 Benchmark +3%**
	(1-G) Percentage of students demonstrating college preparedness as measured by the EAP Math assessment		
	Low-Income Students	All Schools	**2014-15 Benchmark +3%**
	English Learners	All Schools	**2014-15 Benchmark +3%**
	African American Students	All Schools	**2014-15 Benchmark +3%**
	Student w/Disabilities	All Schools	**2014-15 Benchmark +3%**
	Foster Youth	All Schools	**2014-15 Benchmark +3%**
	Low-Income Students	All Schools	**2014-15 Benchmark +3%**
	(1- H) Federal Application for Free Student Aid (FAFSA) Completion Rate		
	For all 12th Grade Students	Secondary Schools	**65%**

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Programs & Interventions Targeted to the needs of all students and those students with specific needs 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.	LEA-Wide	_x_ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total: $32.6 million** (Base LCFF funds)

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 – 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			
General Adult and Career Education The District's Adult and Career Education division provides educational opportunities to adults in the District. Allowing adult learners to acquire basic skills and work certification for gainful employment. – English as a Second Language – Adult Basic Education – Adult Secondary Education Alternative Education and Work Centers (AEWCs)	LEA-Wide	_x_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total:** **$29.1 million** (Supplemental/ Concentration LCFF funds)

Adult and Career Education for Targeted Youth The District's Adult and Career Education division and secondary instruction department oversee programs that serve a high concentration of unduplicated pupils. Access to credit recovery programs for students that have fallen behind in course work for graduation are given access to support programs to get them back on track to graduate. Programs also provide optional programs of study in career technical education or certificate programs through the Regional Occupation Centers/Programs – Career Technical Education – Regional Occupation Centers/Programs – Credit Recovery Programs	LEA-Wide	__ALL --- OR: _x_Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total:** **$24.8 million** (Supplemental/ Concentration LCFF funds)
Teacher Retention and Support Program (REED) 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). Impact of resources will be assessed by the metrics listed in Goals #1 and Goals #2.	37 Reed Schools	_ALL --- OR: _x_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total:** **$32.4 million** (Supplemental/ Concentration LCFF funds)
School Autonomy Provide additional budget autonomy to schools to support the academic plan on each campus. Schools receive an allocation to provide for local-decision making on how to provide supports to unduplicated students. Funds are distributed utilizing the District's student equity-based index. – Enhances school-climate – Supports academic planning and instructional interventions – Campus safety and school maintenance – Registration and clerical supports Please see **appendix G** for a summary of resources school sites have budgeted for FY 2015-16 as the comparable level of services that will be provided for FY 2016-17	School-wide	_ALL --- OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient _x_Other Subgroups:(Specify)____Student w/Disabilities_	**Total:** **$178.8 million** (Supplemental/ Concentration LCFF funds)

Options Program Support at-risk youth with option educational settings. A majority of youth that participate in the District's options program are low-income and English learners. By providing an optional educational setting that takes into consideration a number of life-needs, the program increases the likelihood of these students graduating from LAUSD.	Options Schools	__ALL --- OR: _x_Low Income pupils _x_English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total:** **$59.4 million** (Supplemental/ Concentration LCFF funds)
Realigned After-School Program Support the realignment of after-school services to better serve at-risk and unduplicated youth in the District. The District's current program will be redesigned program will provide a more rigorous and structured learning environment to ensure targeted (low-income, English learner and Foster Youth) students are receiving proper academic support and intervention.	LEA-Wide	__ALL --- OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total:** **$7.3 million** (Supplemental/ Concentration LCFF funds)
Diploma Project The District intends to expand the existing Diploma Project program to an additional 20 High Schools with the highest dropout rates and their feeder middles schools with the most at-risk students. Highly successful grant funded project to increase graduation rates at schools with highest dropout rates. This program's goals are aligned to LCAP accountabilities to increase attendance and reduce chronic absenteeism as well as reduce dropout rates and increase graduation rates. There is also a parent engagement component on how to support learning at home and at school which also aligns with the LCAP	LEA-Wide	_ALL --- OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total:** **$2 million** (Supplemental/ Concentration LCFF funds)
Academic and College & Career Counseling Support Provide additional counseling resources to support academic and college & career counseling for high school students.	LEA-Wide	_ALL --- OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient __Other	**Total:** **$14 million** (Supplemental/

Resources will be distributed through a prioritization of school-sites on the District's Student Equity-Based Index.		Subgroups:(Specify)_____	Concentration LCFF funds)
A-G Immediate Intervention Plan **Academic Interventions and Student Supports:** The academic interventions required for A-G success must address all of the requirements outlined by the A-G requirements. These include the following subjects: A. English, B. History and Social Science, C. Mathematics, D. Science, E. World Languages, F. Visual and Performing Arts and G. College Electives. Scheduling constraints for students that are not making sufficient progress and are behind several A-G courses, require a significantly different approach to providing academic interventions and supports. The majority of high schools in the LAUSD follow a traditional 6 period 2 semester system and thus have limited capacity to offer during-the-day interventions while allowing students to complete all of their necessary coursework. - Summer school offerings - On-line Credit Recovery for A-G Courses - Mastery-Based-Online Learning- Year Long Intervention - After-school credit recovery - Tutorial Services for A-G Coursework - Tiered interventions for A-G ELA/Math Coursework - A-G Training for all Teachers - Parent Engagement and Support	LEA-Wide	_ALL --- OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total:** **$15 million** (Supplemental/ Concentration LCFF funds)

GOAL:	**Goal #2 - Proficiency for All**	Related State and/or Local Priorities: 1__ 2_x_ 3__ 4_x 5__ 6__ 7_X_8__ COE only: 9__ 10__ Local: Specify _____

Identified Need:

- To increase the number of students who score Proficient or above in English Language Arts on the SBAC assessment
  - No Data available, Benchmarked for 2014-15 due to test results not available after LCAP approval
- To increase the number of students who score Proficient or above in grade level and higher level mathematics on the SBAC assessment
  - No Data available, Benchmarked for 2014-15 due to test results not available after LCAP approval
- To monitor and increase early literacy rates of pupils
  - Utilize DiBels for 2nd grade literacy measure, year 13-14: 79% demonstrated proficiency.
  - Utilize DiBels for 2nd grade literacy measure for ELD 1-2, year 13-14: 15% demonstrated proficiency.
  - Utilize DiBels for 2nd grade literacy measure for ELD 3-5, year 13-14: 53% demonstrated proficiency.
- To increase the number of English Learners who achieve full English language proficiency
  - District Reclassification rate for 13-14: 14%
- To increase the number of English learners demonstrating readiness to participate in a core English language arts curriculum.
  - AMAO 1 results for 13-14: 56%
- To decrease the number of Long Term English Learners
  - Percent of long-term English learners that have not reclassified in 13-14: 28%
- To monitor and support Foster Youth middle and high school attainment.
  - Comprehensive academic assessments are part of the Foster Youth Achievement Program. Measuring completion provides reach of the program for targeted Foster Youth students.
- To monitor and increase the number of Student with Disabilities participating in General Education Settings.
  - Percentage of students with disabilities who are in a General Education Program at least 80% of the School Day in 13-14: 57%
  - Percentage of students with disabilities who attend nonpublic schools in 13-14: 4.1%

Schools:	All Schools
Applicable Pupil Subgroups:	RFEP, English Learners, Long-Term English Learners, Foster Youth, Low-Income Students, Latino Students, African-American Students, Students with Disabilities

LCAP Year 1: 2015-16			
	(2-A) Smart Balanced Assessment Consortium (SBAC) Assessment English Language Arts Proficiency Rate		
	All Students	All Schools	**Established '14-'15 Benchmark +1%**
	Reclassified Fluent English Proficient Students (RFEP)	All Schools	**Established '14-'15 Benchmark +1%**
	English Learners	All Schools	**Established '14-'15 Benchmark +1%**
	Foster Youth	All Schools	**Established '14-'15 Benchmark +1%**
	Low-Income Students	All Schools	**Established '14-'15 Benchmark +1%**
	Latino Students	All Schools	**Established '14-'15 Benchmark +1%**
	African-American Students	All Schools	**Established '14-'15 Benchmark +1%**
	Students with Disabilities	All Schools	**Established '14-'15 Benchmark +1%**
	(2-B) Smart Balanced Assessment Consortium (SBAC) Assessment Mathematics Proficiency Rate		
	All Students	All Schools	**Established '14-'15 Benchmark +1%**
	Reclassified Fluent English Proficient Students (RFEP)	All Schools	**Established '14-'15 Benchmark +1%**
	English Learners	All Schools	**Established '14-'15 Benchmark +1%**
	Foster Youth	All Schools	**Established '14-'15 Benchmark +1%**
	Low-Income Students	All Schools	**Established '14-'15 Benchmark +1%**
	Latino Students	All Schools	**Established '14-'15 Benchmark +1%**
	African-American Students	All Schools	**Established '14-'15 Benchmark +1%**
	Students with Disabilities	All Schools	**Established '14-'15 Benchmark +1%**
	(2-C) Percentage of 2nd grade fluent English students (EO, IFEP, RFEP) demonstrating proficiency in early literacy		
	All Students	All Schools	**TBD**
	Reclassified Fluent English Proficient Students (RFEP)	All Schools	**TBD**
	English Learners	All Schools	**TBD**
	Foster Youth	All Schools	**TBD**
	Low-Income Students	All Schools	**TBD**
	Latino Students	All Schools	**TBD**
	African-American Students	All Schools	**TBD**
	Students with Disabilities	All Schools	**TBD**
	(2-D) Percentage of 2nd grade English Learners (ELD 1-2) demonstrating proficiency in early literacy		
	ELD 1-2 English Learners	All Schools	**TBD**
	(2-E) Percentage of 2nd grade English Learners (ELD 3-5) demonstrating proficiency in early literacy		
	ELD 3-5 English Learners	All Schools	**TBD**
	(2-F) English Learner Reclassification Rate		

	English Learners	All Schools	**18%**
	English Learners – Less than 5 Years	All Schools	**TBD**
	English Learners – More than 5 Years	All Schools	**TBD**
	(2-G) Rate of English Learners Making Annual Progress on California English Language Development Test (CELDT) - (AMAO1)		
	English Learners	All Schools	**60**
	(2-H) Rate of English Learners who have not reclassified in 5 years (LTEL)		
	Long Term English Learners	All Schools	**24%**
	(2-I) Percentage of Foster Youth with an annually updated Comprehensive Academic Assessment		
	Foster Youth	All schools	**85%**
	(2-J) Percentage of students with disabilities who are in a General Education Program at least 80% of the School Day		
	All Students with Disabilities	All Schools	59%
	(2-K) Percentage of students with disabilities who attend nonpublic schools		
	All Students with Disabilities	All Schools	3.6%

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Foster Youth Support Plan and Family Source Centers 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 data tracking infrastructure, and identify baseline data necessary to minimize foster youth transfer rate.	LEA-Wide	__ALL --- OR: __Low Income pupils __English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total: $12.9 million** (Supplemental/ Concentration LCFF funds)
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	LEA-Wide	_x_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total: $2.5 million** (Base LCFF funds)

– Positive Behavior Support Systems – 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 – Support completion of the science fellowship. The main focus is engaging students in "Three-Dimensional Learning" that combines scientific and engineering practices, core ideas, and crosscutting concepts. Science Fellows have developed and examined NGSS aligned lessons for language objectives to develop differentiated instruction for the English Learners.			

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 – Content Design lessons – Summer School – Curriculum Maps aligned to Common Core State Standards – Digital curriculum aligned to Common Core State Standards – 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	LEA-Wide	_x_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total:** **$144.3 million** (Base LCFF funds)
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	LEA-Wide	x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total:** **$1.48 Billion** (Base LCFF funds)

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 Instructional Technology Initiative – Contracts to support effective Common Core State Standards instruction – Design lessons – Digital curriculum aligned to the Common Core State Standards via the Instructional Technology Initiative – Alignment of Curriculum with Common Core State Standards, English Language Development Standards and California Content Standards. – Arts integration			
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. – Graduation checks – California High School Exit Exam (CaHSEE) assessments – Algebra EOC (End Of Course assessment) – Math Placement Assessment	LEA-Wide	x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total:** **$6.5 million** (Base LCFF funds)

– Literacy intervention assessment – K-2 assessments in foundational reading and math – Diagnostic assessments (Significantly Disproportionate Coordinated Early Intervening Services, or CEIS) – Progress monitoring assessment tools – 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			
Early Childhood Education – CAL-Safe – Early Childhood Development Program	LEA-Wide	x ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total: $41 million** (Base LCFF funds)
School Readiness Language Development Program For 2015-16 repurpose the School Readiness Language Development Program by offering targeted SRLDP classes at school-sites utilizing the District's Student Equity-Based index. Improve controls of accountability for 4-year-old outcomes and prepare youth for transitional and traditional kindergarten.	LEA-Wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total: $22 million** (Supplemental/ Concentration LCFF funds)

Transitional Kindergarten Expansion Plan • provide quality preschool seats for low income children who turn 5 after December 2 • lower the dropout rate and increase high school graduation rates by cultivating at a very young age, personal qualities that improve children's resilience, confidence and persistence to a task • improve student success in A-G requirements by setting a strong language and literacy foundation for our youngest students The TK Expansion program is a full day, 180 school day program following the same time schedule as other elementary classrooms. The program will follow the standards included in the *Preschool Learning Foundations*, not the Kindergarten *Common Core State Standards*. The program is a preschool program that prepares children for Kindergarten. Kindergarten skills and benchmarks are inappropriate measures in this program. Only students who legitimately qualify for the Free/ Reduced Meal program are eligible to enroll in the program.	LEA-Wide	_ALL OR: X Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total: $7 million** (Supplemental/ Concentration LCFF funds)
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	LEA-Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) *Students with Disabilities*	**Total: $482.2 million** (Base LCFF funds)

– English Learner, Standard English Learner, and Long Term English Learner Supports			
Targeted Special Education Supports Ensuring the Success of Students with Disabilities: Percentage of General Fund Support for Special Education services serving all students, inclusive of unduplicated students.	LEA-Wide	__ALL OR: _x_Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify) *Students with Disabilities*	**Total:** **$449.9 million** (Supplemental/ Concentration LCFF funds)
Special Education Over-Referral Special Education Services enhanced with resources to address the over-referral and identification of students. Recent findings have disproportionately impacted student subgroups with over-referrals to special education programs. The program investment provides additional staff to assist with IEP and the appropriate special education identification.	LEA-Wide	__ALL OR: _x_Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify) *Students with Disabilities*	**Total:** **$22.2 million** (Supplemental/ Concentration LCFF funds)
English Learner Supports Implementation of the English Learner Master Plan supporting English Learners and Standard English Learners. 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) -Provide for English Learner Instructional Coaches -Accelerated Academic Literacy Program - Standard English Learner support program - Support the implementation of the District's English Learner Master Plan.	LEA-Wide	__ALL --- OR: __Low Income pupils _x_English Learners __Foster Youth _x_Redesignated fluent English proficient _X_Other Subgroups:(Specify) Standard English Learners	**Total:** **$74.6 million** (Supplemental/ Concentration LCFF funds)

Instructional Technology Support Ensure school-sites receive the support to enhance and utilize technology available at their site as well as provide PD to teachers on utilizing tools to enhance instruction. Allocates information technology resources and support to areas in the District that have deficits in tech support.	LEA-Wide	__ALL OR: _x_Low Income pupils _x_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	**Total: $9 million** (Supplemental/ Concentration LCFF funds)
Targeted Instructional Support Targeted Instructional and administrative supports for library services, instructional material, class size reduction for middle and high school math and English classes. Resources are distributed to school-sites through a prioritization methodology utilizing the District's school equity index	School-Wide	__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)	**Total: $48.1 million** (Supplemental/ Concentration LCFF funds)
Arts Program Establish a targeted Arts program that utilizes the District's Arts equity index to determine areas of need. The LCFF targeted populations of Low-Income, Foster Youth and English Learners students are used to populate the arts equity index. Specifically, the arts equity index identifies school-sites that need greater resources to restore base levels of arts programs. The effort will bring parity to school-sites throughout the District.	School-Wide	__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	**Total: $26.4 million** (Supplemental/ Concentration LCFF funds)

LCAP Year 2: 2016-2017			
Expected Annual Measurable Outcomes:	**(2-A) Smart Balanced Assessment Consortium (SBAC) Assessment English Language Arts Proficiency Rate**		
	All Students	All Schools	**Established '14-'15 Benchmark +2%**
	Reclassified Fluent English Proficient Students (RFEP)	All Schools	**Established '14-'15 Benchmark +3%**
	English Learners	All Schools	**Established '14-'15 Benchmark +3%**
	Foster Youth	All Schools	**Established '14-'15 Benchmark +3%**
	Low-Income Students	All Schools	**Established '14-'15 Benchmark +3%**

Latino Students	All Schools	**Established '14-'15 Benchmark +3%**
African-American Students	All Schools	**Established '14-'15 Benchmark +3%**
Students with Disabilities	All Schools	**Established '14-'15 Benchmark +3%**
(2-B) Smart Balanced Assessment Consortium (SBAC) Assessment Mathematics Proficiency Rate		
All Students	All Schools	**Established '14-'15 Benchmark +2%**
Reclassified Fluent English Proficient Students (RFEP)	All Schools	**Established '14-'15 Benchmark +2%**
English Learners	All Schools	**Established '14-'15 Benchmark +2%**
Foster Youth	All Schools	**Established '14-'15 Benchmark +2%**
Low-Income Students	All Schools	**Established '14-'15 Benchmark +2%**
Latino Students	All Schools	**Established '14-'15 Benchmark +2%**
African-American Students	All Schools	**Established '14-'15 Benchmark +2%**
Students with Disabilities	All Schools	**Established '14-'15 Benchmark +2%**
(2-C) Percentage of 2nd grade students demonstrating proficiency in early literacy		
All Students	All Schools	**TBD**
Reclassified Fluent English Proficient Students (RFEP)	All Schools	**TBD**
English Learners	All Schools	**TBD**
Foster Youth	All Schools	**TBD**
Low-Income Students	All Schools	**TBD**
Latino Students	All Schools	**TBD**
African-American Students	All Schools	**TBD**
Students with Disabilities	All Schools	**TBD**
(2-D) Percentage of 2nd grade English Learners (ELD 1-2) demonstrating proficiency in early literacy		
ELD 1-2 English Learners	All Schools	**TBD**
(2-E) Percentage of 2nd grade English Learners (ELD 3-5) demonstrating proficiency in early literacy		
ELD 3-5 English Learners	All Schools	**TBD**
(2-F) English Learner Reclassification Rate		
English Learners	All Schools	**20%**
English Learners – Less than 5 Years	All Schools	**TBD**
English Learners – More than 5 Years	All Schools	**TBD**
(2-G) Rate of English Learners Making Annual Progress on California English Language Development Test (CELDT) - (AMAO1)		
English Learners	All Schools	**62%**

	(2-H) Rate of English Learners who have not reclassified in 5 years (LTEL)		
	Long Term English Learners	All Schools	**22%**
	(2-I) Percentage of Foster Youth with an annually updated Comprehensive Academic Assessment		
	Foster Youth	All schools	**100%**
	(2-J) Percentage of students with disabilities who are in a General Education Program at least 80% of the School Day		
	All Students with Disabilities	All Schools	**60%**
	(2-K) Percentage of students with disabilities who attend nonpublic schools		
	All Students with Disabilities	All Schools	**3.2%**

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Foster Youth Support Plan and Family Source Centers 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 data tracking infrastructure, and identify baseline data necessary to minimize foster youth transfer rate.	LEA-Wide	__ALL --- OR: __Low Income pupils __English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total: $12.9 million** (Supplemental/ Concentration LCFF funds)
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 - Student placement of EL, SEL, and LTEL students - Long Term English Learners (LTEL) Courses and LTEL Designees. - Common Core State Standards English Language	LEA-Wide	_x_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total: $2.5 million** (Base LCFF Funds)

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 – Support completion of the science fellowship. The main focus is engaging students in "Three-Dimensional Learning" that combines scientific and engineering practices, core ideas, and crosscutting concepts. Science Fellows have developed and examined NGSS aligned lessons for language objectives to develop differentiated instruction for the English Learners.			
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	LEA-Wide	_x_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total: $144.3 million** (Base LCFF Funds)

content. – Online courses-credit recovery and core programs – Supplemental curriculum and materials supporting Common Core State Standards – Content Design lessons – Summer School – Curriculum Maps aligned to Common Core State Standards – Digital curriculum aligned to Common Core State Standards – 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			
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	LEA-Wide	x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total:** **$1.48 Billion** (Base LCFF Funds)

– Implementation of shifts in Mathematics and ELA – Interdisciplinary instruction – Use of technology in the classroom to support effective teaching and learning via the Instructional Technology Initiative – Contracts to support effective Common Core State Standards instruction – Design lessons – Digital curriculum aligned to the Common Core State Standards via the Instructional Technology Initiative – Alignment of Curriculum with Common Core State Standards, English Language Development Standards and California Content Standards. – Arts integration			
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. – Graduation checks – California High School Exit Exam (CaHSEE) assessments – Algebra EOC (End Of Course assessment) – Math Placement Assessment – Literacy intervention assessment – K-2 assessments in foundational reading and math – Diagnostic assessments (Significantly Disproportionate Coordinated Early Intervening Services, or CEIS) – Progress monitoring assessment tools	LEA-Wide	x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total:** **$6.5 million** (Base LCFF Funds)

– 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			
<u>Early Childhood Education</u> – CAL-Safe Early Childhood Development Program	LEA-Wide	x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total:** **$41 million** (Base LCFF Funds)
<u>School Readiness Language Development Program</u> For 2015-16 repurpose the School Readiness Language Development Program by offering targeted SRLDP classes at school-sites utilizing the District's Student Equity-Based index. Improve controls of accountability for 4-year-old outcomes and prepare youth for transitional and traditional kindergarten.	LEA-Wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total:** **$22 million** (Supplemental/ Concentration LCFF funds)

Transitional Kindergarten Expansion Plan • provide quality preschool seats for low income children who turn 5 after December 2 • lower the dropout rate and increase high school graduation rates by cultivating at a very young age, personal qualities that improve children's resilience, confidence and persistence to a task • improve student success in A-G requirements by setting a strong language and literacy foundation for our youngest students The TK Expansion program is a full day, 180 school day program following the same time schedule as other elementary classrooms. The program will follow the standards included in the *Preschool Learning Foundations*, not the Kindergarten *Common Core State Standards*. The program is a preschool program that prepares children for Kindergarten. Kindergarten skills and benchmarks are inappropriate measures in this program. Only students who legitimately qualify for the Free/ Reduced Meal program are eligible to enroll in the program.	LEA-Wide	_ALL OR: X Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total:** **$8.5 million** (Supplemental/ Concentration LCFF funds)
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	LEA-Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) *Students with Disabilities*	**Total:** **$482.2 million** (Base LCFF Funds)

– English Learner, Standard English Learner, and Long Term English Learner Supports			
Targeted Special Education Supports Ensuring the Success of Students with Disabilities: Percentage of General Fund Support for Special Education services serving all students, inclusive of unduplicated students.	LEA-Wide	__ALL OR: _x_Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify) *Students with Disabilities*	**Total: $449.9 million** (Supplemental/ Concentration LCFF funds)
Special Education Over-Referral Special Education Services enhanced with resources to address the over-referral and identification of students. – Recent findings have disproportionately impacted student subgroups with over-referrals to special education programs. The program investment provides additional staff to assist with IEP and the appropriate special education identification.	LEA-Wide	__ALL OR: _x_Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify) *Students with Disabilities*	**Total: $22.2 million** (Supplemental/ Concentration LCFF funds)
English Learner Supports Implementation of the English Learner Master Plan supporting English Learners and Standard English Learners. 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) -Provide for English Learner Instructional Coaches -Accelerated Academic Literacy Program - Standard English Learner support program - Support the implementation of the District's English Learner Master Plan.	LEA-Wide	__ALL --- OR: __Low Income pupils _x_English Learners __Foster Youth _x_Redesignated fluent English proficient _X_Other Subgroups:(Specify) Standard English Learners	**Total: $74.6 million** (Supplemental/ Concentration LCFF funds)
Instructional Technology Support Ensure school-sites receive the support to enhance and utilize technology available at their site as well as provide PD to teachers on utilizing tools to enhance instruction. Allocates information technology resources and support to	LEA-Wide	__ALL OR: _x_Low Income pupils _x_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	**Total: $9 million** (Supplemental/ Concentration LCFF funds)

areas in the District that have deficits in tech support.			
Targeted Instructional Support Targeted Instructional and administrative supports for library services, instructional material, class size reduction for middle and high school math and English classes. Resources are distributed to school-sites through a prioritization methodology utilizing the District's school equity index	School-Wide	__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)	**Total: $62.1 million** (Supplemental/ Concentration LCFF funds)
Arts Program Establish a targeted Arts program that utilizes the District's Arts equity index to determine areas of need. The LCFF targeted populations of Low-Income, Foster Youth and English Learners students are used to populate the arts equity index. Specifically, the arts equity index identifies school-sites that need greater resources to restore base levels of arts programs. The effort will bring parity to school-sites throughout the District.	School-Wide	__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	**Total: $33.8 million** (Supplemental/ Concentration LCFF funds)

LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	**(2-A) Smart Balanced Assessment Consortium (SBAC) Assessment English Language Arts Proficiency Rate**		
	All Students	All Schools	**Established '14-'15 Benchmark +3%**
	Reclassified Fluent English Proficient Students (RFEP)	All Schools	**Established '14-'15 Benchmark +4%**
	English Learners	All Schools	**Established '14-'15 Benchmark +4%**
	Foster Youth	All Schools	**Established '14-'15 Benchmark +4%**
	Low-Income Students	All Schools	**Established '14-'15 Benchmark +4%**
	Latino Students	All Schools	**Established '14-'15 Benchmark +4%**
	African-American Students	All Schools	**Established '14-'15 Benchmark +4%**
	Students with Disabilities	All Schools	**Established '14-'15 Benchmark +4%**
	(2-B) Smart Balanced Assessment Consortium (SBAC) Assessment Mathematics Proficiency Rate		

All Students	All Schools	**Established '14-'15 Benchmark +3%**
Reclassified Fluent English Proficient Students (RFEP)	All Schools	**Established '14-'15 Benchmark +3%**
English Learners	All Schools	**Established '14-'15 Benchmark +3%**
Foster Youth	All Schools	**Established '14-'15 Benchmark +3%**
Low-Income Students	All Schools	**Established '14-'15 Benchmark +3%**
Latino Students	All Schools	**Established '14-'15 Benchmark +3%**
African-American Students	All Schools	**Established '14-'15 Benchmark +3%**
Students with Disabilities	All Schools	**Established '14-'15 Benchmark +3%**
(2-C) Percentage of 2nd grade students demonstrating proficiency in early literacy		
All Students	All Schools	**TBD**
Reclassified Fluent English Proficient Students (RFEP)	All Schools	**TBD**
English Learners	All Schools	**TBD**
Foster Youth	All Schools	**TBD**
Low-Income Students	All Schools	**TBD**
Latino Students	All Schools	**TBD**
African-American Students	All Schools	**TBD**
Students with Disabilities	All Schools	**TBD**
(2-D) Percentage of 2nd grade English Learners (ELD 1-2) demonstrating proficiency in early literacy		
ELD 1-2 English Learners	All Schools	**TBD**
(2-E) Percentage of 2nd grade English Learners (ELD 3-5) demonstrating proficiency in early literacy		
ELD 3-5 English Learners	All Schools	**TBD**
(2-F) English Learner Reclassification Rate		
English Learners	All Schools	**22%**
English Learners – Less than 5 Years	All Schools	**TBD**
English Learners – More than 5 Years	All Schools	**TBD**
(2-G) Rate of English Learners Making Annual Progress on California English Language Development Test (CELDT) – (AMAO1)		
English Learners	All Schools	**64%**
(2-H) Rate of English Learners who have not reclassified in 5 years (LTEL)		
Long Term English Learners	All Schools	**20%**
(2-I) Percentage of Foster Youth with an annually updated Comprehensive Academic Assessment		
Foster Youth	All schools	**100%**

	(2-J) Percentage of students with disabilities who are in a General Education Program at least 80% of the School Day		
	All Students with Disabilities	All Schools	**61%**
	(2-K) Percentage of students with disabilities who attend nonpublic schools		
	All Students with Disabilities	All Schools	**2.8%**

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Foster Youth Support Plan and Family Source Centers 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 data tracking infrastructure, and identify baseline data necessary to minimize foster youth transfer rate.	LEA-Wide	__ALL --- OR: __Low Income pupils __English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total: $12.9 million** (Supplemental/ Concentration LCFF funds)
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 – 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	LEA-Wide	_x_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total: $2.5 million** (Base LCFF funds)

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 – Support completion of the science fellowship. The main focus is engaging students in "Three-Dimensional Learning" that combines scientific and engineering practices, core ideas, and crosscutting concepts. Science Fellows have developed and examined NGSS aligned lessons for language objectives to develop differentiated instruction for the English Learners.			
<u>Curriculum</u> 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	LEA-Wide	_x_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total:** **$144.3 million** (Base LCFF funds)

– Content Design lessons – Summer School – Curriculum Maps aligned to Common Core State Standards – Digital curriculum aligned to Common Core State Standards – 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			
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 Instructional Technology	LEA-Wide	x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total:** **$1.48 Billion** (Base LCFF funds)

Initiative – Contracts to support effective Common Core State Standards instruction – Design lessons – Digital curriculum aligned to the Common Core State Standards via the Instructional Technology Initiative – Alignment of Curriculum with Common Core State Standards, English Language Development Standards and California Content Standards. – Arts integration			
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. – Graduation checks – California High School Exit Exam (CaHSEE) assessments – Algebra EOC (End Of Course assessment) – Math Placement Assessment – Literacy intervention assessment – K-2 assessments in foundational reading and math – Diagnostic assessments (Significantly Disproportionate Coordinated Early Intervening Services, or CEIS) – Progress monitoring assessment tools – English language development assessment tools – Interim assessments aligned to the Common Core State Standards in ELA and Math – California English Language Development Test	LEA-Wide	x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total: $6.5 million** (Base LCFF funds)

Proficiency and progress – Technology			
Early Childhood Education – CAL-Safe Early Childhood Development Program	LEA-Wide	x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total:** **$41 million** (Base LCFF funds)
School Readiness Language Development Program For 2015-16 repurpose the School Readiness Language Development Program by offering targeted SRLDP classes at school-sites utilizing the District's Student Equity-Based index. Improve controls of accountability for 4-year-old outcomes and prepare youth for transitional and traditional kindergarten.	LEA-Wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total:** **$22 million** (Supplemental/ Concentration LCFF funds)
Transitional Kindergarten Expansion Plan • provide quality preschool seats for low income children who turn 5 after December 2 • lower the dropout rate and increase high school graduation rates by cultivating at a very young age, personal qualities that improve children's resilience, confidence and persistence to a task • improve student success in A-G requirements by setting a strong language and literacy foundation for our youngest	LEA-Wide	_ALL OR: X Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total:** **$8.5 million** (Supplemental/ Concentration LCFF funds)

students The TK Expansion program is a full day, 180 school day program following the same time schedule as other elementary classrooms. The program will follow the standards included in the *Preschool Learning Foundations*, not the Kindergarten *Common Core State Standards*. The program is a preschool program that prepares children for Kindergarten. Kindergarten skills and benchmarks are inappropriate measures in this program. Only students who legitimately qualify for the Free/ Reduced Meal program are eligible to enroll in the program.			
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	LEA-Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) *Students with Disabilities*	**Total: $482.2 million** (Base LCFF funds)
Targeted Special Education Supports Ensuring the Success of Students with Disabilities: Percentage of General Fund Support for Special Education services serving all students, inclusive of unduplicated students.	LEA-Wide	__ALL OR: _x_Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify) *Students with Disabilities*	**Total: $449.9 million** (Supplemental/ Concentration LCFF funds)

Special Education Over-Referral Special Education Services enhanced with resources to address the over-referral and identification of students. Recent findings have disproportionately impacted student subgroups with over-referrals to special education programs. The program investment provides additional staff to assist with IEP and the appropriate special education identification.	LEA-Wide	__ALL OR: _x_Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify) *Students with Disabilities*	**Total:** **$22.2 million** (Supplemental/ Concentration LCFF funds)
English Learner Supports Implementation of the English Learner Master Plan supporting English Learners and Standard English Learners. 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) -Provide for English Learner Instructional Coaches -Accelerated Academic Literacy Program - Standard English Learner support program - Support the implementation of the District's English Learner Master Plan.	LEA-Wide	__ALL OR: __Low Income pupils _x_English Learners __Foster Youth _x_Redesignated fluent English proficient _X_Other Subgroups:(Specify) Standard English Learners	**Total:** **$74.6 million** (Supplemental/ Concentration LCFF funds)
Instructional Technology Support Ensure school-sites receive the support to enhance and utilize technology available at their site as well as provide PD to teachers on utilizing tools to enhance instruction. Allocates information technology resources and support to areas in the District that have deficits in tech support.	LEA-Wide	__ALL OR: _x_Low Income pupils _x_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	**Total:** **$9 million** (Supplemental/ Concentration LCFF funds)
Targeted Instructional Support Targeted Instructional and administrative supports for library services, instructional material, class size reduction for middle and high school math and English classes. Resources are distributed to school-sites through a prioritization methodology utilizing the District's school equity index	School-Wide	__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)	**Total:** **$64.1 million** (Supplemental/ Concentration LCFF funds)

Arts Program Establish a targeted Arts program that utilizes the District's Arts equity index to determine areas of need. The LCFF targeted populations of Low-Income, Foster Youth and English Learners students are used to populate the arts equity index. Specifically, the arts equity index identifies school-sites that need greater resources to restore base levels of arts programs. The effort will bring parity to school-sites throughout the District.	School-Wide	__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	**Total:** **$33.8 million** (Supplemental/ Concentration LCFF funds)

GOAL:	**Goal #3 - 100% Attendance**	Related State and/or Local Priorities: 1__ 2__ 3__ 4_ 5_x_ 6__ 7__8__ COE only: 9__ 10__ Local: Specify _____ ___

Identified Need:	○ To achieve or maintain school attendance rates that support student learning ○ Measure attendance by percentage of students attending 96% or more of the 180 school days, Year 13-14: 71% ○ To decrease chronic absenteeism ○ Measure chronic absenteeism by percentage of students missing 16 days or more days of school. Year 13-14: 12%	
Goal Applies to:	Schools:	All Schools
	Applicable Pupil Subgroups:	English Learners, Foster Youth, Low-Income Students, African-American Students, Students with Disabilities

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:			
	(3-A) The percent of students attending 173-180 days each school year (96% attendance rate)		
	All Students	All Schools	**71%**
	Low-Income Students	All Schools	**73%**
	English Learners	All Schools	**72%**
	Foster Youth	All Schools	**58%**
	African-American Students	All Schools	**62%**
	Students with Disabilities	All Schools	**67%**
	(3-B) Percentage rate of Students Missing 16 days or more each school year		
	All Students	All Schools	**10%**

	Low-Income Students	All Schools	**10%**
	English Learners	All Schools	**9%**
	Foster Youth	All Schools	**18%**
	African-American Students	All Schools	**17%**
	Students with Disabilities	All Schools	**13%**

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
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 - 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	LEA-Wide	_x_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total:** **$28.6 million** (Base LCFF funds)
Targeted Supports to Increase Student Engagement at campuses of highest need Resources provided to school sites to receive clerical support, registration time, custodial, maintenance, nurses, and additional support personnel	LEA-Wide	__ALL --- OR: X_Low Income pupils _X_English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total:** **$46.5 million** (Supplemental/ Concentration LCFF funds)
Homeless Youth Program 1 PSW - Requested to support 9th street school because of high numbers of mental health issues and traumatic events	LEA-Wide	__ALL --- OR:	**Total:** **$1.8 million** (Supplemental/

(school is located in Skid Row, and has a high concentration of homeless students) 12 PSA Counselors - Provide support in each of the new local districts to serve as district liaisons for Homeless students and families as required by law. Support proper identification of Homeless students in compliance with McKinney Vento Act. Provide services and supports to identified students to ensure timely enrollment, advocate for school stability, and provide supplemental services and resources as needed. 6 PSA Aides to support homeless in each local district		X_Low Income pupils __English Learners _Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Concentration LCFF funds)
District-wide Student Engagement Plan Support the implementation of a district-wide expansion of best practices and training to develop strong student leadership and voice in the District. - Create multiple pathways and opportunities for student engagement, leadership development, and purposeful collaboration · develop a Student Leadership and Engagement Plan, to be included in the Single Plan for Student Achievement · ensure that student leaders participate and engage in District-wide student engagement efforts · create a process that allows all students to review and comment on the development and implementation of school plans, budgets, and programs.	LEA-Wide	__ALL --- OR: X_Low Income pupils __English Learners X Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total:** **$0.25 million** (Supplemental/ Concentration LCFF funds)

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	**(3-A) The percent of students attending 173-180 days each school year (96% attendance rate)**		
	All Students	All Schools	**72%**
	Low-Income Students	All Schools	**75%**
	English Learners	All Schools	**74%**
	Foster Youth	All Schools	**61%**
	African-American Students	All Schools	**65%**
	Students with Disabilities	All Schools	**70%**
	(3-B) Percentage rate of Students Missing 16 days or more each school year		
	All Students	All Schools	**9%**
	Low-Income Students	All Schools	**9%**
	English Learners	All Schools	**7%**

	Foster Youth	All Schools	**16%**
	African-American Students	All Schools	**15%**
	Students with Disabilities	All Schools	**11%**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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 - 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	LEA-Wide	_x_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total:** **$28.6 million** (Base LCFF funds)
Targeted Supports to Increase Student Engagement at campuses of highest need Resources provided to school sites to receive clerical support, registration time, custodial, maintenance, nurses, and additional support personnel	LEA-Wide	__ALL --- OR: X_Low Income pupils _X_English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total:** **$58.9 million** (Supplemental/ Concentration LCFF funds)
Homeless Youth Program 1 PSW - Requested to support 9th street school because of high numbers of mental health issues and traumatic events (school is located in Skid Row, and has a high concentration of homeless students) 12 PSA Counselors - Provide support in each of the new local	LEA-Wide	__ALL --- OR: X_Low Income pupils __English Learners _Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total:** **$1.8 million** (Supplemental/ Concentration LCFF funds)

districts to serve as district liaisons for Homeless students and families as required by law. Support proper identification of Homeless students in compliance with McKinney Vento Act. Provide services and supports to identified students to ensure timely enrollment, advocate for school stability, and provide supplemental services and resources as needed. 6 PSA Aides to support homeless in each local district			
District-wide Student Engagement Plan Support the implementation of a district-wide expansion of best practices and training to develop strong student leadership and voice in the District. - Create multiple pathways and opportunities for student engagement, leadership development, and purposeful collaboration · develop a Student Leadership and Engagement Plan, to be included in the Single Plan for Student Achievement · ensure that student leaders participate and engage in District-wide student engagement efforts · create a process that allows all students to review and comment on the development and implementation of school plans, budgets, and programs.	LEA-Wide	__ALL --- OR: X_Low Income pupils __English Learners X Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total:** **$0.25 million** (Supplemental/ Concentration LCFF funds)

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	**(3-A) The percent of students attending 173-180 days each school year (96% attendance rate)**		
	All Students	All Schools	**73%**
	Low-Income Students	All Schools	**77%**
	English Learners	All Schools	**76%**
	Foster Youth	All Schools	**64%**
	African-American Students	All Schools	**68%**
	Students with Disabilities	All Schools	**73%**
	(3-B) Percentage rate of Students Missing 16 days or more each school year		
	All Students	All Schools	**8%**
	Low-Income Students	All Schools	**8%**
	English Learners	All Schools	**5%**
	Foster Youth	All Schools	**14%**
	African-American Students	All Schools	**13%**

	Students with Disabilities	All Schools	**9%**
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
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 - 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	LEA-Wide	_x_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total:** **$28.6 million** (Base LCFF Funds)
Targeted Supports to Increase Student Engagement at campuses of highest need Resources provided to school sites to receive clerical support, registration time, custodial, maintenance, nurses, and additional support personnel	LEA-Wide	__ALL --- OR: X_Low Income pupils _X_English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total:** **$60.9 million** (Supplemental/ Concentration LCFF funds)
Homeless Youth Program 1 PSW - Requested to support 9th street school because of high numbers of mental health issues and traumatic events (school is located in Skid Row, and has a high concentration of homeless students) 12 PSA Counselors - Provide support in each of the new local districts to serve as district liaisons for Homeless students and families as required by law. Support proper identification of	LEA-Wide	__ALL --- OR: X_Low Income pupils __English Learners _Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total:** **$1.8 million** (Supplemental/ Concentration LCFF funds)

Homeless students in compliance with McKinney Vento Act. Provide services and supports to identified students to ensure timely enrollment, advocate for school stability, and provide supplemental services and resources as needed. 6 PSA Aides to support homeless in each local district			
District-wide Student Engagement Plan Support the implementation of a district-wide expansion of best practices and training to develop strong student leadership and voice in the District. - Create multiple pathways and opportunities for student engagement, leadership development, and purposeful collaboration · develop a Student Leadership and Engagement Plan, to be included in the Single Plan for Student Achievement · ensure that student leaders participate and engage in District-wide student engagement efforts · create a process that allows all students to review and comment on the development and implementation of school plans, budgets, and programs.	LEA-Wide	__ALL --- OR: X_Low Income pupils __English Learners X Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total:** **$0.25 million** (Supplemental/ Concentration LCFF funds)

GOAL:	**Goal #4 - Parent, Community and Student Engagement**	Related State and/or Local Priorities: 1__ 2__ 3_x_ 4_ 5__ 6_x_ 7__8__ COE only: 9__ 10__ Local: Specify _____

Identified Need:	○ To increase the number of parents providing input about school conditions ○ Percentage of parents completing the School Experience Survey (SES), Year 13-14: 31% ○ To train parents on how to support learning at home and at school ○ New requirement for school-sites to hold 4 workshops for parents – previous year data is not currently available ○ To increase student engagement ○ Assess level of impact and support students are receiving via School Experience Survey (SES). Percentage of Students who feel a part of their school – previous year data is not available. ○ Assess effectiveness of parent centers at school-sites ○ Included in 14-15 school year School Experience Survey: Results not available;New question should assess percentage of parents that state their school's parent center provides useful resources to help support their child's education.

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

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:			
	(4-A) Percentage of students who feel a part of their school (question on School Experience Survey)		
	All Students	All Schools	**Benchmark +2%**
	(4-B) Percentage of parents completing the School Experience Survey annually		
	All Parents	All Schools	**40%**
	(4-C) Percentage of parents trained on academic initiatives by providing a minimum of four workshops at each school annually		
	All Parents	All Schools	**45%**
	Elementary School Parents	All elementary schools	**Set Benchmark**
	Middle School Parents	All middle schools	**Set Benchmark**
	High School Parents	All High Schools	**Set Benchmark**
	(4-D) Percentage of parents that state that their school's parent center "provides resources (information, classes, etc.) useful to help me support my child's learning"		
	All Parents	All Schools	**'14-'15 Benchmark + 2%**

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
<u>Parental Involvement</u> 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	LEA-wide	_x_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total:** **$4.1 million** (Base LCFF Funds)
<u>Targeted Parental Involvement</u> Provide more resources to support parent engagement at the local level: Increase parental engagement, training, and workshops across the district	LEA-wide	___ALL --- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total:** **$.6 million** (Supplemental/ Concentration LCFF funds)

LCAP Year 2: 2016-2017			
Expected Annual Measurable Outcomes:	**(4-A) Percentage of students who feel a part of their school (question on School Experience Survey)**		
	All Students	All Schools	**Benchmark +4%**
	(4-B) Percentage of parents completing the School Experience Survey annually		
	All Parents	All Schools	**45%**
	(4-C) Percentage of parents trained on academic initiatives by providing a minimum of four workshops at each school annually		
	All Parents	All Schools	**55%**
	Elementary School Parents	All elementary schools	**2015-16 Benchmark +5%**
	Middle School Parents	All middle schools	**2015-16 Benchmark +5%**
	High School Parents	All High Schools	**2015-16 Benchmark +5%**
	(4-D) Percentage of parents that state that their school's parent center "provides resources (information, classes, etc.) useful to help me support my child's learning"		
	All Parents	All Schools	**2014-15 Benchmark + 4%**

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
<u>Parental Involvement</u> 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	LEA-wide	_x_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total:** **$4.1 million** (Base LCFF Funds)
<u>Targeted Parental Involvement</u> Provide more resources to support parent engagement at the local level: Increase parental engagement, training, and workshops across the district	LEA-wide	___ALL --- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total:** **$1.2 million** (Supplemental/ Concentration LCFF funds)

LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	**(4-A) Percentage of students who feel a part of their school (question on School Experience Survey)**		
	All Students	All Schools	**Benchmark +6%**
	(4-B) Percentage of parents completing the School Experience Survey annually		
	All Parents	All Schools	**50%**
	(4-C) Percentage of parents trained on academic initiatives by providing a minimum of four workshops at each school annually		
	All Parents	All Schools	**65%**
	Elementary School Parents	All elementary schools	**2015-16 Benchmark +10%**
	Middle School Parents	All middle schools	**2015-16 Benchmark +10%**
	High School Parents	All High Schools	**2015-16 Benchmark +10%**
	(4-D) Percentage of parents that state that their school's parent center "provides resources (information, classes, etc.) useful to help me support my child's learning"		
	All Parents	All Schools	**2014-15 Benchmark + 6%**

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
<u>Parental Involvement</u> 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	LEA-wide	_x_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total:** **$4.1 million** (Base LCFF Funds)

Targeted Parental Involvement Provide more resources to support parent engagement at the local level: Increase parental engagement, training, and workshops across the district	LEA-wide	___ALL --- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total:** **$1.2 million** (Supplemental/ Concentration LCFF funds)

GOAL:	**Goal #5 - Ensure School Safety**	Related State and/or Local Priorities: 1__ 2__ 3__ 4_ 5__ 6_x_ 7__8_x_ COE only: 9__ 10__ Local: Specify _____

Identified Need:	○ To sustain the low number of student suspensions while providing for targeted reductions in student subgroups ○ Utilize single-student suspension rate, Year 13-14: .8% ○ To sustain the low number of instructional days lost to suspension while providing for targeted reductions in student subgroups ○ Track impact of suspensions on instruction via number of instructional days lost to suspension Year 13-14: 8,379 ○ To reduce or maintain low percentage of expulsions ○ Measure percent of expulsions, Year 13-14: .05% ○ Maintain safe and positive school environments ○ Measure percent of schools implementing the Discipline Foundation Policy Year 13-14: 44% ○ Percentage of students who feel safe on school grounds via the School Experience Survey Year 13-14: 78%	
Goal Applies to:	Schools:	All Schools
	Applicable Pupil Subgroups:	English Learners, Foster Youth, Low-Income Students, African-American Students, Students with Disabilities, All Parents

LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	**(5-A) Single Student Suspension Rate**		
	All Students	All Schools	**.8%**
	Low-Income Students	All Schools	**.8%**
	English Learners	All Schools	**.8%**
	Foster Youth	All Schools	**1.7%**
	African-American Students	All Schools	**2.2%**
	Students with Disabilities	All Schools	**1.6%**
	(5-B) Number of Instructional Days Lost to Suspension		
	All Students	All Schools	**8,100**
	Low-Income Students	All Schools	**6,550**
	English Learners	All Schools	**1,800**
	Foster Youth	All Schools	**197**
	African-American Students	All Schools	**1,391**
	Students with Disabilities	All Schools	**1,497**
	(5-C) Expulsion Rate		
	All Students	All Schools	**.04%**
	(5-D)) Percentage of Schools that have fully implemented the Discipline Foundation Policy		
	All Students	All Schools	**71%**
	Elementary Schools	All Schools	**76%**
	Middle Schools	All Schools	**61%**
	High Schools	All Schools	**56%**
	Span Schools	All Schools	**56%**
	Options Schools	All Schools	**86%**
	Special Education Center	All Schools	**81%**
	(5-E) Percentage of students who feel safe on school grounds		
	All Students	All Schools	**82%**

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures

School Climate and Restorative Justice Program Promote School Climate and Student Engagement at campuses of highest need, based on unduplicated student concentrations. And effort to develop and maintain: • Holistic, safe and healthy school environments • Effective positive behavior support and interventions • Commitment to a District-wide culture of positive and humanistic approach to working with students, staff and parents. Funds are prioritized utilizing the District's equity index and through the identification of sites with high incidences of conflict and suspensions. The index is described in Section 3a. Restorative Justice counselors and teacher advisors will be provided to school sites for purposes of building positive practices and school culture to address student behavior and conflict.	School-wide	__ALL --- OR: _x_Low Income pupils _x_English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total:** **$7.2 million** (Supplemental/ Concentration LCFF funds)
School Police	LEA-wide	X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total:** **$58.4 million** (Base LCFF Funds)

LCAP Year 2: 2016-2017			
Expected Annual Measurable Outcomes:	**(5-A) Single Student Suspension Rate**		
	All Students	All Schools	**.7%**
	Low-Income Students	All Schools	**.7%**
	English Learners	All Schools	**.7%**
	Foster Youth	All Schools	**1.3%**
	African-American Students	All Schools	**1.5%**
	Students with Disabilities	All Schools	**1.2%**
	(5-B) Number of Instructional Days Lost to Suspension		
	All Students	All Schools	**8,050**
	Low-Income Students	All Schools	**6,500**
	English Learners	All Schools	**1,750**

	Foster Youth	All Schools	**165**
	African-American Students	All Schools	**741**
	Students with Disabilities	All Schools	**989**
	(5-C) Expulsion Rate		
	All Students	All Schools	**.03%**
	(5-D) Number of Schools that have fully implemented the Discipline Foundation Policy		
	All Students	All Schools	**79%**
	Elementary Schools	All Schools	**84%**
	Middle Schools	All Schools	**69%**
	High Schools	All Schools	**64%**
	Span Schools	All Schools	**64%**
	Options Schools	All Schools	**94%**
	Special Education Center	All Schools	**89%**
	(5-E) Percentage of students who feel safe on school grounds		
	All Students	All Schools	**84%**

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
<u>School Climate and Restorative Justice Program</u> Promote School Climate and Student Engagement at campuses of highest need, based on unduplicated student concentrations. And effort to develop and maintain: • Holistic, safe and healthy school environments • Effective positive behavior support and interventions • Commitment to a District-wide culture of positive and humanistic approach to working with students, staff and parents. Funds are prioritized utilizing the District's equity index and through the identification of sites with high incidences of conflict and suspensions. The index is described in Section 3a. Restorative Justice counselors and teacher advisors will be provided to school sites for purposes of building positive practices and school culture to address student behavior and conflict.	School-wide	__ALL --- OR: _x_Low Income pupils _x_English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total:** **$9.2 million** (Supplemental/ Concentration LCFF funds)

School Police		LEA-wide	X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total:** **$58.4 million** (Base LCFF Funds)
LCAP Year 3: 2017-18				
Expected Annual Measurable Outcomes:	**(5-A) Single Student Suspension Rate**			
	All Students	All Schools	**.7%**	
	Low-Income Students	All Schools	**.7%**	
	English Learners	All Schools	**.7%**	
	Foster Youth	All Schools	**.8%**	
	African-American Students	All Schools	**.8%**	
	Students with Disabilities	All Schools	**.8%**	
	(5-B) Number of Instructional Days Lost to Suspension			
	All Students	All Schools	**7,950**	
	Low-Income Students	All Schools	**6,450**	
	English Learners	All Schools	**1,700**	
	Foster Youth	All Schools	**125**	
	African-American Students	All Schools	**700**	
	Students with Disabilities	All Schools	**950**	
	(5-C) Expulsion Rate			
	All Students	All Schools	**.02%**	
	(5-D) Number of Schools that have fully implemented the Discipline Foundation Policy			
	All Students	All Schools	**88%**	
	Elementary Schools	All Schools	**93%**	
	Middle Schools	All Schools	**78%**	
	High Schools	All Schools	**73%**	
	Span Schools	All Schools	**73%**	
	Options Schools	All Schools	**95%**	
	Special Education Center	All Schools	**95%**	
	(5-E) Percentage of students who feel safe on school grounds			
	All Students	All Schools	**84%**	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
School Climate and Restorative Justice Program Promote School Climate and Student Engagement at campuses of highest need, based on unduplicated student concentrations. And effort to develop and maintain: • Holistic, safe and healthy school environments • Effective positive behavior support and interventions • Commitment to a District-wide culture of positive and humanistic approach to working with students, staff and parents. Funds are prioritized utilizing the District's equity index and through the identification of sites with high incidences of conflict and suspensions. The index is described in Section 3a. Restorative Justice counselors and teacher advisors will be provided to school sites for purposes of building positive practices and school culture to address student behavior and conflict.	School-wide	__ALL --- OR: _x_Low Income pupils _x_English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total:** **$9.2 million** (Supplemental/ Concentration LCFF funds)
School Police	LEA-wide	X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total:** **$58.4 million** (Base LCFF Funds)

GOAL:	**Goal #6 – Provide for Basic Services**	Related State and/or Local Priorities: 1_x_ 2__ 3__ 4_ 5_x_ 6__ 7__8__ COE only: 9__ 10__ Local: Specify _____

Identified Need:	○ To provide and maintain Basic Services for students and schools ○ Percentage of teachers that are appropriately credentialed for the students they are assigned to teach ○ Percentage of Teachers completing the Teacher Growth and Development Cycle (TGDC) ○ Percentage of school based staff attending 96% or above ○ Percentage of schools providing students with standards based instructional materials by meeting Williams Act requirements ○ Percentage of facilities that are in good repair ○ Individual Graduation Plan (IGP) Completion Rate
Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups: All students

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:			
	(6-A) Percentage of teachers that are appropriately credentialed for the students they are assigned to teach		
	All Students	All Schools	100% Compliant
	(6-B) Percentage of Teachers completing the Teacher Growth and Development Cycle (TGDC)		
	All On-Roster Teachers	All Schools	20%
	(6-C) Percentage of school based staff attending 96% or above		
	All Employees	All Schools	**76%**
	(6-D) Percentage of schools providing students with standards based instructional materials by meeting Williams Act requirements		
	All Students	All Schools	100% Compliant
	(6-E) Percentage of facilities that are in good repair		
	All Students	All Schools	99% Compliant
	(6-F) Individual Graduation Plan (IGP) Completion Rate		
	All Students	All High Schools	100% Compliant
	English Learners	All High Schools	100% Compliant
	Low-Income Students	All High Schools	100% Compliant
	Long-Term English Learners	All High Schools	100% Compliant
	Foster Youth	All High Schools	100% Compliant

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Facilities, Maintenance and Operations	LEA-wide	X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total:** **$258 million** (Base LCFF Funds)

Transportation	LEA-wide	X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total: $79.3 million** (Base LCFF Funds)
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	LEA-wide	X_ALL230769811 --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total: $522.2 million** (Base LCFF Funds)
District-wide Supports Includes utilities, rentals, insurance, certificates of participation, trash, telephone, fleet maintenance, food services and other related expenditures supporting operations of campuses and offices district-wide	LEA-wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total: $506.2 million** (Base LCFF Funds)

Central Office and Education Service Centers The basic operations of the District are maintained and controlled through 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.	LEA-wide	X_ALL --- OR:__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total:** **$196.6 million** (Base LCFF Funds)
Local Control Accountability Plan Support Administrative support for developing and coordinating the implementation of the District's Local Control Accountability Plan. Staff assigned for coordination of the plan engages numerous stakeholders, in particular, the targeted student populations of LCFF, to ensure their interests are captured in the strategies and input used to develop and update the plan. Ensures the plan is in compliance with state requirements and resources are directed to unduplicated pupils accordingly.	LEA-Wide	_ALL --- OR:_X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total:** **$.14 million** (Supplemental/ Concentration LCFF funds)
On-going Major Maintenance Targeted maintenance to school sites with greatest need.	LEA-Wide	_ALL --- OR:_X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total:** **$15 million** (Supplemental/ Concentration LCFF funds)

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	**(6-A) Percentage of teachers that are appropriately credentialed for the students they are assigned to teach**		
	All Students	All Schools	100% Compliant
	Low-Income Students	All Schools	100% Compliant
	English Learners	All Schools	100% Compliant
	Foster Youth	All Schools	100% Compliant
	African-American Students	All Schools	100% Compliant
	Students with Disabilities	All Schools	100% Compliant
	(6-B) Percentage of Teachers completing the Teacher Growth and Development Cycle (TGDC)		

	All On-Roster Teachers	All Schools	20%
	(6-C) Percentage of school based staff attending 96% or above		
	All Employees	All Schools	**78%**
	(6-D) Percentage of schools providing students with standards based instructional materials by meeting Williams Act requirements		
	All Students	All Schools	100% Compliant
	(6-E) Percentage of facilities that are in good repair		
	All Students	All Schools	99% Compliant
	(6-F) Individual Graduation Plan (IGP) Completion Rate		
	All Students	All High Schools	100% Compliant
	English Learners	All High Schools	100% Compliant
	Low-Income Students	All High Schools	100% Compliant
	Long-Term English Learners	All High Schools	100% Compliant
	Foster Youth	All High Schools	100% Compliant

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Facilities, Maintenance and Operations	LEA-wide	X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total: $258 million** (Base LCFF Funds)
Transportation	LEA-wide	X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total: $79.3 million** (Base LCFF Funds)
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	LEA-wide	X_ALL230769811 --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other	**Total: $522.2 million** (Base LCFF

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		Subgroups:(Specify)_____	Funds)
District-wide Supports Includes utilities, rentals, insurance, certificates of participation, trash, telephone, fleet maintenance, food services and other related expenditures supporting operations of campuses and offices district-wide	LEA-wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total: $506.2 million** (Base LCFF Funds)
Central Office and Education Service Centers The basic operations of the District are maintained and controlled through 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.	LEA-wide	X_ALL --- OR:__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total: $196.6 million** (Base LCFF Funds)
Local Control Accountability Plan Support Administrative support for developing and coordinating the implementation of the District's Local Control Accountability Plan. Staff assigned for coordination of the plan engages numerous	LEA-Wide	_ALL --- OR:_X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total: $.14 million** (Supplemental/ Concentration LCFF funds)

stakeholders, in particular, the targeted student populations of LCFF, to ensure their interests are captured in the strategies and input used to develop and update the plan. Ensures the plan is in compliance with state requirements and resources are directed to unduplicated pupils accordingly.			
<u>On-going Major Maintenance</u> Targeted maintenance to school sites with greatest need.	LEA-Wide	_ALL --- OR:_X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total:** **$15 million** (Supplemental/ Concentration LCFF funds)

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	**(6-A) Percentage of teachers that are appropriately credentialed for the students they are assigned to teach**		
	All Students	All Schools	100% Compliant
	Low-Income Students	All Schools	100% Compliant
	English Learners	All Schools	100% Compliant
	Foster Youth	All Schools	100% Compliant
	African-American Students	All Schools	100% Compliant
	Students with Disabilities	All Schools	100% Compliant
	(6-B) Percentage of Teachers completing the Teacher Growth and Development Cycle (TGDC)		
	All On-Roster Teachers	All Schools	20%
	(6-C) Percentage of school based staff attending 96% or above		
	All Employees	All Schools	**80%**
	(6-D) Percentage of schools providing students with standards based instructional materials by meeting Williams Act requirements		
	All Students	All Schools	100% Compliant
	(6-E) Percentage of facilities that are in good repair		
	All Students	All Schools	99% Compliant
	(6-F) Individual Graduation Plan (IGP) Completion Rate		
	All Students	All High Schools	100% Compliant
	English Learners	All High Schools	100% Compliant
	Low-Income Students	All High Schools	100% Compliant

	Long-Term English Learners	All High Schools	100% Compliant
	Foster Youth	All High Schools	100% Compliant

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Facilities, Maintenance and Operations	LEA-wide	X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total: $258 million** (Base LCFF Funds)
Transportation	LEA-wide	X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total: $79.3 million** (Base LCFF Funds)
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	LEA-wide	X_ALL230769811 --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total: $522.2 million** (Base LCFF Funds)

Specialists **Support** Teacher Growth and Development Cycle			
District-wide Supports Includes utilities, rentals, insurance, certificates of participation, trash, telephone, fleet maintenance, food services and other related expenditures supporting operations of campuses and offices district-wide	LEA-wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total: $506.2 million** (Base LCFF Funds)
Central Office and Education Service Centers The basic operations of the District are maintained and controlled through 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.	LEA-wide	X_ALL --- OR:__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total: $196.6 million** (Base LCFF Funds)
Local Control Accountability Plan Support Administrative support for developing and coordinating the implementation of the District's Local Control Accountability Plan. Staff assigned for coordination of the plan engages numerous stakeholders, in particular, the targeted student populations of LCFF, to ensure their interests are captured in the strategies and input used to develop and update the plan. Ensures the plan is in compliance with state requirements and resources are directed to unduplicated pupils accordingly.	LEA-Wide	_ALL --- OR:_X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total: $.14 million** (Supplemental/ Concentration LCFF funds)
On-going Major Maintenance Targeted maintenance to school sites with greatest need.	LEA-Wide	_ALL --- OR:_X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Total: $15 million** (Supplemental/ Concentration LCFF funds)

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

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Original GOAL from prior year LCAP:	**1) 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.**	Related State and/or Local Priorities: 1__ 2__ 3__ 4_x_ 5_x_ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

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

Expected Annual Measurable Outcomes:				Actual Annual Measurable Outcomes:			
	Foster Youth	All schools	65%		*Foster Youth*	All schools	**80%**
	Elementary Foster Youth	Elementary *Academic Assessment*	65%		*Elementary Foster Youth*	Elementary *Academic Assessment*	**District Target Met** **Data source not able to populate**
	Middle School Foster Youth	Middle *Individual Culmination Plan*	65%		*Middle School Foster Youth*	Middle *Individual Culmination Plan*	**Data source not able to populate**
	High School Foster Youth	High *Individual Graduation Plan*	65%		*High School Foster Youth*	High *Individual Graduation Plan*	**Data source not able to populate**
	Foster Youth (16 – 19 year olds)	*High Independent Living Plan*	100%		*Foster Youth (16 – 19 year olds)*	*High Independent Living Plan*	**Data source not able to populate**

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
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	$9.9 million	***The actions/services were implemented largely as planned.*** 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 &	$8.5 million

transfers, implement data tracking infrastructure, and identify baseline data necessary to minimize foster youth transfer rate.			attendance counselors specifically supporting foster youth. Individualized Learning Plan for each foster student. Develop MOUs regarding foster youth school transfers, implement data tracking infrastructure, and identify baseline data necessary to minimize foster youth transfer rate.		
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
__ALL OR: __Low Income pupils __English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__ALL OR: __Low Income pupils __English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The goal of LAUSD is to complete a comprehensive academic assessment for 65% of the district's 8,278 foster youth. The assessment requires the Foster Youth Counselors to gather pertinent information regarding foster youth's education and services received. This allows the Foster Youth Counselor to develop both short and long term goals to support the academic achievement of foster youth. The Pupil Services – Foster Youth Achievement Program has completed 4,850 assessments as of February 27, 2015. The goal is to complete 5,303 assessments in order to reach the 65% goal; Pupil Services - Foster Youth Counselors need to complete 453 assessments in order to meet the goal. The Pupil Services – Foster Youth Achievement Program will surpass the goal of completing assessments for 65% of the district's foster youth for the 2014-2015 school year. It is our intention to achieve accountability metrics for the 2015-2016 school year of 85% of Foster Youth receiving a comprehensive academic assessment. Verification of the independent living plan for foster youth can be accomplished by LAUSD however establishing a metric and targets for an action that is outside the control of the District was not an appropriate addition to the 1st year targets in the District's LCAP. For these reasons, the ILP metric has been removed. The Independent Living Plan is a California Department of Social Services document, which is completed by the Department of Children and Family Services (DCFS) County Social Workers and the County of Los Angeles Probation Department, Probation Officers. DCFS County Social Workers and Probation Officers are responsible for completing the Independent Living Plan in conjunction with eligible foster youth and their caregivers. Please see **appendix A** for the LCAP program update.

Original GOAL from prior year LCAP:	**2) Increase graduation rate for all students**	Related State and/or Local Priorities: 1__ 2__ 3__ 4_x_ 5_x_ 6_ 7_x_ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups:	English Learners, Foster Youth, Low Income Students, African American Students, Students w/ Disabilities

Expected Annual Measurable Outcomes:	*All Students*	Applicable to all high schools	68%	Actual Annual Measurable Outcomes:	*All Students*	Applicable to all high schools	**Final 13-14 Graduation Rate data:** **70% (13-14)** **(14-15 pending)**
	English Learners		34%		*English Learners*		**52% (13-14)** **(14-15 pending)**
	Foster Youth		46%		*Foster Youth*		**46% (13-14)** **(14-15 pending)**
	Low Income Students		71%		*Low Income Students*		**71% (13-14)** **(14-15 pending)**
	African American Students		58%		*African American Students*		**66% (13-14)** **(14-15 pending)**
	Students w/ Disabilities		45%		*Students w/ Disabilities*		**54% (13-14)** **(14-15 pending)**

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Options Program - Support college and career readiness through the expansion of options schools.	$57.8 million	***The actions/services were implemented largely as planned.***	$50.8 million

			Options Program - Support college and career readiness through the expansion of options schools.		
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
__ALL OR: X Low Income pupils X English Learners X_Foster Youth __Redesignated fluent English proficient Other Subgroups:(Specify)_____			__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
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 Instructional Technology Initiative – Contracts to support effective Common Core State Standards instruction – Design lessons – Digital curriculum aligned to the Common Core State Standards via the Instructional Technology Initiative – Alignment of Curriculum with Common Core State Standards, English Language Development Standards and California Content Standards.		**Please see expenditure for Goal #5**	***The actions/services were implemented largely as planned.*** **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 Instructional Technology Initiative – Contracts to support effective Common Core State Standards instruction – Design lessons – Digital curriculum aligned to the Common Core State Standards via the Instructional Technology Initiative – Alignment of Curriculum with Common Core State	**Please see expenditure for Goal #5**

– Arts integration			Standards, English Language Development Standards and California Content Standards. – Arts integration		
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
_X_ ALL OR: _Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
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. – Graduation checks – California High School Exit Exam (CaHSEE) assessments – Algebra EOC (End Of Course assessment) – Math Placement Assessment – Literacy intervention assessment – K-2 assessments in foundational reading and math – Diagnostic assessments (Significantly Disproportionate Coordinated Early Intervening Services, or CEIS) – Progress monitoring assessment tools – 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		$8.1 million	***The actions/services were not implemented as planned with these resources*** **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. – Graduation checks – California High School Exit Exam (CaHSEE) assessments – Algebra EOC (End Of Course assessment) – Math Placement Assessment – Literacy intervention assessment – K-2 assessments in foundational reading and math – Diagnostic assessments (Significantly Disproportionate Coordinated Early Intervening Services, or CEIS) – Progress monitoring assessment tools – English language development assessment tools – Interim assessments aligned to the Common Core State	$1.03 million

– Technology			Standards in ELA and Math – California English Language Development Test Proficiency and progress Technology		
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
_X_ ALL			_x_ ALL		
OR: _Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Programs & Interventions Targeted to the needs of all students and those students with specific needs 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 – Arts Integration – Options Programs – English Language Development and access to core		$57.2 Million	***The actions/services were implemented largely as planned.*** **Programs & Interventions** Targeted to the needs of all students and those students with specific needs 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 – Arts Integration		$46.4 million

interventions – Social-Emotional Programs – Linked Learning Services, or CEIS **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		– Options Programs – English Language Development and access to core interventions – Social-Emotional Programs – Linked Learning Services, or CEIS **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	
Scope of service: LEA-Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA-Wide x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
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 – 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	**Please see expenditure for Goal #10**	***The actions/services were implemented largely as planned.*** **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 – 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	**Please see expenditure for Goal #10**

– School Enrollment, Placement, and Assessment Center			– 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		
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
_X_ ALL OR: _Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
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		$16.3 million	***The actions/services were implemented largely as planned.*** **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		$6.04 million
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
_X_ ALL OR: _Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Adult Education & Regional Occupation Center/Programs supporting targeted youth		$25 million	***The actions/services were implemented largely as panned.***		$23 million

			Adult Education & Regional Occupation Center/Programs supporting targeted youth		
Scope of service:	All Schools		Scope of service:	All Schools	
__ALL			__ALL		
OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Arts Plan – Development of strategic expansion and access to arts curriculum for neediest students		$2.5 million	***The actions/services were implemented largely as planned.*** Arts Plan – Development of strategic expansion and access to arts curriculum for neediest students		$5.3 million
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
__ALL			__ALL		
OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: _x_Low Income pupils _x_English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Cal-Safe program for school aged families and Early childhood development programs		$40.7 million	***The actions/services were implemented largely as planned.*** Cal-Safe program for school aged families and Early childhood development programs		$34.4 million
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
_X_ALL			_x_ALL		

OR: _Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Targeted Student Population Funds to support budget autonomy and improve a school's academic plan.	$154.1 million	***The actions/services were implemented largely as planned.*** Targeted Student Population Funds to support budget autonomy and improve a school's academic plan.	$135 million
Scope of service: School-Wide __ALL OR: _X_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: School-Wide __ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Commitments for the 2015-16 LCAP year will remain the same for the most part with the exception of funds that were intended to expand the number of school-sites with budget autonomy. It is recommended that these funds be refocused in supporting the District's Arts program and improving the after-school programs for our targeted youth. In addition, several additional metrics have been included to measure high school and middle school drop-outs, A-G on-track and AP examination success to inform the District's graduation targets, as well as an inclusion of the Early Assessment Program (EAP) measures to provide a marker for college preparation for all youth and the targeted youth in LAUSD. Please see **appendix B** for the LCAP program update		

Original GOAL from prior year LCAP:	**3) Increase secondary students completing an annual Individual Graduation Plan (IGP)**	Related State and/or Local Priorities: 1_ 2__ 3__ 4_x_ 5__ 6__ 7_x_ 8_x_ COE only: 9__ 10__ Local : Specify_____
Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups:	*English Learners, Low Income Students, Long-Term English Learners , Foster Youth*

Expected Annual Measurable Outcomes:	*All Students* *English Learners* *Low Income Students* *Long Term English Learners* *Foster Youth*	Applicable to all high schools	59% 54% 59% XX% XX%	Actual Annual Measurable Outcomes:	*All Students* *English Learners* *Low Income Students* *Long Term English Learners* *Foster Youth*	Applicable to all high schools	**Data Pending Summer/Fall 2015**

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
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	$521.3 million	***The actions/services were implemented largely as planned.*** **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	$432.7 million

– Program Specialists – Transition Coordinators – Psychiatric Social Workers – Targeted Student Population Advisors & Instructional Specialists **Support** Teacher Growth and Development Cycle			– 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		
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
_X_ALL			_x_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Per District policy, counselors in grades 6-12 are required to hold at least one IGP for each of their students per year. The Office of Curriculum, Instruction and School Support has coordinated with the District's new integrated information system, MiSiS, to capture through the IGP student progress toward graduation standards for each of the classes in secondary schools. Counselors have received and will continue to receive this information in professional development throughout the school year as well as an online counseling module that has been provided around graduation requirements. The targets set in the LCAP will change to 100% for the following academic years. This is a service that must be provided to all secondary youth. Please see **appendix B** for the LCAP program update.			

Original GOAL from prior year LCAP:	**4) Increase 12th grade students with a completed Federal Application for Free Student Aid (FAFSA)**	Related State and/or Local Priorities: 1__ 2__ 3__ 4_x_ 5__ 6__ 7__ 8_x_ COE only: 9__ 10__ Local : Specify_____
Goal Applies to:	Schools: All High Schools Applicable Pupil Subgroups: All 12th Grade Students	

Expected Annual Measurable Outcomes:	All 12th Grade Students	Applicable to all high schools	65%	Actual Annual Measurable Outcomes:	All 12th Grade Students	Applicable to all high schools	**13-14 Year-End data per US Department of Education 66%** **14-15 Data Pending US DOE report**

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
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	**Please see expenditure for Goal #3**	***The actions/services were implemented largely as planned.*** **Please see expenditure for Goal #3**	**Please see expenditure for Goal #3**

– Psychiatric Social Workers – Targeted Student Population Advisors & Instructional Specialists **Support** Teacher Growth and Development Cycle					
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
_X_ALL			_x_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		District-wide professional development for academic counselors focused on college and career readiness. The professional development activities included financial information for students including FAFSA application and deadlines, scholarships, and other opportunities for students to be able to meet financial obligations. The District is entering into a formal bid to approve college access programs (online and otherwise) that will engage students in all aspects of college going culture. The list of approved programs will be provided to schools for their selection. The District will continue to use the data provided by the U.S. Department of Education (US DOE) to monitor the progress of the FAFSA applications. Current targets will remain unchanged. The District will continue to monitor any updated information as it becomes available.			

Original GOAL from prior year LCAP:	**5) Increase students scoring Proficient and above on the CCSS/SBAC benchmark English language arts scores established in 2014-2015**	Related State and/or Local Priorities: 1__ 2__ 3__ 4_x_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups:	*Reclassified Fluent English Proficient Students, English Learners, Foster Youth, Low-Income Students, Latino Students, African American Students, Students w/ Disabilities*

Expected Annual Measurable Outcomes:	*All Students* *Reclassified Fluent English Proficient Students* *English Learners* *Foster Youth* *Low Income Students* *Latino Students* *African American Students* *Students w/ Disabilities*	Applicable to all schools	Benchmark Benchmark Benchmark Benchmark Benchmark Benchmark Benchmark Benchmark	Actual Annual Measurable Outcomes:	*All Students* *Reclassified Fluent English Proficient Students* *English Learners* *Foster Youth* *Low Income Students* *Latino Students* *African American Students* *Students w/Disabilities*	Applicable to all schools	**Awaiting Results to Establish Benchmark**

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

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 – 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	$4.9 million	***The actions/services were implemented largely as planned.*** **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 – 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	$4.2 million

– 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			– 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		
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
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 – 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,		$27.5 Million	***The actions/services were implemented largely as planned.*** **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 – Content Design lessons – Summer School – Curriculum Maps aligned to Common Core State Standards – Digital curriculum aligned to Common Core State Standards (CCTP)		$44.7 million

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			– 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	
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide
_X_ALL			_x_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
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	$1,798.7 million		***The actions/services were implemented largely as planned.*** **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.	$1,866.6 million

– Interdisciplinary instruction – Use of technology in the classroom to support effective teaching and learning via the Instructional Technology Initiative – Contracts to support effective Common Core State Standards instruction – Design lessons – Digital curriculum aligned to the Common Core State Standards via the Instructional Technology Initiative – Alignment of Curriculum with Common Core State Standards, English Language Development Standards and California Content Standards. – Arts integration			– 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 Instructional Technology Initiative – Contracts to support effective Common Core State Standards instruction – Design lessons – Digital curriculum aligned to the Common Core State Standards via the Instructional Technology Initiative – Alignment of Curriculum with Common Core State Standards, English Language Development Standards and California Content Standards. – Arts integration		
Scope of service:	LEA-Wide		Scope of service:		
_X_ ALL			_x_ ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
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. – Graduation checks	**Please see expenditure for Goal #2**		***The actions/services were implemented largely as planned.*** **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	**Please see expenditure for Goal #2**	

– California High School Exit Exam (CaHSEE) assessments – Algebra EOC (End Of Course assessment) – Math Placement Assessment – Literacy intervention assessment – K-2 assessments in foundational reading and math – Diagnostic assessments (Significantly Disproportionate Coordinated Early Intervening Services, or CEIS) – Progress monitoring assessment tools – 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		enrichment (advanced learning). Graduation checks and student placement assessments monitor student progress toward graduating high school college and career ready. – Graduation checks – California High School Exit Exam (CaHSEE) assessments – Algebra EOC (End Of Course assessment) – Math Placement Assessment – Literacy intervention assessment – K-2 assessments in foundational reading and math – Diagnostic assessments (Significantly Disproportionate Coordinated Early Intervening Services, or CEIS) – Progress monitoring assessment tools – 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	
Scope of service: LEA-Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA-Wide _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
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	$265.3 million	***The actions/services were implemented largely as planned.*** **Special Education** – Integration of students in General Education settings – Infant and Preschool Program – Special Day Program – Resource Specialist Program – Extended School Year	$242.6 million

– Occupational Therapy/Physical Therapy – Educationally Related Intensive Counseling Services (ERICS) – Transportation – English Learner, Standard English Learner, and Long Term English Learner Supports			– 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		
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Targeted Support - Ensuring the Success of Students with Disabilities: General Fund Support for Special Education services serving all students, inclusive of unduplicated students		$452.6 million	***The actions/services were implemented largely as planned.*** Targeted Support - Ensuring the Success of Students with Disabilities: General Fund Support for Special Education services serving all students, inclusive of unduplicated students		$435.1 million
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify) Students w/ Disabilities_____			__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify)___ Students w/ Disabilities _		
Address over-referral and identification of students with disabiities		$22.4 million	***The actions/services were implemented largely as planned.*** Address over-referral and identification of students with disabiities		$22 million

Scope of service: LEA-Wide __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify) Students w/ Disabilities_____		Scope of service: LEA-Wide __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify) Students w/ Disabilities_____	
School Technology Support	$1.8 million	***The actions/services were implemented largely as planned.*** School Technology Support	$1.3 million
Scope of service: LEA-Wide __ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA-Wide __ALL OR: _x_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Instructional Technology Support (VLC)	$2.5 million	***The actions/services were implemented largely as planned.*** Instructional Technology Support (VLC)	$1.8 million
Scope of service: LEA-Wide __ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA-Wide __ALL OR: _x_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
School Readiness Language Development Program	$35.5 million	***The actions/services were implemented largely as planned.***	$40.6 million

			School Readiness Language Development Program		
Scope of service:	LEA-Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service:	LEA-Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Class Size Reduction in Middle School/High School Math & English Language Arts		$13.1 million	***The actions/services were implemented largely as planned.*** Class Size Reduction in Middle School/High School Math & English Language Arts		$3.7 million
Scope of service:	School-Wide __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service:	School-Wide __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
<u>Library Support</u> - Elementary Schools: Library Aides - Middle Schools: Library Media for Teachers		$7.5 million	***The actions/services were implemented largely as planned.*** **<u>Library Support</u>** - Elementary Schools: Library Aides - Middle Schools: Library Media for Teachers		$5.2 million
Scope of service:	School-Wide __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service:	School-Wide __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

<table>
<tr><td><u>Administrative Support – Elementary Schools</u>
– Principals
– Assistant Principals</td><td>$7 million</td><td>The actions/services were implemented largely as planned.

<u>Administrative Support – Elementary Schools</u>
– Principals
– Assistant Principals</td><td>$5.4 million</td></tr>
<tr><td colspan="2">Scope of service: School-Wide
__ALL
OR:
_X_Low Income pupils _X_English Learners
_X_Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____</td><td></td><td colspan="2">Scope of service: School-Wide
__ALL
OR:
_X_Low Income pupils _X_English Learners
_X_Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____</td></tr>
<tr><td>Targeted Support for Middle and SPAN Schools</td><td>$7 million</td><td><i>The actions/services were implemented largely as planned.</i>

Targeted Support for Middle and SPAN Schools</td><td>$.43 million</td></tr>
<tr><td colspan="2">Scope of service: School-Wide
__ALL
OR:
_X_Low Income pupils _X_English Learners
_X_Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____</td><td></td><td colspan="2">Scope of service: School-Wide
__ALL
OR:
_X_Low Income pupils _X_English Learners
_X_Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____</td></tr>
<tr><td>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</td><td colspan="3">Students will be completing their round of testing in April 2015. Data will not be available to set benchmark levels until it is provided to the District. The current targets set for this goal will remain unchanged. This goal will be incorporated in the #2-Proficiency for All goal for the 2015-16 LCAP revisions. Specifically for ELA, it is recommended that an additional metric be included in the LCAP to monitor progress in proficiency via an early literacy indicator. Please see appendix C for the LCAP program update.</td></tr>
</table>

Original GOAL from prior year LCAP:	**6) Increase students scoring Proficient and above on the CCSS/SBAC benchmark Mathematics scores established in 2014-2015**	Related State and/or Local Priorities: 1__ 2__ 3__ 4_x_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify_____
Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups:	*Reclassified Fluent English Proficient Students, English Learners, Foster Youth, Low-Income Students, Latino Students, African American Students, Students w/ Disabilities*

Expected Annual Measurable Outcomes:	*All Students* *Reclassified Fluent English Proficient Students* *English Learners* *Foster Youth* *Low Income Students* *Latino Students* *African American Students* *Students w/ Disabilities*	Applicable to all schools	Benchmark Benchmark Benchmark Benchmark Benchmark Benchmark Benchmark Benchmark	Actual Annual Measurable Outcomes:	*All Students* *Reclassified Fluent English Proficient Students* *English Learners* *Foster Youth* *Low Income Students* *Latino Students* *African American Students* *Students w/Disabilities*	Applicable to all schools	**Awaiting Results to Establish Benchmark**

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
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	**Please see expenditure for Goal #5**	**Please see expenditure for Goal #5**	**Please see expenditure for Goal #5**

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 – 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			
Scope of service: LEA-Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA-Wide _X_ALL OR: _Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
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 – 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	**Please see expenditure for Goal #5**	**Please see expenditure for Goal #5**	**Please see expenditure for Goal #5**

Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: _Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
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 Instructional Technology Initiative – Contracts to support effective Common Core State Standards instruction – Design lessons – Digital curriculum aligned to the Common Core State Standards via the Instructional Technology Initiative – Alignment of Curriculum with Common Core State Standards, English Language Development Standards and California Content Standards. – Arts integration		**Please see expenditure for Goal #5**	**Please see expenditure for Goal #5**		**Please see expenditure for Goal #5**
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	

_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_X_ ALL OR: _Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
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. - Graduation checks - California High School Exit Exam (CaHSEE) assessments - Algebra EOC (End Of Course assessment) - Math Placement Assessment - Literacy intervention assessment - K-2 assessments in foundational reading and math - Diagnostic assessments (Significantly Disproportionate Coordinated Early Intervening Services, or CEIS) - Progress monitoring assessment tools - 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	**Please see expenditure for Goal #2**	**Please see expenditure for Goal #2**	**Please see expenditure for Goal #2**
Scope of service: LEA-Wide _X_ ALL		Scope of service: LEA-Wide _X_ ALL	

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: _Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
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	**Please see expenditure for Goal #5**	**Please see expenditure for Goal #5**	**Please see expenditure for Goal #5**
Scope of service: LEA-Wide _X_ALL OR: _Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA-Wide _X_ALL OR: _Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Instructional Technology Support (VLC)	**Please see expenditure for Goal #5**	**Please see expenditure for Goal #5**	**Please see expenditure for Goal #5**
Scope of service: All Schools __ALL		Scope of service: Scope of service: __ALL	

OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
School Technology Support		**Please see expenditure for Goal #5**	**Please see expenditure for Goal #5**		**Please see expenditure for Goal #5**
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
__ALL			__ALL		
OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Class Size Reduction in Middle School/High School Math & English Language Arts		**Please see expenditure for Goal #5**	**Please see expenditure for Goal #5**		**Please see expenditure for Goal #5**
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
__ALL			__ALL		
OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Library Support - Elementary Schools: Library Aides - Middle Schools: Library Media for Teachers		**Please see expenditure for Goal #5**	**Please see expenditure for Goal #5**		**Please see expenditure for Goal #5**
Scope of service:	School-Wide		Scope of service:	School-Wide	
__ALL			__ALL		

OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Administrative Support – Elementary Schools – Principals – Assistant Principals	**Please see expenditure for Goal #5**	**Please see expenditure for Goal #5**	**Please see expenditure for Goal #5**
Scope of service: School-Wide __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: School-Wide __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Targeted Support for Middle and SPAN Schools	**Please see expenditure for Goal #5**	**Please see expenditure for Goal #5**	**Please see expenditure for Goal #5**
Scope of service: School-Wide __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: School-Wide __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Students will be completing their round of testing in April 2015. Data will not be available to set benchmark levels until it is provided to the District. The current targets set for this goal will remain unchanged. This goal will be incorporated in the #2-Proficiency for All goal for the 2015-16 LCAP revisions. Please see **appendix C** for the LCAP program update.		

Original GOAL from prior year LCAP:	**7) Increase the number of English Learners making annual progress in learning English and who reclassify as Fluent English Proficient**	Related State and/or Local Priorities: 1__ 2__ 3__ 4_x_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify_____
Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups:	*English Learners, English Learners less than 5 years, English Learners more than 5 years*

Expected Annual Measurable Outcomes:	*English Learners* *English Learners, less than 5 years* *English Learners, more than 5 years*	Applicable to all schools	16% Benchmark Benchmark	Actual Annual Measurable Outcomes:	*English Learners* *English Learners, less than 5 years* *English Learners, more than 5 years*	Applicable to all schools	14% (13-14 year-end data) **17% (14-15 year to June 2015)** **Met District Target** Awaiting additional Data to set Benchmark Awaiting additional Data to set Benchmark

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Instructional Coaches: English Learner Coaches to assist in intervention and program development to improve English learner outcomes, Accelerated Academic Literacy, Standard English Learner Coaches to assist and develop strategies to support native English speakers, Family Literacy Program	$8.3 million	***The actions/services were implemented largely as planned.*** Instructional Coaches: English Learner Coaches to assist in intervention and program development to improve English learner outcomes, Accelerated Academic Literacy, Standard English Learner Coaches to assist and develop strategies to support native English speakers, Family Literacy Program	$1.9 million

Scope of service:	187 schools		Scope of service:	187 schools	
__ALL OR: __Low Income pupils _X_English Learners __Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__ALL OR: __Low Income pupils _x_English Learners __Foster Youth _x Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
English Learner Master plan implementation and Support		$20.1million	***The actions/services were implemented largely as planned.*** English Learner Master plan implementation and Support		$16.7 million
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
__ALL OR: __Low Income pupils _x_English Learners __Foster Youth _x Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__ALL OR: __Low Income pupils _x_English Learners __Foster Youth _x Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
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		**Please see expenditure for Goal #5**	***The actions/services were implemented largely as planned.*** **Please see expenditure for Goal #5**		**Pending Final budget**
Scope of	LEA-Wide		Scope of	LEA-Wide	

service:			service:		
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The current targets set for this goal will remain unchanged. This goal will be incorporated in the #2-Proficiency for All goal for the 2015-16 LCAP revisions. Please see **appendix D** for the LCAP program update.				

Original GOAL from prior year LCAP:	**8) Increase performance in basic skills assessment demonstrating proficiency in English to participate in curriculum designed for native English speakers**					Related State and/or Local Priorities: 1__ 2__ 3__ 4_x_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups: *English Learners*						
Expected Annual Measurable Outcomes:	*English Learners*	Applicable to all schools	Benchmark	Actual Annual Measurable Outcomes:	*English Learners*	Applicable to all schools	**No Benchmark (Revisiting Measure and removed for 15-16)**

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Instructional Coaches: English Learner Coaches to assist in intervention and program development to improve English learner outcomes, Accelerated Academic Literacy, Standard English Learner Coaches to assist and develop strategies to support native English speakers, Family Literacy Program	**Please see expenditure for Goal #7**	**Please see expenditure for Goal #7**	**Please see expenditure for Goal #7**
Scope of 187 School		Scope of 187 School	All Schools

service:			service:		
__ALL OR: __Low Income pupils _X_English Learners __Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__ALL OR: __Low Income pupils _X_English Learners __Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
English Learner Master plan implementation and Support		**Please see expenditure for Goal #7**	**Please see expenditure for Goal #7**		**Please see expenditure for Goal #7**
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
__ALL OR: __Low Income pupils _x_English Learners __Foster Youth _x Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__ALL OR: __Low Income pupils _x_English Learners __Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
<u>Special Education</u> – 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		**Please see expenditure for Goal #5**	**Please see expenditure for Goal #5**		**Please see expenditure for Goal #5**
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
_X_ALL			_x_ALL		

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This initial target for measuring the basic skill acquisition of English learners was premised on the development of a new assessment aligned with the Smarter Balanced Assessment Consortium (SBAC) test. Previous basic skill measures were drawn from the CST. At this time as the State and LAUSD continue to transition to the SBAC, it is too early to make the determination of the appropriate assessment tool for measuring the basic skill development of English Learners. Currently there are separate assessments utilized for different grade levels that do not provide a consistent and comprehensive picture of all youth. For these reasons, it is recommended this goal be removed and utilized as a formative metric for staff and stakeholders. Please see **appendix D** for the LCAP program update.		

Original GOAL from prior year LCAP:	**9) Decrease the number of Long Term English Learners (LTEL)**						Related State and/or Local Priorities: 1__ 2__ 3__ 4_x_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups:			*Long Term English Learners*			
Expected Annual Measurable Outcomes:	*Long Term English Learners*	Applicable to all schools	26%	Actual Annual Measurable Outcomes:	*English Learners*	Applicable to all schools	**28% (13-14 Year-end data)** **14-15 year pending**

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Instructional Coaches: English Learner Coaches to assist in intervention and program development to improve English learner outcomes, Accelerated Academic Literacy, Standard English Learner Coaches to assist and develop strategies to support native	**Please see expenditure for Goal #7**	**Please see expenditure for Goal #7**	**Please see expenditure for Goal #7**

English speakers, Family Literacy Program			
Scope of service: 187 schools __ALL OR: __Low Income pupils _X_English Learners __Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: 187 schools __ALL OR: __Low Income pupils _X_English Learners __Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
English Learner Master plan implementation and Support	**Please see expenditure for Goal #7**	**Please see expenditure for Goal #7**	**Please see expenditure for Goal #7**
Scope of service: All Schools __ALL OR: __Low Income pupils _X_English Learners __Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All Schools __ALL OR: __Low Income pupils _X_English Learners __Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
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	**Please see expenditure for Goal #5**	**Please see expenditure for Goal #5**	**Please see expenditure for Goal #5**

Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
_X_ ALL			_X_ ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The current targets set for this goal will remain unchanged. This goal will be incorporated in the #2-Proficiency for All goal for the 2015-16 LCAP revisions. Please see **appendix D** for the LCAP program update.

Original GOAL from prior year LCAP:	**10) Increase the percent of students attending 173-180 days each school year (96% attendance rate)**	Related State and/or Local Priorities: 1__ 2__ 3__ 4_ 5_x_ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups: *Low Income Students, English Learners, Foster Youth, African American Students, Students w/ Disabilities*	

Expected Annual Measurable Outcomes:				Actual Annual Measurable Outcomes:			
	All Students	Applicable to all schools	70%		*All Students*	Applicable to all schools	**71% (14-15 year to May 2015)**
	Low Income Students		71%		*Low Income Students*		**71% (14-15 year to May 2015)**
	English Learners		70%		*English Learners*		**70% (14-15 year to May 2015)**
	Foster Youth		55%		*Foster Youth*		**48% (14-15 year to May 2015)**
	African American Students		59%		*African American Students*		**59% (14-15 year to May 2015)**
	Students w/ Disabilities		64%		*Students w/ Disabilities*		**63% (14-15 year to May 2015)**

LCAP Year: 2014-15

Planned Actions/Services	Actual Actions/Services

	Budgeted Expenditures		Estimated Actual Annual Expenditures
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 – 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	$25.3 million	***The actions/services were implemented largely as planned.*** **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 – 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	$19 million
Scope of service: LEA-Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA-Wide _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Programs & Interventions Targeted to the needs of all students and those students with specific needs such as Special Education or accessing student	**Please see expenditure for Goal #2**	**Please see expenditure for Goal #2**	**Please see expenditure for Goal #2**

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/supports.					
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
_x_ ALL			_x_ ALL		

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Focus on School Climate and Student Engagement at campuses of highest need, based on unduplicated student concentrations by providing socio-behavioral, psychiatric, behavioral and other supports. Staffing augmentations include: - Psychiatric Social Workers - Psychologists - Nurses - Occupational and Physical Therapists - Speech & Language Therapists - Administrative & Clerical Support - Ancillary Services - Maintenance & Operations - Custodial - Counseling Time	$35.7 million	***The actions/services were implemented largely as planned.*** Focus on School Climate and Student Engagement at campuses of highest need, based on unduplicated student concentrations by providing socio-behavioral, psychiatric, behavioral and other supports. Staffing augmentations include: - Psychiatric Social Workers - Nurses - Occupational and Physical Therapists - Speech & Language Therapists - Administrative & Clerical Support - Ancillary Services - Maintenance & Operations - Custodial - Counseling Time -Additional for Options Program	$28.8 million
Scope of service: LEA-Wide __ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA-Wide __ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Although we have seen steady increases over the last three years in the percent of students attending at 96% or above, not all schools have systems in place to support continued attendance improvement. For the first time this year, non-submittal is being counted as an absence when calculating student and school attendance rates thereby it is expected there will be a deflation in attendance district-wide. As such, targets will remain the same as the District assesses and reviews the final data received after June 2015. Please see **appendix B** for the LCAP program update.		

Original GOAL from prior year LCAP:	**11) Decrease students missing 16 days or more each school year**	Related State and/or Local Priorities: 1__ 2__ 3__ 4_ 5_x_ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups:	*Low Income Students, English Learners, Foster Youth, African American Students, Students w/ Disabilities*

Expected Annual Measurable Outcomes:	*All Students*	Applicable to all schools	11%	Actual Annual Measurable Outcomes:	*All Students*	Applicable to all schools	14% (14-15 year to May 2015)
	Low Income Students		11%		*Low Income Students*		14% (14-15 year to May 2015)
	English Learners		11%		*English Learners*		13% (14-15 year to May 2015)
	Foster Youth		20%		*Foster Youth*		33% (14-15 year to May 2015)
	African American Students		19%		*African American Students*		23% (14-15 year to May 2015)
	Students w/ Disabilities		15%		*Students w/ Disabilities*		19% (14-15 year to May 2015)

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
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 – The Diploma Project – School Mental Health	**Please see expenditure for Goal #10**	**Please see expenditure for Goal #10**	**Please see expenditure for Goal #10**

– 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			
Scope of service: LEA-Wide _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA-Wide _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Programs & Interventions Targeted to the needs of all students and those students with specific needs 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	**Please see expenditure for Goal #2**	**Please see expenditure for Goal #2**	**Please see expenditure for Goal #2**

– 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/supports.			
Scope of service: LEA-Wide _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA-Wide _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Focus on School Climate and Student Engagement at campuses of highest need, based on unduplicated student concentrations by providing socio-behavioral, psychiatric, behavioral and other supports. Staffing augmentations include: - Psychiatric Social Workers - Psychologists - Nurses - Occupational and Physical Therapists - Speech & Language Therapists - Administrative & Clerical Support	**Please see expenditure for Goal #10**	**Please see expenditure for Goal #10**	**Please see expenditure for Goal #10**

- Ancillary Services - Maintenance & Operations - Custodial - Counseling Time					
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
__ALL			__ALL		
OR: _x_Low Income pupils _x_English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: _x_Low Income pupils _x_English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Although we have seen steady decreases over the last three years in the percent of students attending at 91% or below, not all schools have systems in place to support the reduction of Chronic Absence. For the first time this year, non-submittal is being counted as an absence when calculating student and school attendance rates thereby deflating attendance district-wide. As such, targets will remain the same as the District assesses and reviews the final data received after June 2015. Please see **appendix B** for the LCAP program update.			

Original GOAL from prior year LCAP:	**12) Increase the number of parents completing the School Experience Survey annually**	Related State and/or Local Priorities: 1__ 2__ 3_x_ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups:	

Expected Annual Measurable Outcomes:	*All Parents*	*Applicable to all schools*	*35%*	Actual Annual Measurable Outcomes:	*All Parents*	*Applicable to all schools*	**31% (13-14 year end data)** **14-15 preliminary data not available at this time**

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Parental Involvement Funds	$.19 million	***The actions/services were implemented largely as planned.*** Parental Involvement Funds	.189 million
Scope of service: LEA-Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA-Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Early Childhood and Family Literacy Grant Support	$0.25 million	***Actions/services were not implemented as planned.***	$0 million

Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
__ALL			__ALL		
OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Parental Engagement efforts to increase parent participation at school sites.		**Please see goal #13 for Budgeted Expenditure**	**Please see goal #13 for Budgeted Expenditure**		**Please see goal #13 for Budgeted Expenditure**
Scope of service:	School-Wide		Scope of service:	School-Wide	
__ALL			__ALL		
OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The ’13-’14 survey submission data reflected a drop in the percentage of parents completing the School Experience Survey district-wide. In order to meet the ongoing targets set in the LCAP, staff has reviewed regional and site-level data to identify areas that may need more support and outreach to improve completion rates. Parent and Community Engagement Administrators are working with their staff to provide support to schools with low response rates to ensure that all parents are provided with the opportunity and encouragement to complete the Survey. Parents will be asked to complete the Survey for each school that their students attend in LAUSD. Please see **appendix E** for the LCAP program update.				

Original GOAL from prior year LCAP:	**13) Increase percentage of parents trained on academic initiatives by providing a minimum of four workshops at each school annually**	Related State and/or Local Priorities: 1__ 2__ 3_x_ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups:	

Expected Annual Measurable Outcomes:	*All Parents* *Parents of English Learners* *Parents of Low Income* *Foster Youth Guardians*	*Applicable to all schools*	35% Xx% Xx% Xx%	Actual Annual Measurable Outcomes:	*All Parents* *Parents of English Learners* *Parents of Low Income* *Foster Youth Guardians*	*Applicable to all schools*	**42% of schools completed all workshops** **Met District Target** **(Note: Goal Language revised)**

LCAP Year: 2014-15

Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Parental Engagement efforts to increase parent participation at school sites.		$6.4 million	***The actions/services were implemented largely as planned.*** Parental Engagement efforts to increase parent participation at school sites.		$4.7 million
Scope of service:	School-Wide		Scope of service:	School-Wide	
__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

Parental Involvement Funds		**Please see goal #12 for Budgeted Expenditure**	**Please see goal #12 for Budgeted Expenditure**		**Please see goal #12 for Budgeted Expenditure**
Scope of service:	LEA-Wide		Scope of service:		
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Early Childhood and Family Literacy Grant Support		**Please see goal #12 for Budgeted Expenditure**	**Please see goal #12 for Budgeted Expenditure**		**Please see goal #12 for Budgeted Expenditure**
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
__ALL			__ALL		
OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient__ Other Subgroups:(Specify)_____			OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient__ Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Workshop materials on a variety of academic topics were developed for schools to use when presenting to their parents. Parent and Community Engagement coaches trained school staff on use of the resources. Principals will certify online that workshops were delivered annually, which will provide the LAUSD with baseline data. A change in the current goal language is recommended to reflect data collection infrastructure. The new language should read "Increase percentage of schools training parents on academic initiatives by providing a minimum of four workshops at each school annually." Data reflected in the above table for the annual update does not outline parent sub-group, as data on parent identification is not collected at the school-site. Please see **appendix E** for the LCAP program update.			

Original GOAL from prior year LCAP:	**14) Leverage existing student governance and engagement programs and new technology, to develop student leadership, voice, and engagement, increasing district accountability for student outcomes.**	Related State and/or Local Priorities: 1__ 2_ 3__ 4_x_ 5_x_ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups:	*English Learners, Foster Youth, Low Income Students, African American Students, Students w/ Disabilities*

Expected Annual Measurable Outcomes:	*All Students* *English Learners* *Foster Youth* *Low Income Students* *African American Students* *Students w/ Disabilities*	*Applicable to all schools*	Conduct biannual student climate survey Conduct needs assessment Assess infrastructure to carry out work Map existing resources to carry out work Establish benchmarks by subgroup	Actual Annual Measurable Outcomes:	*All Students* *English Learners* *Foster Youth* *Low Income Students* *African American Students* *Students w/ Disabilities*	*Applicable to all schools*	**Utilized the School Experience Survey for Students to assess School Climate** **Establish board policy to engage students via Board representation** **Benchmark data will be established via new student specific questions related to Student Climate.**

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
The Parent Community and Student Services Branch (PCSS) has worked to increase the number of student governance and engagement opportunities for high	**Please see goal #12 for Budgeted**	**Please see goal #12 for Budgeted Expenditure**	**Please see goal #12 for Budgeted**

school students by creating and leveraging existing student governance, i.e. Associated Student Body Presidents. Staff regularly meets with Associated Student Body Presidents. During these meetings, updates are given by District employees on present and future goals and initiatives. Time is allotted for questions, dialogues and recommendations. Additional governance and engagement opportunities have been opened up for students that were not in existence, e.g. Superintendent Student Advisory Council, Board Districts 1 and 4 Advisory Councils, Student Focus Groups. In addition, student participation on various District committees, such as the Technology Committee and the Ethnic Studies Committee, has increased.	**Expenditure**				**Expenditure**
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	These actions reflect the efforts being made to increase student engagement however they do not capture data on student sentiments on their experience with LAUSD. It is recommended the LCAP include new goals to measure the response of students who feel proud to be at their school site and capture the percentage of all students that participate in providing feedback to their schools and the District. Please see **appendix E** for the LCAP program update.				

Original GOAL from prior year LCAP:	**15) Ensure effective and fair handling of student behavior by promoting positive solutions through the reform of student discipline policies and practices**	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6 x 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups:	

Expected Annual Measurable Outcomes:	*All Students*	*Applicable to all schools*	*Establish Benchmark*	Actual Annual Measurable Outcomes:	*All Students*	*Applicable to all schools*	**68% of schools fully implementing the Discipline Foundation Policy** **District Target Met**

LCAP Year: 2014-15

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
School Climate and Restorative Justice Counselors to support implementation of the Discipline Foundation Policy and School Climate Bill of Rights.		$4.2 million	***The actions/services were implemented largely as planned.*** School Climate and Restorative Justice Counselors to support implementation of the Discipline Foundation Policy and School Climate Bill of Rights.		$3.4 million
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Targeted Support with School Police		$13.1 million	***The actions/services were implemented largely as planned.*** Targeted Support with School Police		$14.3 million
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Due to recent funding, data indicates a 21-point improvement. To better ascertain the impact of the District's efforts and better gauge positive changes, we recommend adding one new metric: Percentage of Students Who Feel Safe on School Grounds. This metric will inform us about the increase in the percentage of schools implementing the Discipline Foundation Policy, as measured by the number of schools receiving a minimum score of "3" in each area of the Rubric of Implementation. Please see **appendix F** for the LCAP program update.

Original GOAL from prior year LCAP:	**16) Decrease the number of suspensions for all students**	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_x_ 6_x_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	All Schools
	Applicable Pupil Subgroups:	*English Learners, Foster Youth, Low Income Students, African American Students, Students w/ Disabilities*

Expected Annual Measurable Outcomes:	*All Students*	*Applicable to all schools*	11,161	Actual Annual Measurable Outcomes:	*All Students*	*Applicable to all schools*	**5,052 (14-15 Year to May 2015)**
	English Learners		2,663		*English Learners*		**1,084 (14-15 Year to May 2015)**
	Foster Youth		517		*Foster Youth*		**450 (14-15 Year to May 2015)**
	Low Income Students		9,108		*Low Income Students*		**4,386 (14-15 Year to May 2015)**
	African American Students		3,068		*African American Students*		**1,488 (14-15 Year to May 2015)**
	Students w/ Disabilities		2,634		*Students w/ Disabilities*		**1,504 (14-15 Year to May 2015)**

LCAP Year: 2014-15

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
School Climate and Restorative Justice Counselors to support implementation of the Discipline Foundation Policy and School Climate Bill of Rights.		**Please see expenditures under Goal #15**	**Please see expenditures under Goal #15**		**Pending Final budget**
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	

__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	In order to provide a holistic picture of the District's efforts to continue to reduce student suspensions, we recommend adding one new metric, Single Student Suspension Rate. This metric will inform our intervention efforts aimed at fostering a positive school culture and positively changing student behavior. In addition to measuring suspension outcomes, we recommend adding an expulsion metric, which is intended to inform the District and stakeholders about the coordination of instructional and support services to expelled students and about ongoing training needs for designated school staff on disciplinary issues. It will also assist in monitoring due process rights for students and parents during the expulsion process. Please see **appendix F** for the LCAP		

Original GOAL from prior year LCAP:	**17) Maintain the appropriate assignment of teachers, and fully credentialed in the subject areas and for the pupils they are teaching**					Related State and/or Local Priorities: 1_x_ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups:			All Students			
Expected Annual Measurable Outcomes:	*All Students* *All Significant Subgroups*	*Applicable to all schools*	*100% Compliant*	Actual Annual Measurable Outcomes:	*All Students* *All Significant Subgroups*	*Applicable to all schools*	**99% Compliant**

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Central Office and Education Service Centers The basic operations of the District are maintained and controlled through the management, oversight and provision of	$237.5 million	***The actions/services were implemented largely as planned.***	$220 million

basic operating services to all schools by the Central Office, Departments/Divisions and Education Service Centers. Instructional services are primarily reflected in prior goal expenditures			**Central Office and Education Service Centers** The basic operations of the District are maintained and controlled through 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 goal expenditures		
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The current targets set for this goal will remain unchanged. The District is 100% compliant

Original GOAL from prior year LCAP:	**18) Provide pupils access to standards-aligned instructional materials**	Related State and/or Local Priorities: 1_x_ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

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

Expected Annual Measurable Outcomes:	*All Students* *All Significant Subgroups*	*Applicable to all schools*	*100% Compliant*	Actual Annual Measurable Outcomes:	*All Students* *All Significant Subgroups*	*Applicable to all schools*	**100% Compliant**

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

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 – 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		**Please see expenditure for Goal #5**	**Please see expenditure for Goal #5**		**Pending Final budget**
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

Central Office and Education Service Centers The basic operations of the District are maintained and controlled through 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 goal expenditures		**Please see expenditure for Goal #17**	**Please see expenditure for Goal #17**		**Pending Final budget**
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The current targets set for this goal will remain unchanged. The District is 100% compliant				

Original GOAL from prior year LCAP:	**19) Maintain school facilities in good repair**			Related State and/or Local Priorities: 1_x_ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____			
Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups:			All Students			
Expected Annual Measurable Outcomes:	*All Students* *All Significant Subgroups*	*Applicable to all schools*	*100% Compliant*	Actual Annual Measurable Outcomes:	*All Students* *All Significant Subgroups*	*Applicable to all schools*	**99% Compliant**
LCAP Year: 2014-15							
Planned Actions/Services				Actual Actions/Services			

		Budgeted Expenditures			Estimated Actual Annual Expenditures
Central Office and Education Service Centers The basic operations of the District are maintained and controlled through 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 goal expenditures		**Please see expenditure for Goal #17**	**Please see expenditure for Goal #17**		**Please see expenditure for Goal #17**
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Departments and District-wide Supports - Food Services Division - Facilities, Maintenance & Operations - School Police - Transportation - Districtwide Supports – includes utilities, rentals, insurance, certificates of participation, trash, telephone, fleet maintenance and other related expenditures supporting operations of campuses and offices districtwide		$597.4 million	***The actions/services were implemented largely as planned.*** **Departments and District-wide Supports** - Food Services Division - Facilities, Maintenance & Operations - School Police - Transportation - Districtwide Supports – includes utilities, rentals, insurance, certificates of participation, trash, telephone, fleet maintenance and other related expenditures supporting operations of campuses and offices districtwide		$621.3 million
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
_X_ ALL			_x_ ALL		

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The current targets set for this goal will remain unchanged. The District is 100% compliant The District is committed to ensuring it remains compliant with the safe repair standards of the state however the out-year pressures of maintaining and operating school facilities has a highlighted a need to commit supports for ensuring our neediest students are taught in clean and safe facilities. For these reasons, it is recommended that a targeted investment be made to support major maintenance repairs at school-sites with high need, based off the District's School Equity Index.

Original GOAL from prior year LCAP:	**20) Maintain an effective employee workforce**	Related State and/or Local Priorities: 1_x_ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

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

Expected Annual Measurable Outcomes:	*All Students* *All Significant Subgroups*	*Applicable to 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)	Actual Annual Measurable Outcomes:	*All Students*	*Applicable to all schools*	**28% (14-15 year to May 2015)** **Other programs noted in 2014-15 LCAP targets were removed, as they are not in full implementation phase.**

LCAP Year: 2014-15

Planned Actions/Services	Actual Actions/Services

	Budgeted Expenditures		Estimated Actual Annual Expenditures
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	**Please see expenditure for Goal #3**	**Please see expenditure for Goal #3**	**Please see expenditure for Goal #3**
Scope of service: LEA-Wide _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA-Wide _x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Reed Schools - Staffing, professional development augmentations and recruitment and retention enhancements	$25.6 million	***The actions/services were implemented largely as planned.*** Reed Schools - Staffing, professional development augmentations and recruitment and retention enhancements	$20.2 million

Scope of service:	37 School Sites		Scope of service:	37 School Sites	
__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Beginning Teachers Support and Assessment (BTSA)		$2 million	***The actions/services were implemented largely as planned*** Beginning Teachers Support and Assessment (BTSA)		$3 million
Scope of service:	37 School Sites		Scope of service:	37 School Sites	
__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The current 2014-15 Goal does not accurately reflect the programs currently administered. The SLGDC is currently in a pilot cycle and does not provide the appropriate district data that would be consistent with the LCAP. It is recommended the 3 pilot programs be removed from the LCAP targets until a final determination is made regarding the next steps for the programs district-wide implementation. As such, the recommended metric is to continue to include the Teacher Growth and Development Cycle (TGDC) completion rate of 20%. There are currently 6913 of an eligible population of 24834 roster-carrying teachers participating in the TGDC. At this time, the target of 20% set in the LCAP will be exceeded for 2014-15. This final number is preliminary and will be reviewed when final data is available. In addition, the Office of Curriculum, Instruction and Support Services will continue to provide CCSS professional development to k-12 teachers, administrators and counselors in ELA, math, science, history/social studies and physical education.

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

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	**$1.02 billion**

Los Angeles Unified School District (LAUSD) budgeted approximately $846 million in supplemental and concentration funds in fiscal year (FY) 2014-15, which supported and served our populations of unduplicated pupils. For FY 2015-16, LAUSD will allocate a targeted amount of $1.02 billion in supplemental and concentration funds for continued support and increased services for the targeted unduplicated student groups. This represents an increase of $170 million over FY 2014-15.

The LCFF investments are targeted to low-income, english learner and foster youth students in LAUSD, which aim to fulfill the commitment of providing essential resources for the purpose of closing the achievement gaps that currently exist for these youth. It is done through a strategic investment plan aimed at ensuring all of our students are college and career ready, graduating at a higher rate, provided access to high quality curriculum and instruction, attending school every day and supported by effective employees in safe school environments. The District-wide goals that drive LAUSD's LCAP provide a roadmap for targeting resources and improving outcomes through more accountability. The additional supplemental and concentration funds identified in the District's LCAP provide an opportunity to fully integrate and improve services for unduplicated pupils by augmenting personnel and academic supports to improve their learning environment and drive academic outcomes. These investments are aimed at expanding arts programs, providing librarians and library aides, reducing class sizes for 8th and 9th grade English Language Arts and Mathematics, increasing counseling support, and providing intervention and support programs to youth on their path to graduation. The decision to use the funds in this manner is based on the input from multiple stakeholder groups consisting of employee, parent, community and student groups. These funded programs are supported by a number of evidence-based practices that ensure staff is properly serving the targeted youth and aimed at achieving improved academic outcomes.

Specifically, noted in the expenditures in Section 2 of the LCAP, the District is providing resources to:

- Continue the commitment to increase supports for the Foster youth achievement program

* Maintain investments for class size reduction in middle/high school Math and English Language Arts course

* Increase targeted assistance for clerical, custodial/maintenance, counselor and assistant principal supports at school-sites

* Realign general fund supported after-school programs to support target youth throughout LAUSD

* Increase college, career and academic counseling support for high school students

* Implement a new early education program for four year-olds, with highest priority given to schools with the largest shares of high-needs s students.

* Support students needing to meet A-G academic requirements and ensuring students are on-track for graduation

* Increase student engagement by investing in a support plan and structure that develops student voice and leadership in LAUSD

* Establish a homeless youth support program as well as provide for proper data systems for tracking homeless youth in the District

* Target counseling for Foster youth that are also English Learners, recognizing these students have unique needs.

* Increase restorative justice programming to hire additional restorative justice counselors to expand the program to middle and elementary school-sites.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

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

30	%

1. Estimate the current fiscal year's amount of the LCFF Target entitlement attributable to the supplemental and concentration grants. **$1.14 billion**

2. What did we spend on programs and services which serve the targeted student population in the prior fiscal year? **$846 million**

3. What is the difference between the supplemental and concentration grants at full implementation and the amount spent in the prior fiscal year? *(Step 1 minus Step 2)* $1.14 billion – $846 million = **$293 million**

4. How much funding is the state providing in the current fiscal year to help close the gap in step 3 above? *(State rate times Step 3)* **53.08% x $293 million = $156 million**. **The District added $14 million to this amount. Total is $170 million.**

5. What is the current fiscal year's total spending for supplemental and concentration grants? *(Step 2 plus Step 4)* $846 million + $170 million = **$1.02 billion**

6. What portion of the current fiscal year's total LCFF funding is attributable to base funding? *(Total LCFF entitlement minus Supplemental and Concentration grants, Targeted Instructional Improvement Grant, and Home to School Transportation)* $4.9 billion – $1.5 billion = **$3.4 billion**

7. What is the proportion of the current fiscal year's total funding for the targeted student population to total base funding? *(Step 5 divided by Step 6)* $1.02 billion / $3.4 billion = **30%**

For purposes of expending Supplemental and Concentration Funds on a district-wide basis the district has developed an equity index for distributing funds to school sites. As fund are distributed to school sites, prior year resources and commitments are factored into planned allocations.

In the spirit of the Local Control Funding Formula (LCFF) and the Los Angeles Board of Education's Equity is Justice Resolution (Approved June 2014); the Los Angeles Unified School District developed a "Student Equity-Based Index" that identifies the neediest schools to guide the state's allocation of supplemental and concentration funds. These expenditures provided via the District's index are intended to improve the educational experiences of low income pupils, English Learners, Redesignated Fluent English Proficient Pupils, and foster youth by augmenting the core services that they require to attain successful academic outcomes. Ultimately, the outcomes of investment are meant to close the achievement gap, and demonstrate college and career readiness. The services will be utilized in either a district-wide or school-wide manner.

Specifically the methodology utilizes LCFF-related measures to ensure we are appropriately prioritizing the schools with high concentrations of unduplicated students that need additional resources to improve academic outcomes and achieve our stated goals and targets in the LCAP. Many of the resources stated in section 3A are allocated utilizing the index.

Methodology

Equity-Based percentage =

$$\frac{\text{\# of low income students + \# of English Learners + \# of Foster Youth + \# of Homeless students}}{\text{Total \# of Students}}$$

- High Schools: Ranked all schools in descending order by duplicated percentage
- Middle and SPAN Schools: Ranked all schools in descending order by duplicated percentage and funding via the LCFF model
- Elementary Schools: Ranked schools in descending order by enrollment and duplicated percentage

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.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

APPENDIX A

FOSTER YOUTH ACHIEVEMENT PROGRAM

LCAP- PROGRAM & GOAL UPDATE

Annual Update - April 2015

Related LCAP Goals and Target

1) ***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. (Page 7)***

Comprehensive Academic Assessments, Annual Individual Culmination/Graduation Plan

- Year 1: 65%
- Year 2: 85%
- Year 3: 100%

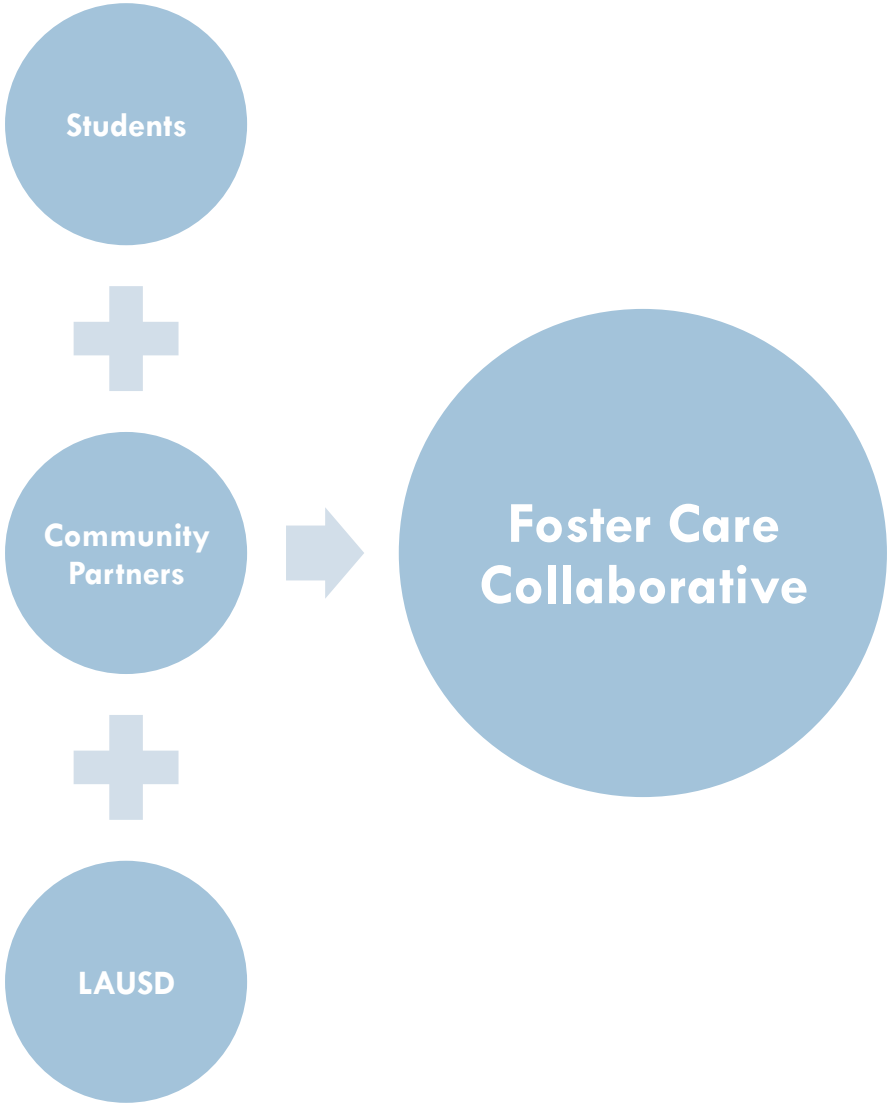
Independent Living Program

- Years 1+: 100%

2) ***Increase graduation rate for all students (Page 13-14)***

- Year 1: 46%
- Year 2: 48%
- Year 3: 50%

LAUSD – Foster Care Collaborative



Collaborative Workgroups

Strategic Goals & Objectives

STRATEGIC GOALS 2014 - 2015	STRATEGIC OBJECTIVES 2014 - 2015
1. DATA & ACCOUNTABILITY Establish methods of program evaluation and data collection for Foster Youth Counselors.	1.1: Establish protocols (i.e., program flow chart, description of outcome measurement goals, and logic model) 1.2: Determine measurement indicators, tools, methods and data sources 1.3: Develop a comprehensive academic assessment and treatment plan forms 1.4: Create data tracking system
2. CAREGIVER ENGAGEMENT Provide training and resources to caregivers that support the academic and lifelong success of youth in foster care.	2.1: Establish partnership with the Department of Children and Family Services (DCFS) to provide certified training to caregivers (e.g., understanding the educational rights and options of youth in foster care, and Navigating LAUSD) 2.2: Connect caregivers to District and community resources 2.3: Offer support groups and training hours to caregivers
3. PROFESSIONAL DEVELOPMENT Enhance the knowledge of Foster Youth Achievement Program staff around the issues that impact youth in foster care and their academic success. Provide the Foster Youth Achievement Program staff with the tools and resources needed to best serve youth in foster care.	3.1: Create 3-day initial training on substantive material specific to youth in foster care 3.2: Develop on-going trainings for Foster Youth Achievement Program staff
4. RESOURCE MAPPING Develop a resource guide for Foster Youth Counselors and staff to identify available resources for foster youth.	4.1: Identify LAUSD resources (i.e., academic, mental health, and medical) 4.2: Identify community resources (i.e., academic, mental health, and medical) 4.3: Organize resources by Educational Service Centers (ESC)
5. TOOLKIT Develop an online Foster Youth Achievement Program Toolkit that will contain relevant information, documents, and resources for LAUSD Foster Youth Counselors.	5.1: Foster Youth Achievement Program forms and templates 5.2: LAUSD policies and procedures; LAUSD bulletins 5.3: Federal and State legislation specific to foster youth 5.4: Academic, mental health, and medical resources

Community Partnerships

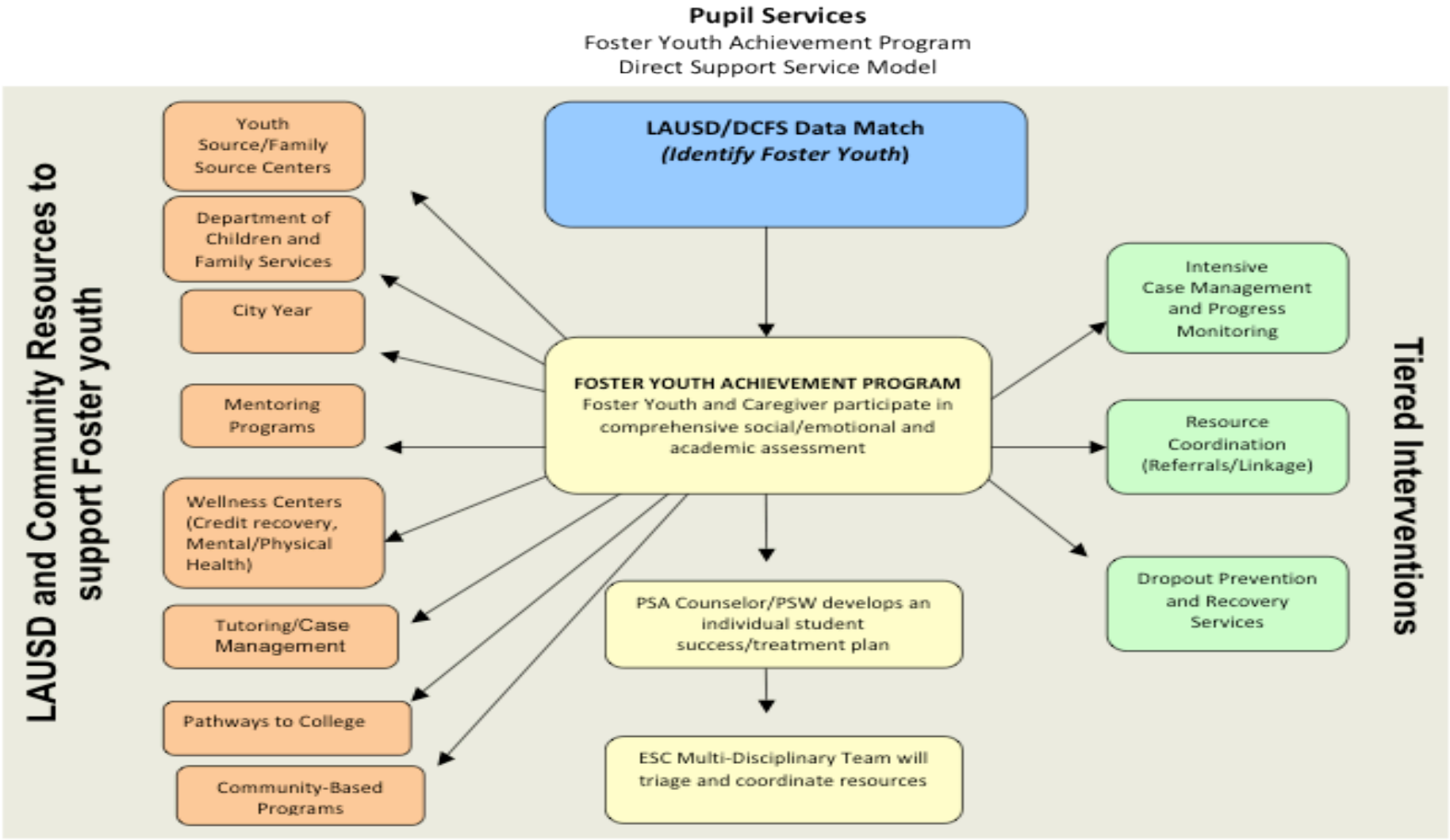
The Foster Youth Achievement Program will continue to collaborate with the following community partners throughout the development of the program:

- City Partnership (YouthSource, FamilySource, WorkSource Centers)
- Los Angeles County Department of Children and Family Services
- National Center for Youth LAW-FosterEd
- LA Trust for Children's Health
- Public Counsel
- Children's Law Center
- Alliance for Children's Rights
- Los Angeles County Department of Public Social Services
- Advancement Project
- New Ways to Work

LAUSD Partnerships

- School of Mental Health
- Division of Special Education
- Office of Curriculum, Instruction, and School Support
- Office of Government Relations
- Student Discipline Unit
- Early Childhood Education Division
- Early Childhood Special Education Department
- MiSiS
- MyData

Direct Support Service Model



Program Goals
&
Intended Outcomes

Program Goals

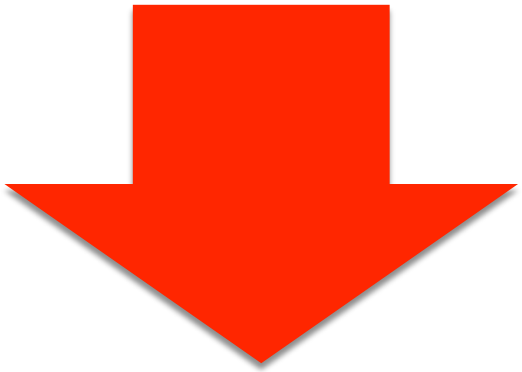
LAUSD has worked closely with community stakeholders on program development, formulating program goals and expected outcomes.

The goals of the Foster Youth Achievement Program are to:

- Provide support services to all foster youth attending LAUSD schools
- Conduct comprehensive academic assessments
- Promote school stability
- Facilitate timely enrollment
- Improve caregiver participation in the academic process
- Provide continuous training and education on legislation and policy related to foster youth

Expected Outcomes

It is expected that the comprehensive academic assessments conducted and interventions implemented by counselors within the Foster Youth Achievement Program will serve to:



Attendance Rates

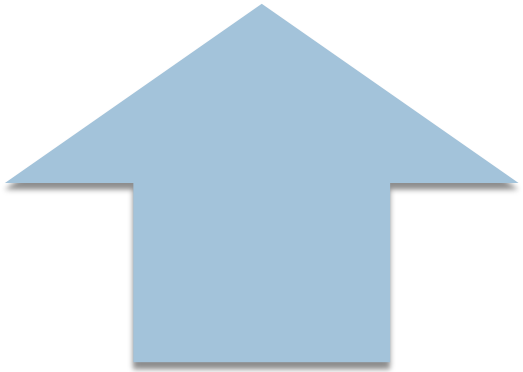
Performance on State Tests

Graduation Rates

Chronic Absenteeism

Number of Suspensions

Drop Out Rates



Expected Outcomes (LCAP pg. 14)

INCREASE GRADUATION RATES:

- Year 1: 46%
- Year 2: 48%
- Year 3: 50%

Expected Outcomes (LCAP pg. 12)

INCREASE THE NUMBER OF STUDENTS SCORING PROFICIENT OR ABOVE ON STATE STANDARDIZED EXAMS

- Year 1: Establish benchmark
- Year 2: 1%
- Year 3: 3%

Expected Outcomes (LCAP pg. 9)

INCREASE THE NUMBER OF FOSTER YOUTH WITH PROFICIENT/ADVANCED ATTENDANCE RATES (96% AND ABOVE)

- Year 1: 55%
- Year 2: 58%
- Year 3: 61%

Expected Outcomes (LCAP pg. 9)

DECREASE CHRONIC ABSENCE RATES FOR FOSTER YOUTH

- Year 1: 20%
- Year 2: 18%
- Year 3: 16%

Expected Outcomes (LCAP pg. 10)

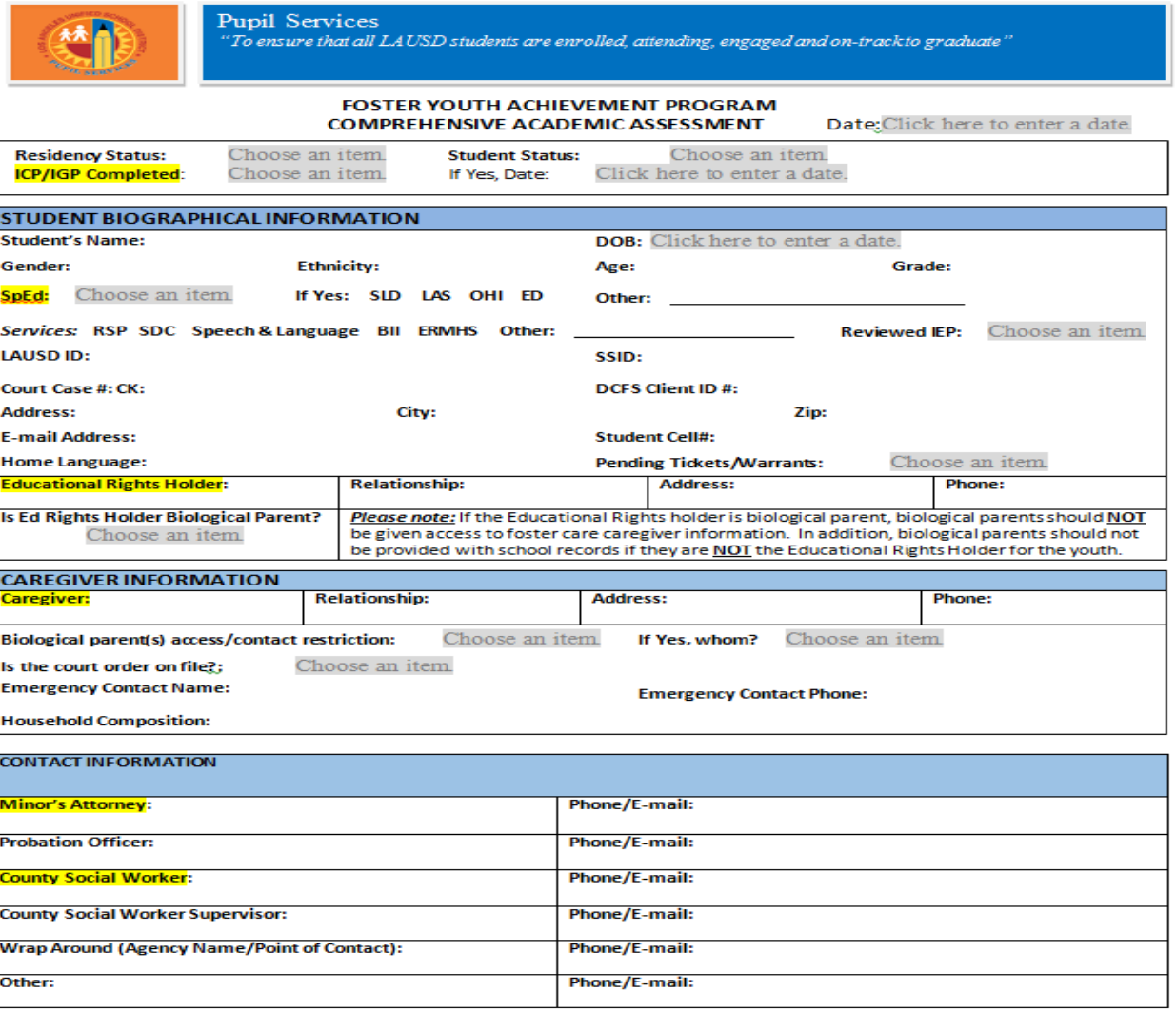
DECREASE THE NUMBER OF SUSPENSIONS

- Year 1: 517
- Year 2: 491
- Year 3: 466

Guiding Assessments (LCAP pg. 7 & 14)

Grade Levels	Guiding Assessments
Elementary Schools	•Comprehensive Academic Assessment
Middle School	•Comprehensive Academic Assessment •Individual Culmination Plan (ICP)
High School	•Comprehensive Academic Assessment •Individual Graduation Plan (IGP)

Comprehensive Academic Assessment



Pupil Services
"To ensure that all LAUSD students are enrolled, attending, engaged and on-track to graduate"

FOSTER YOUTH ACHIEVEMENT PROGRAM
COMPREHENSIVE ACADEMIC ASSESSMENT Date: Click here to enter a date.

Residency Status:	Choose an item.	**Student Status:**	Choose an item.
ICP/IGP Completed:	Choose an item.	If Yes, Date:	Click here to enter a date.

STUDENT BIOGRAPHICAL INFORMATION

Student's Name: **DOB:** Click here to enter a date.

Gender: **Ethnicity:** **Age:** **Grade:**

SpEd: Choose an item. **If Yes:** SLD LAS OHI ED **Other:** _____

Services: RSP SDC Speech & Language BII ERMHS **Other:** _____ **Reviewed IEP:** Choose an item.

LAUSD ID: **SSID:**

Court Case #: CK: **DCFS Client ID #:**

Address: **City:** **Zip:**

E-mail Address: **Student Cell#:**

Home Language: **Pending Tickets/Warrants:** Choose an item.

Educational Rights Holder:	**Relationship:**	**Address:**	**Phone:**
Is Ed Rights Holder Biological Parent? Choose an item.	***Please note:*** If the Educational Rights holder is biological parent, biological parents should **NOT** be given access to foster care caregiver information. In addition, biological parents should not be provided with school records if they are **NOT** the Educational Rights Holder for the youth.		

CAREGIVER INFORMATION

Caregiver:	**Relationship:**	**Address:**	**Phone:**

Biological parent(s) access/contact restriction: Choose an item. **If Yes, whom?** Choose an item.

Is the court order on file?: Choose an item.

Emergency Contact Name: **Emergency Contact Phone:**

Household Composition:

CONTACT INFORMATION

Minor's Attorney:	**Phone/E-mail:**
Probation Officer:	**Phone/E-mail:**
County Social Worker:	**Phone/E-mail:**
County Social Worker Supervisor:	**Phone/E-mail:**
Wrap Around (Agency Name/Point of Contact):	**Phone/E-mail:**
Other:	**Phone/E-mail:**

Comprehensive Academic Assessment

STUDENT HEALTH:			
MAT Reviewed: Choose an item.	Therapist:	Phone/Fax:	
Medication: Choose an item. If Yes:		Substance Abuse: Choose an item.	If Yes:
Pregnant/Parenting: Choose an item.	# of children:	Age of child(ren):	
Counseling Services: Choose an item.	Need Referral: Choose an item.		

SCHOOL INFORMATION			
Current School:			
Current: # of Absences	Attendance Rate:	Attendance Band:	Not Enrolled: ☐
2013-2014: # of Absences :	Attendance Rate:	Attendance Band:	Not Enrolled: ☐
Suspension: Choose an item.	Total Number of Days Suspended: _____	Opportunity Transfer: Choose an item.	Expulsions: Choose an item.
State Testing Date: Click here to enter a date.	ELA:	Math:	
GPA:	GATE: Choose an item.	EL: Choose an item.	
Proposed Graduation Date:	On Track to Graduate: Choose an item.	Credits Earned:	Academic Counselor:
CAHSEE Date: Click here to enter a date. ELA Passed: Choose an item.		CAHSEE Date: Click here to enter a date. Math Passed: Choose an item.	
Graduation Type: Choose an item.			

SCHOOL HISTORY:		
Previous School:	District:	Dates of Enrollment:

Comprehensive Academic Assessment

SERVICES:			
Service	Contact Name/Phone #:	Date Referred	Outcome
COST			
SST			
Tutoring			
Employment Training			
Cal Works/AFLP			
Homeless Services			
Youth Source Center			
FamilySource Center			
Regional Center (0-3 years)			
Mental Health			
Medi-Cal			
Oral Health			
Vision			
Special Ed/IEP Evaluation (3+ years)			
WIC/Nutrition			
Parenting Workshops			
Other:			

DOCUMENTS	
☐ Birth Certificate	Holder:
☐ Social Security Card	Holder:
☐ CA Driver License/Picture ID	Holder:
☐ Transcripts	Holder:
☐ Immunizations	Holder:
☐ Other:	Holder:

Individual Success Plan

Pupil Services

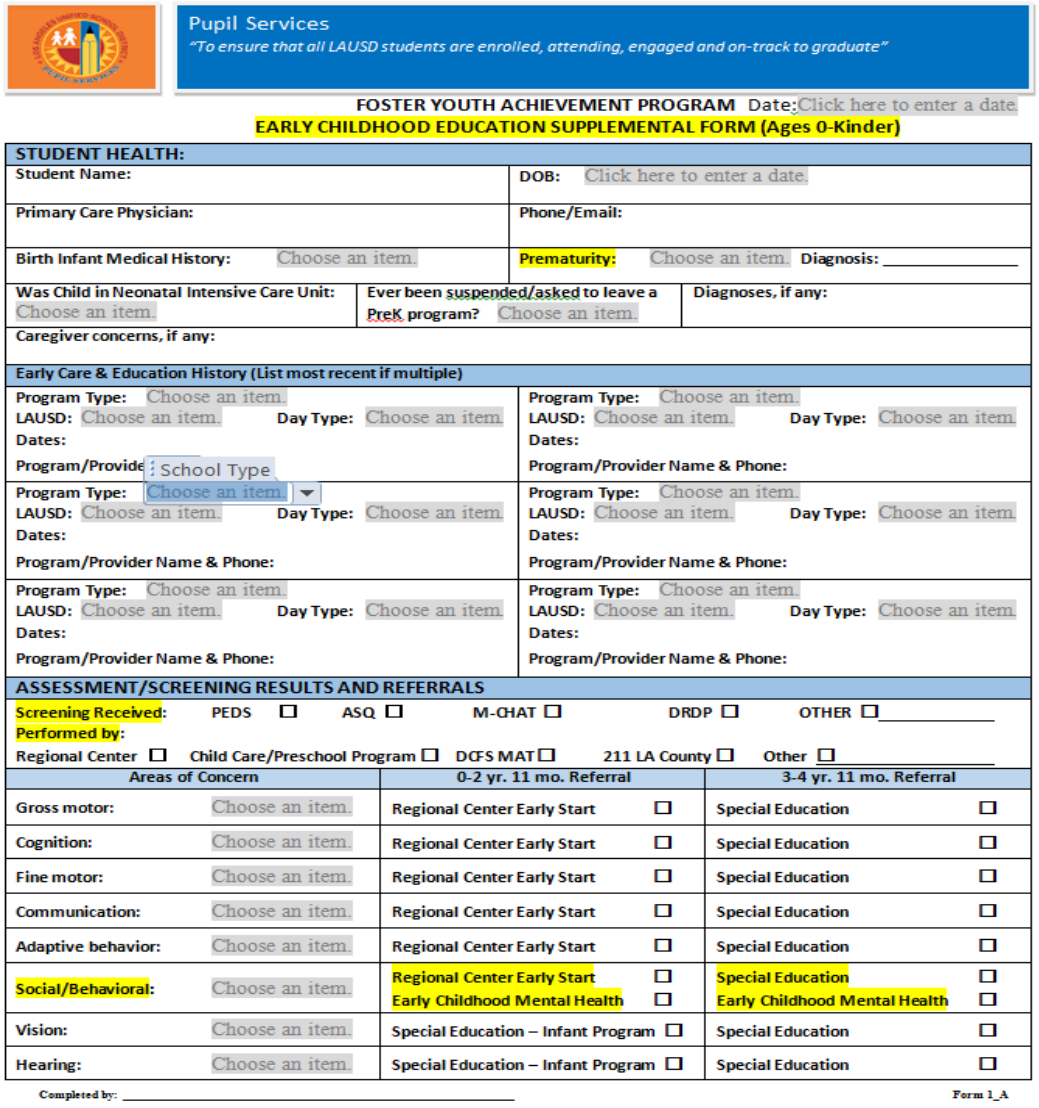
"To ensure that all LAUSD students are enrolled, attending, engaged and on-track to graduate"

FOSTER YOUTH ACHIEVEMENT PROGRAM
INDIVIDUAL SUCCESS PLAN

Student Name:_____	**Date:** Click here to enter a date.
INDIVIDUAL SUCCESS PLAN: What are the goals for this student? ***(When completing this section, please align goals with one or more of the following LCAP student outcomes: higher attendance rates, lower suspension rates, higher test scores, higher graduation rates and lower dropout rates)***	
LONG TERM GOALS: *Use direct quote form student and/or caregiver*	
SHORT TERM GOALS: Must be SMART: *S*pecific, *M*easurable/*Q*uantifiable, *A*ttainable, *R*ealistic, and *T*ime-Bound	
FOSTER YOUTH COUNSELOR INTERVENTIONS/REFERRALS: *Must be related to objectives and achievable within time frame of this plan.*	
OUTCOMES: *To be completed when the objective is obtained. If not met, please specify what was or was not met.*	

Form 3

Early Childhood Education Supplemental Form



Pupil Services

"To ensure that all LAUSD students are enrolled, attending, engaged and on-track to graduate"

FOSTER YOUTH ACHIEVEMENT PROGRAM Date: Click here to enter a date.

EARLY CHILDHOOD EDUCATION SUPPLEMENTAL FORM (Ages 0-Kinder)

STUDENT HEALTH:

Student Name:	**DOB:** Click here to enter a date.
Primary Care Physician:	**Phone/Email:**
Birth Infant Medical History: Choose an item.	**Prematurity:** Choose an item. **Diagnosis:** _____

Was Child in Neonatal Intensive Care Unit: Choose an item.	**Ever been suspended/asked to leave a PreK program?** Choose an item.	**Diagnoses, if any:**

Caregiver concerns, if any:

Early Care & Education History (List most recent if multiple)

Program Type: Choose an item. **LAUSD:** Choose an item. **Day Type:** Choose an item. **Dates:** **Program/Provide** School Type	**Program Type:** Choose an item. **LAUSD:** Choose an item. **Day Type:** Choose an item. **Dates:** **Program/Provider Name & Phone:**
Program Type: Choose an item. **LAUSD:** Choose an item. **Day Type:** Choose an item. **Dates:** **Program/Provider Name & Phone:**	**Program Type:** Choose an item. **LAUSD:** Choose an item. **Day Type:** Choose an item. **Dates:** **Program/Provider Name & Phone:**
Program Type: Choose an item. **LAUSD:** Choose an item. **Day Type:** Choose an item. **Dates:** **Program/Provider Name & Phone:**	**Program Type:** Choose an item. **LAUSD:** Choose an item. **Day Type:** Choose an item. **Dates:** **Program/Provider Name & Phone:**

ASSESSMENT/SCREENING RESULTS AND REFERRALS

Screening Received: PEDS ☐ ASQ ☐ M-CHAT ☐ DRDP ☐ OTHER ☐_____

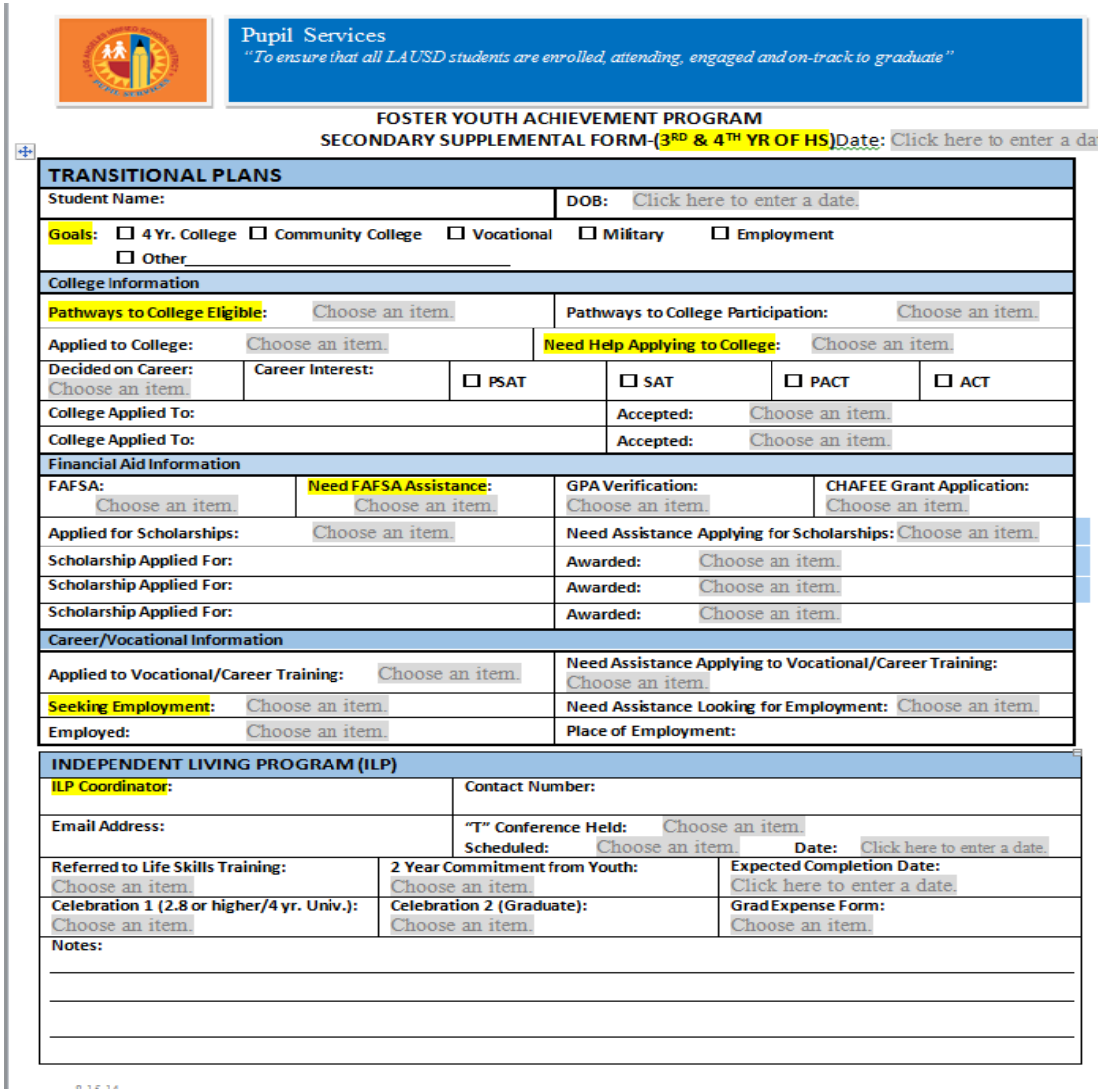
Performed by:

Regional Center ☐ Child Care/Preschool Program ☐ DCFS MAT ☐ 211 LA County ☐ Other ☐_____

Areas of Concern	0-2 yr. 11 mo. Referral	3-4 yr. 11 mo. Referral
Gross motor: Choose an item.	Regional Center Early Start ☐	Special Education ☐
Cognition: Choose an item.	Regional Center Early Start ☐	Special Education ☐
Fine motor: Choose an item.	Regional Center Early Start ☐	Special Education ☐
Communication: Choose an item.	Regional Center Early Start ☐	Special Education ☐
Adaptive behavior: Choose an item.	Regional Center Early Start ☐	Special Education ☐
Social/Behavioral: Choose an item.	Regional Center Early Start ☐ Early Childhood Mental Health ☐	Special Education ☐ Early Childhood Mental Health ☐
Vision: Choose an item.	Special Education – Infant Program ☐	Special Education ☐
Hearing: Choose an item.	Special Education – Infant Program ☐	Special Education ☐

Completed by: _____ **Form 1_A**

Secondary Supplemental Form



Pupil Services
"To ensure that all LAUSD students are enrolled, attending, engaged and on-track to graduate"

FOSTER YOUTH ACHIEVEMENT PROGRAM
SECONDARY SUPPLEMENTAL FORM-(3RD & 4TH YR OF HS) Date: Click here to enter a da

TRANSITIONAL PLANS

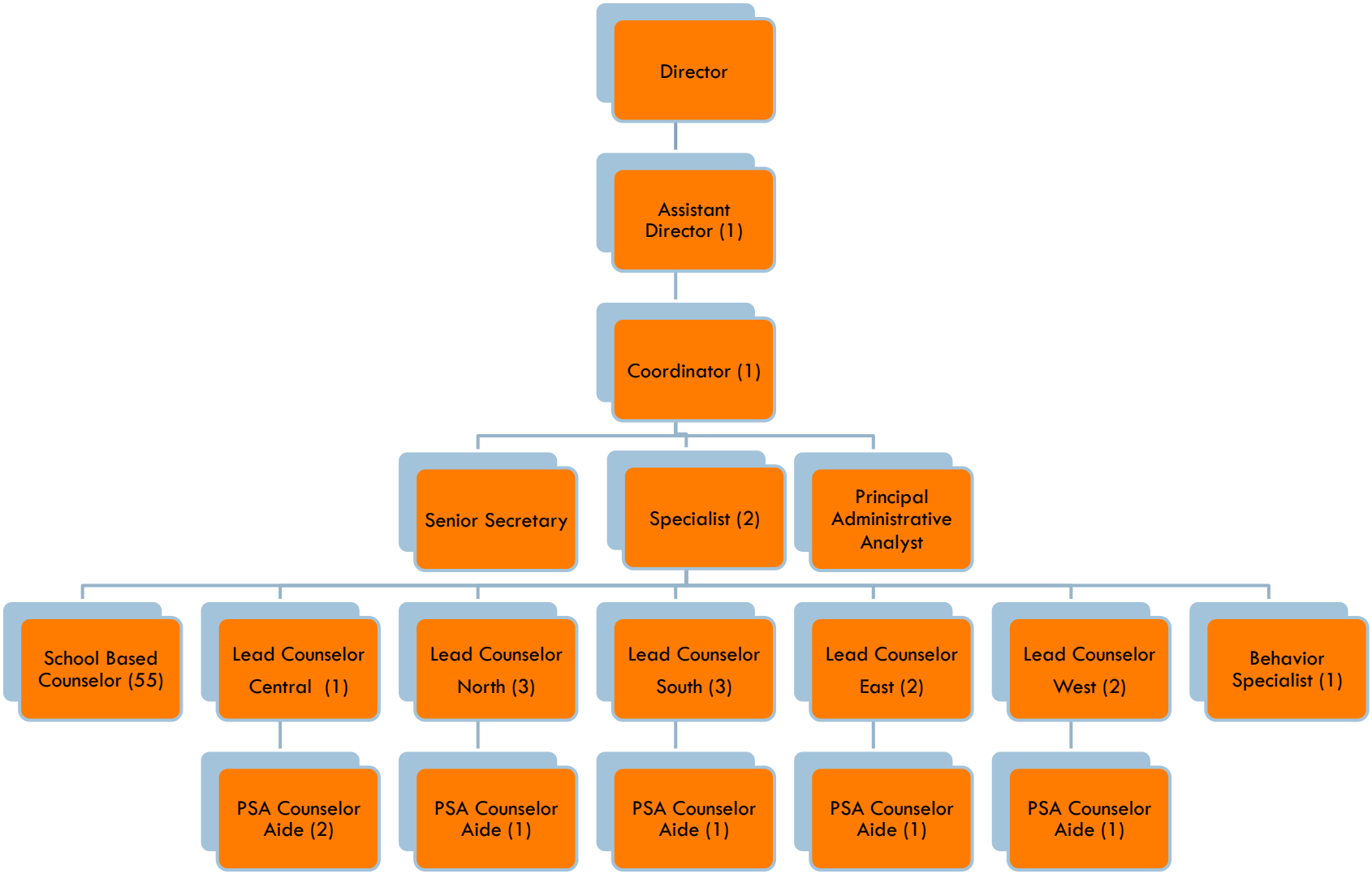
Student Name:			DOB: Click here to enter a date.		
Goals: ☐ 4 Yr. College ☐ Community College ☐ Vocational ☐ Military ☐ Employment ☐ Other_____					
College Information					
Pathways to College Eligible: Choose an item.			Pathways to College Participation: Choose an item.		
Applied to College: Choose an item.			Need Help Applying to College: Choose an item.		
Decided on Career: Choose an item.	Career Interest:	☐ PSAT	☐ SAT	☐ PACT	☐ ACT
College Applied To:			Accepted: Choose an item.		
College Applied To:			Accepted: Choose an item.		
Financial Aid Information					
FAFSA: Choose an item.	Need FAFSA Assistance: Choose an item.		GPA Verification: Choose an item.	CHAFEE Grant Application: Choose an item.	
Applied for Scholarships: Choose an item.			Need Assistance Applying for Scholarships: Choose an item.		
Scholarship Applied For:			Awarded: Choose an item.		
Scholarship Applied For:			Awarded: Choose an item.		
Scholarship Applied For:			Awarded: Choose an item.		
Career/Vocational Information					
Applied to Vocational/Career Training: Choose an item.			Need Assistance Applying to Vocational/Career Training: Choose an item.		
Seeking Employment: Choose an item.			Need Assistance Looking for Employment: Choose an item.		
Employed: Choose an item.			Place of Employment:		

INDEPENDENT LIVING PROGRAM (ILP)

ILP Coordinator:	Contact Number:	
Email Address:	"T" Conference Held: Choose an item. Scheduled: Choose an item. Date: Click here to enter a date.	
Referred to Life Skills Training: Choose an item.	2 Year Commitment from Youth: Choose an item.	Expected Completion Date: Click here to enter a date.
Celebration 1 (2.8 or higher/4 yr. Univ.): Choose an item.	Celebration 2 (Graduate): Choose an item.	Grad Expense Form: Choose an item.
Notes:		

Program Design and Services Provided

Foster Youth Achievement Program



Support Services Provided

11 Foster Youth Lead Counselors will be assigned to support each educational service center, central office, and YouthSource and FamilySource Centers.

- Develop and implement trainings for District personnel
- Organize and facilitate quarterly caregiver engagement workshops
- Provide consultation and guidance to school based Foster Youth Counselors
- Provide consultation and support services to school site staff

Support Services Provided (continued)

- Advocate for the educational rights of foster youth per federal/state legislation and District policies
- Ensure that all middle and high school students have an ICP or IGP
- Collaborate with K-12 counseling coordinators and academic counselors to ensure District compliance with AB 216, including notifications to social workers and holders of educational rights

Caregiver Engagement

The Foster Youth Achievement Program aims to increase caregiver engagement in the academic process by:

- Providing 4 regional Caregiver Workshops this school year:
  - October
  - December
  - February
  - May

- Distributing Foster Youth Newsletter quarterly
- Conducting caregiver outreach at local community events

Support Services Provided

68 School Based Foster Youth Counselors will be assigned to schools heavily impacted with foster youth.

- Conduct comprehensive academic assessments
- Provide on-going intensive case management services
- Individual and group counseling
- Collaborate with school site personnel by participating in multi-disciplinary case conferences (i.e. IEP, SST)

Support Services Provided (continued)

- Advocate for the educational rights of foster youth
- Monitor and increase the attendance and graduation rates of foster youth
- Provide dropout prevention and recovery services
- Provide transition counseling by encouraging foster youth to participate in the Pathways to College Program
- Collaborate with District and community partners to coordinate services for foster youth

Foster Youth Data and Statistics

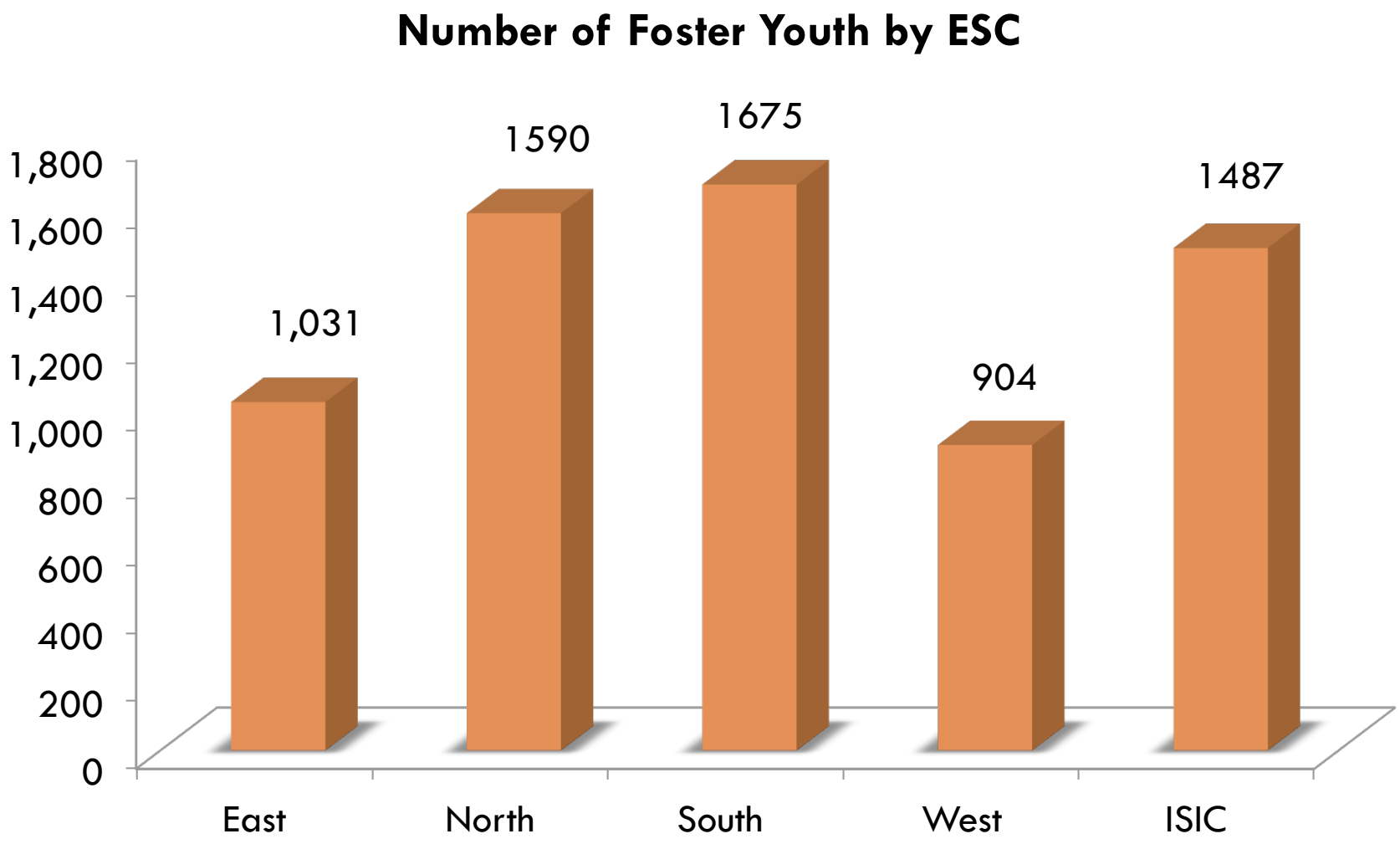
LAUSD Foster Youth by Grade Level

October 2014

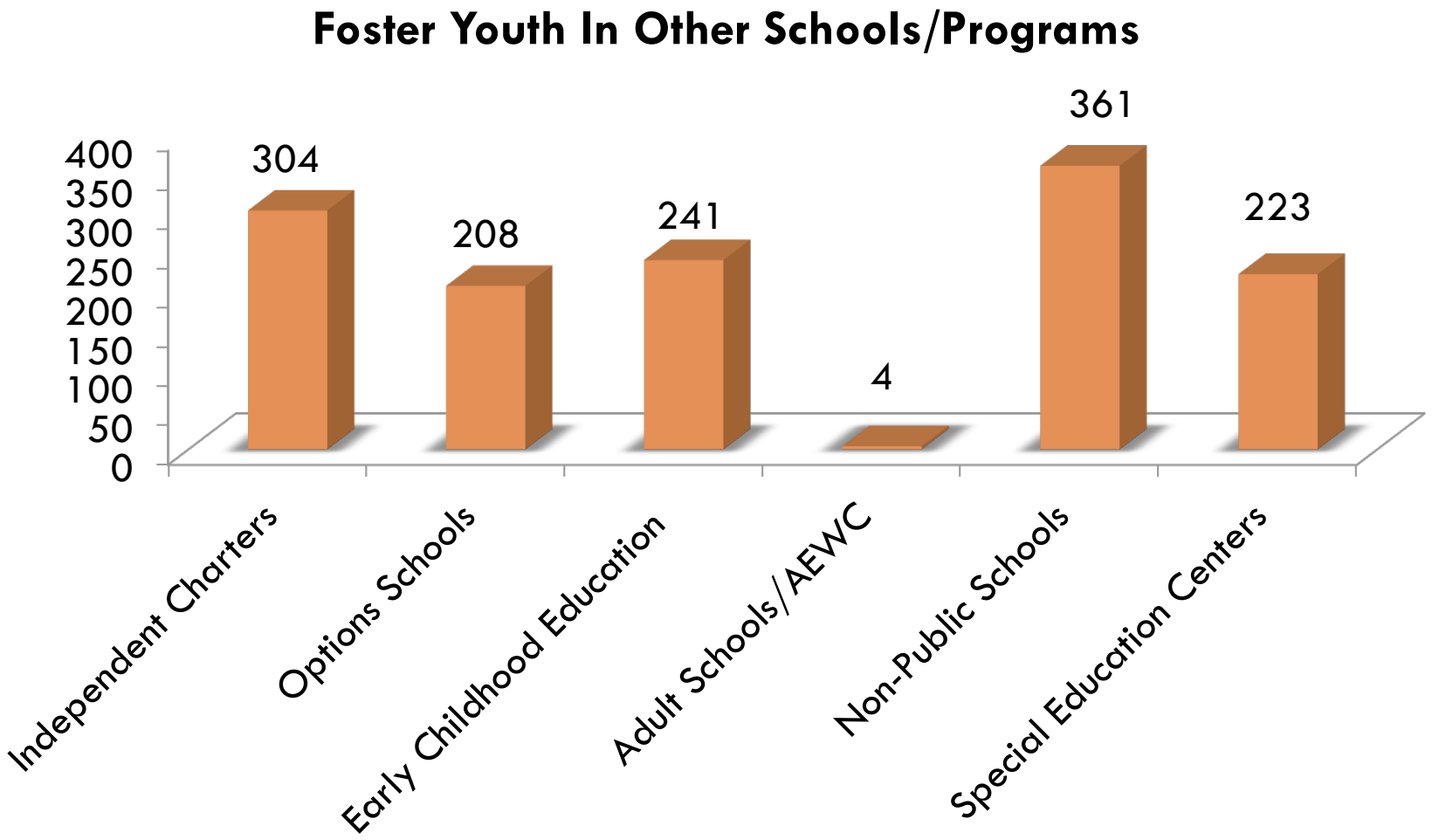
Early Education Centers	292
Elementary Schools	4919
Middle Schools	1354
High Schools	1831
Total	**8,396**

School-Based Support Determined By Need

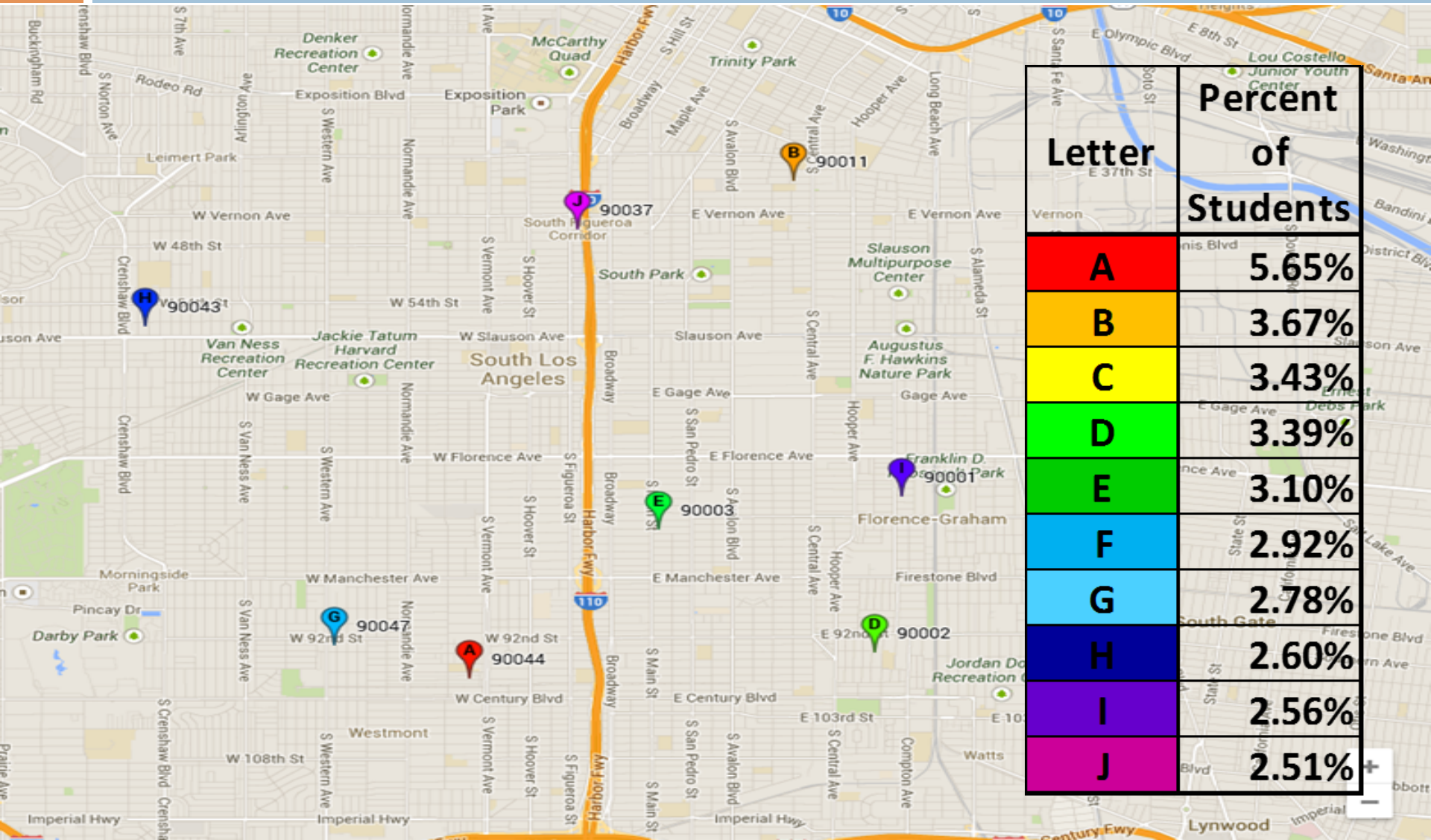
LAUSD Foster Youth – November 2014



LAUSD Foster Youth – November 2014

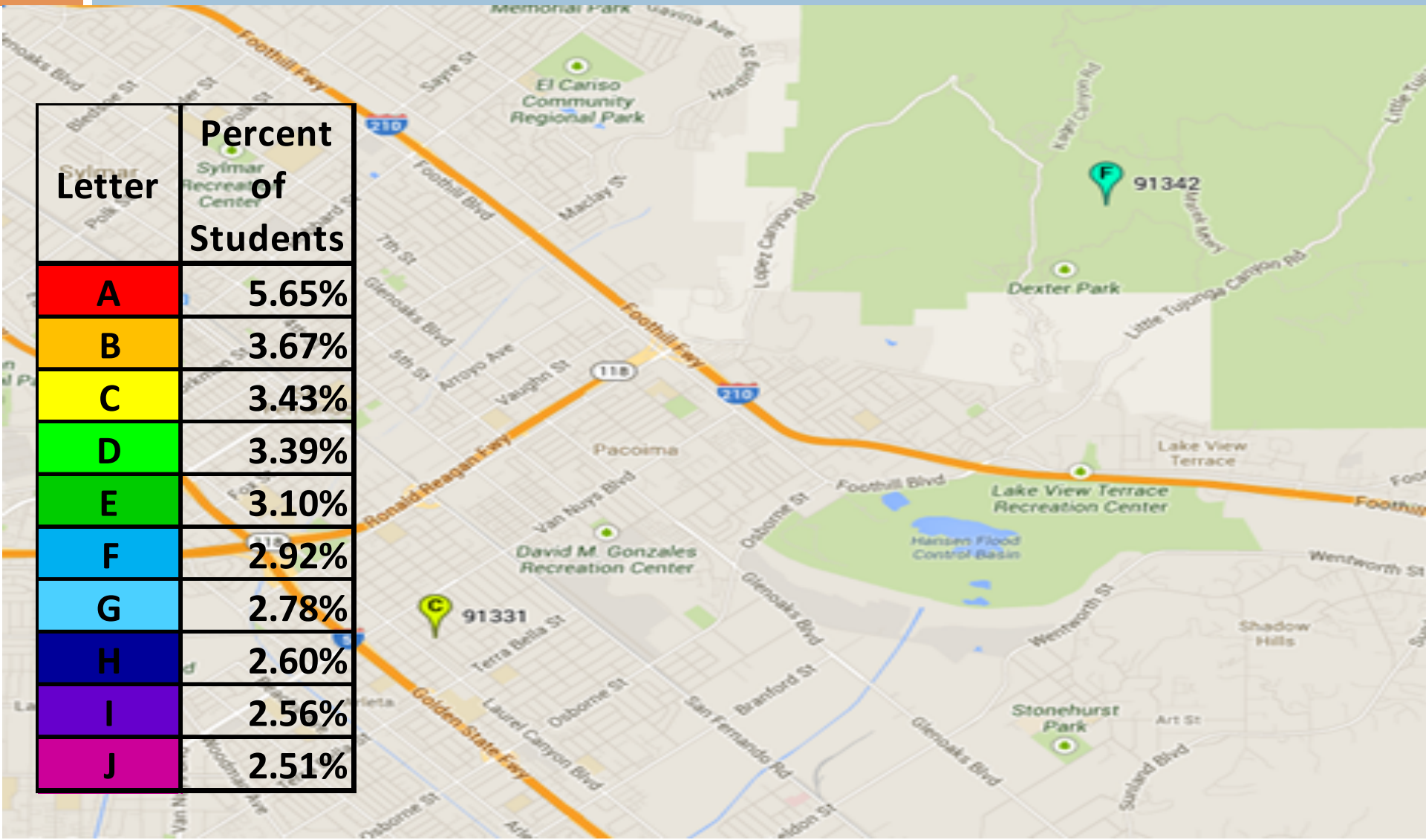


Zip Codes with Highest Number of Students in Foster Care



Zip Codes with Highest Number of Students in Foster Care – Continued

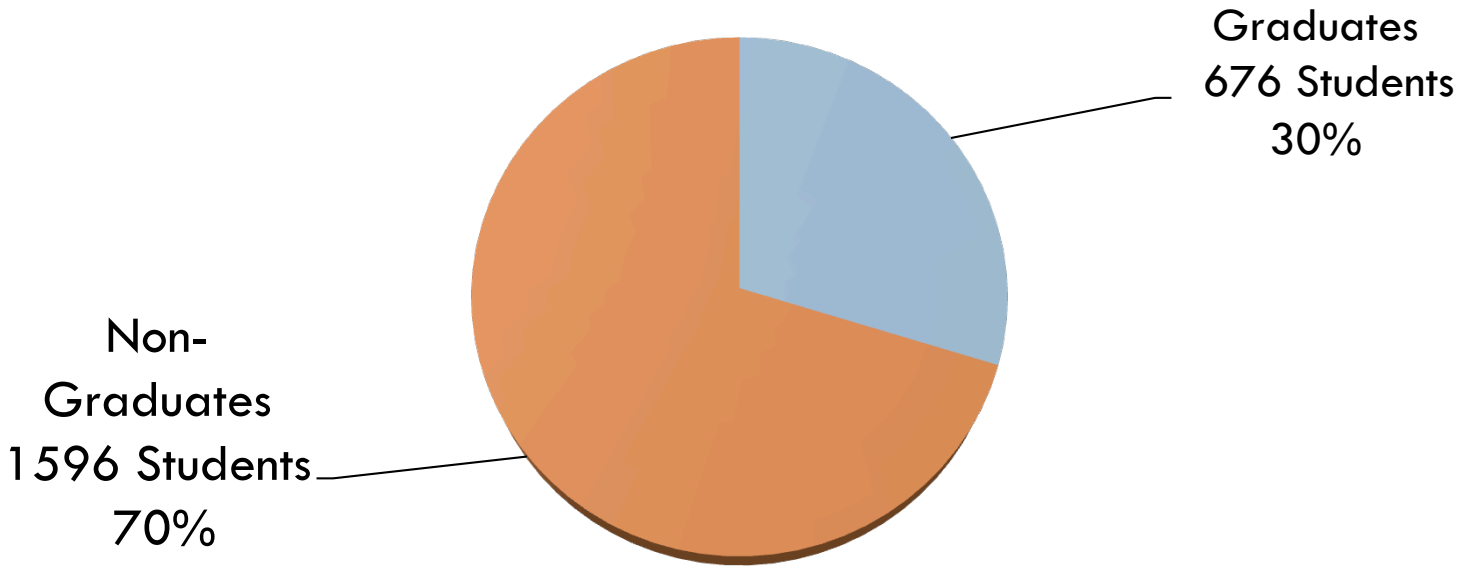
Letter	Percent of Students
A	5.65%
B	3.67%
C	3.43%
D	3.39%
E	3.10%
F	2.92%
G	2.78%
H	2.60%
I	2.56%
J	2.51%



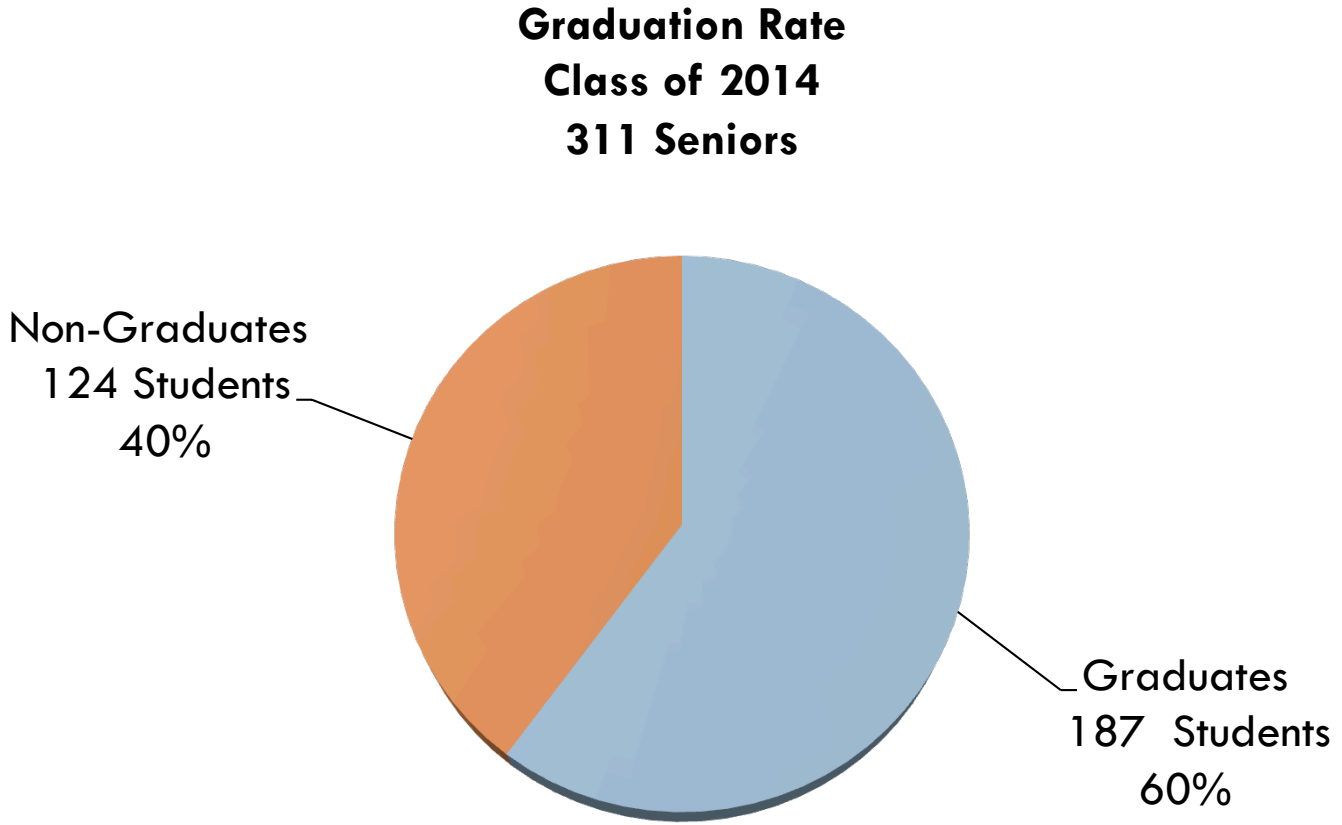
Graduation Rates (2013-2014)

Cohort Graduation Rate

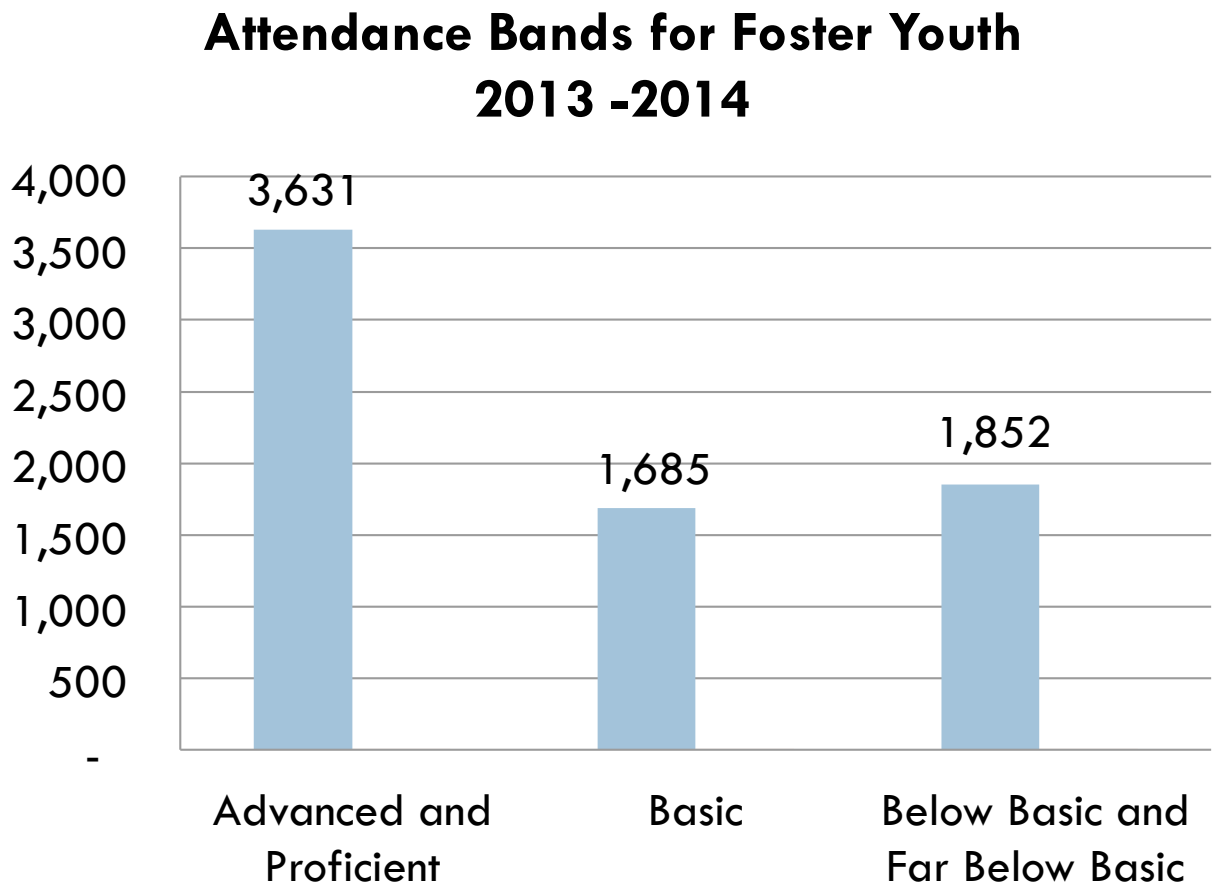
Cohort based on any student identified as Foster Youth from 9th -12th grade 2010-2011 - 2013-2014



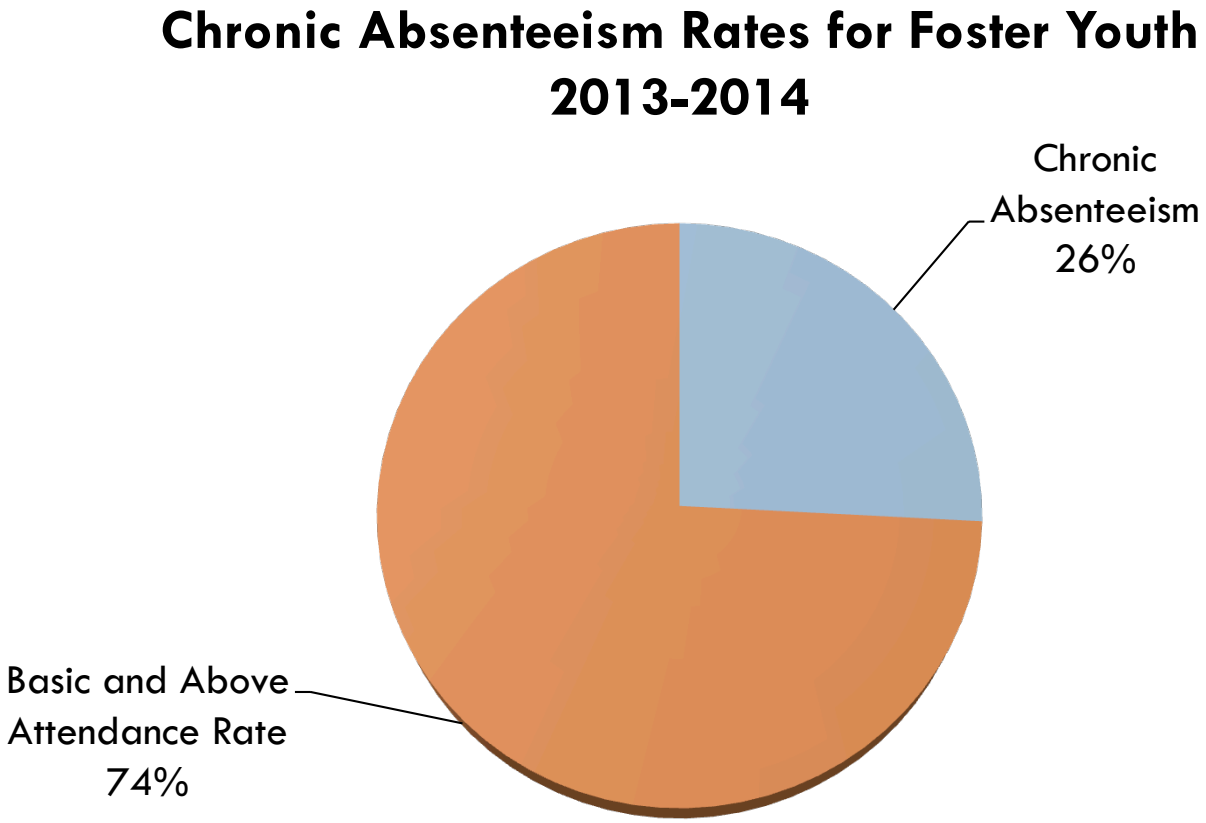
Graduation Rates (2013-2014)



Attendance Rates (2013-2014)



Chronic Absenteeism (2013-2014)

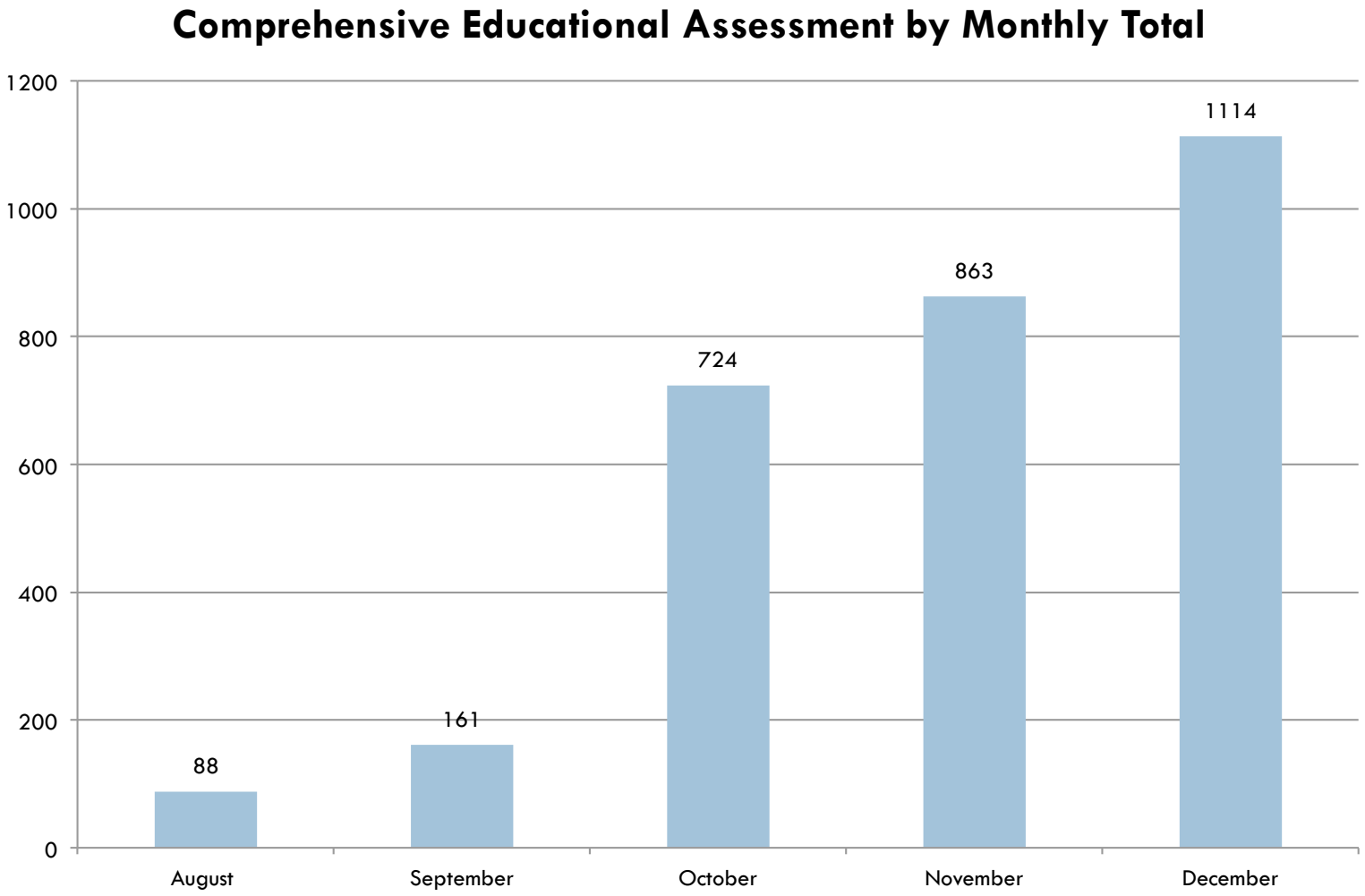


Suspensions (2013-2014)

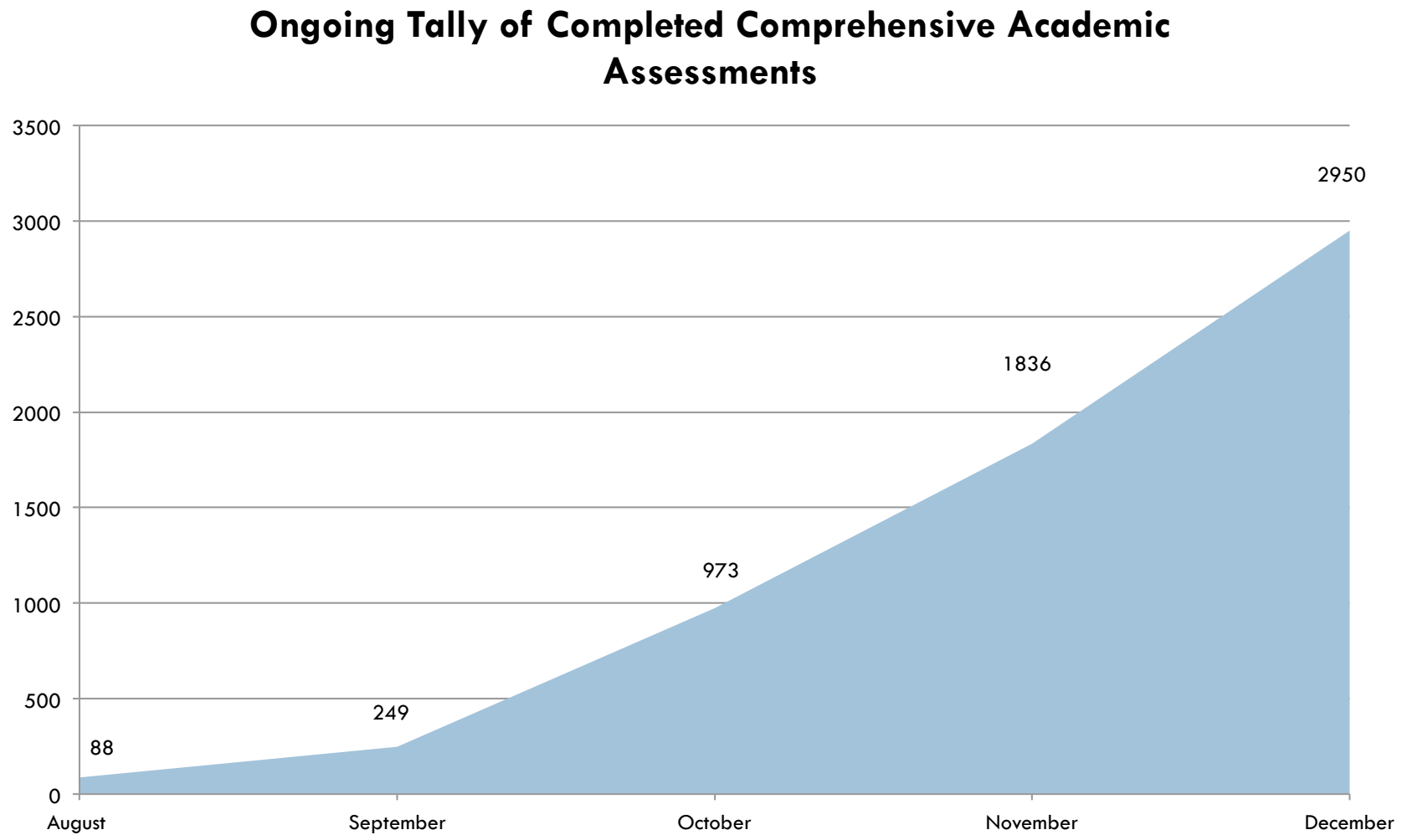
Suspensions (Out-of-School)	
Suspension Events	273
Suspension Rate	3.6%
Total Days Suspended	417

Summary of Services

Comprehensive Academic Assessments



Comprehensive Academic Assessments - Completed



Outcomes as of December 2014

OUTCOMES AS OF DECEMBER 2014				
Month	Comprehensive Academic Assessments	Individual Culmination Plans (ICP)	Individual Graduation Plans (IGP)	Independent Living Plan (ILP)
August	88	2	26	0
September	161	7	42	0
October	724	35	27	1
November	863	18	54	2
December	1114	7	40	9
TOTAL	2950	69	182	12

APPENDIX B

Graduation and Attendance

LCAP- Program & Goal Update

April 2015

LCAP Metrics

- ***Increase the percent of students attending 173-180 days each school year (96% attendance rate) (Page 9)***
- ***Decrease students missing 16 days or more each school year (Page 9)***
- ***Increase graduation rate for all students (Page 13-14)***

ATTENDANCE

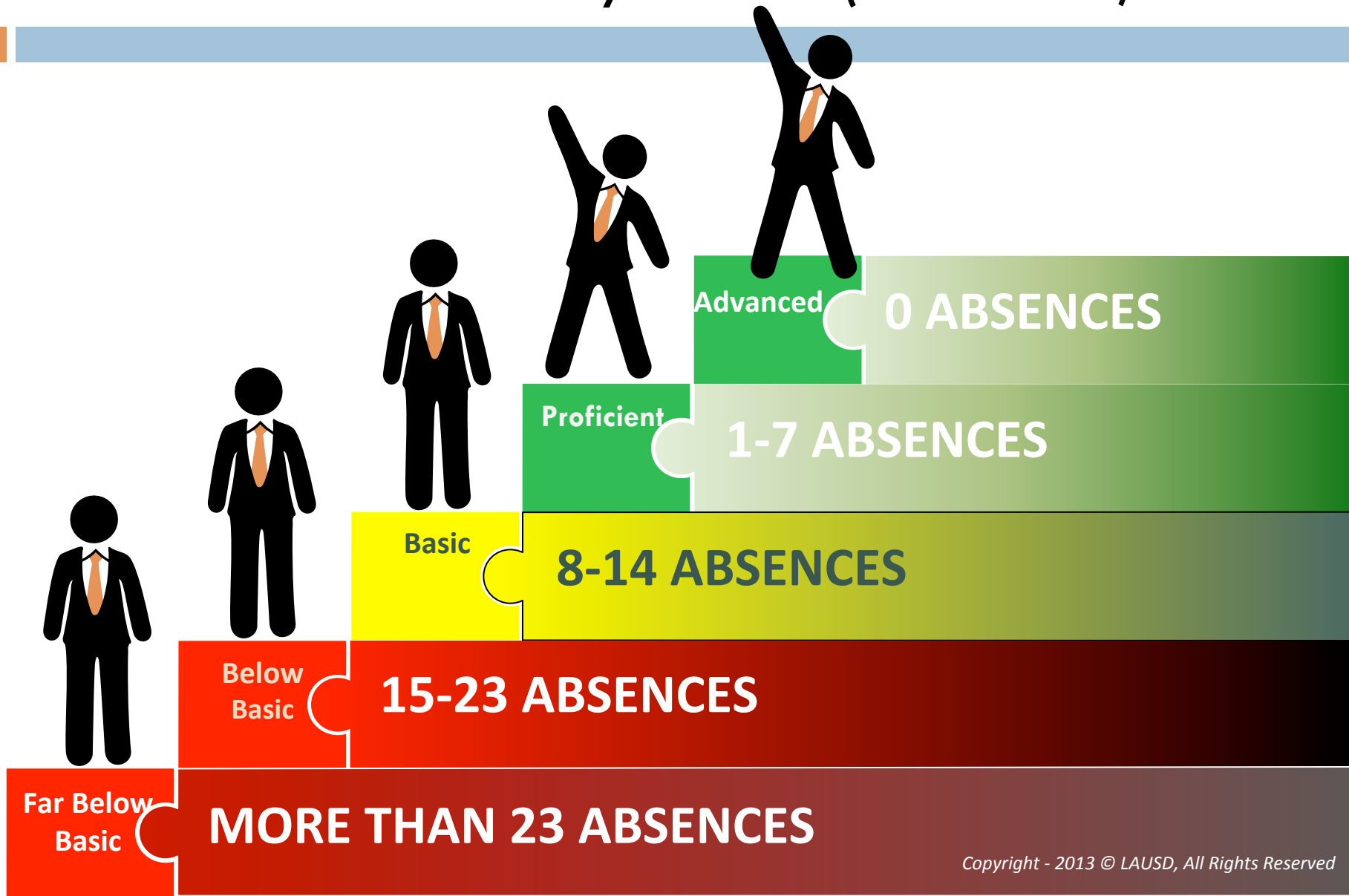
Attendance Performance Bands

LESS THAN 87% (Far Below Basic)	87 - 91% (Below Basic)	92 - 95% (Basic)	96 - 99% (Proficient)	100% (Advanced)

Chronic Absence

Superintendent's Performance Meter Goal
2013-14: 76% of students attending here

Attendance Bands
Instructional Days=180 (Year-End)



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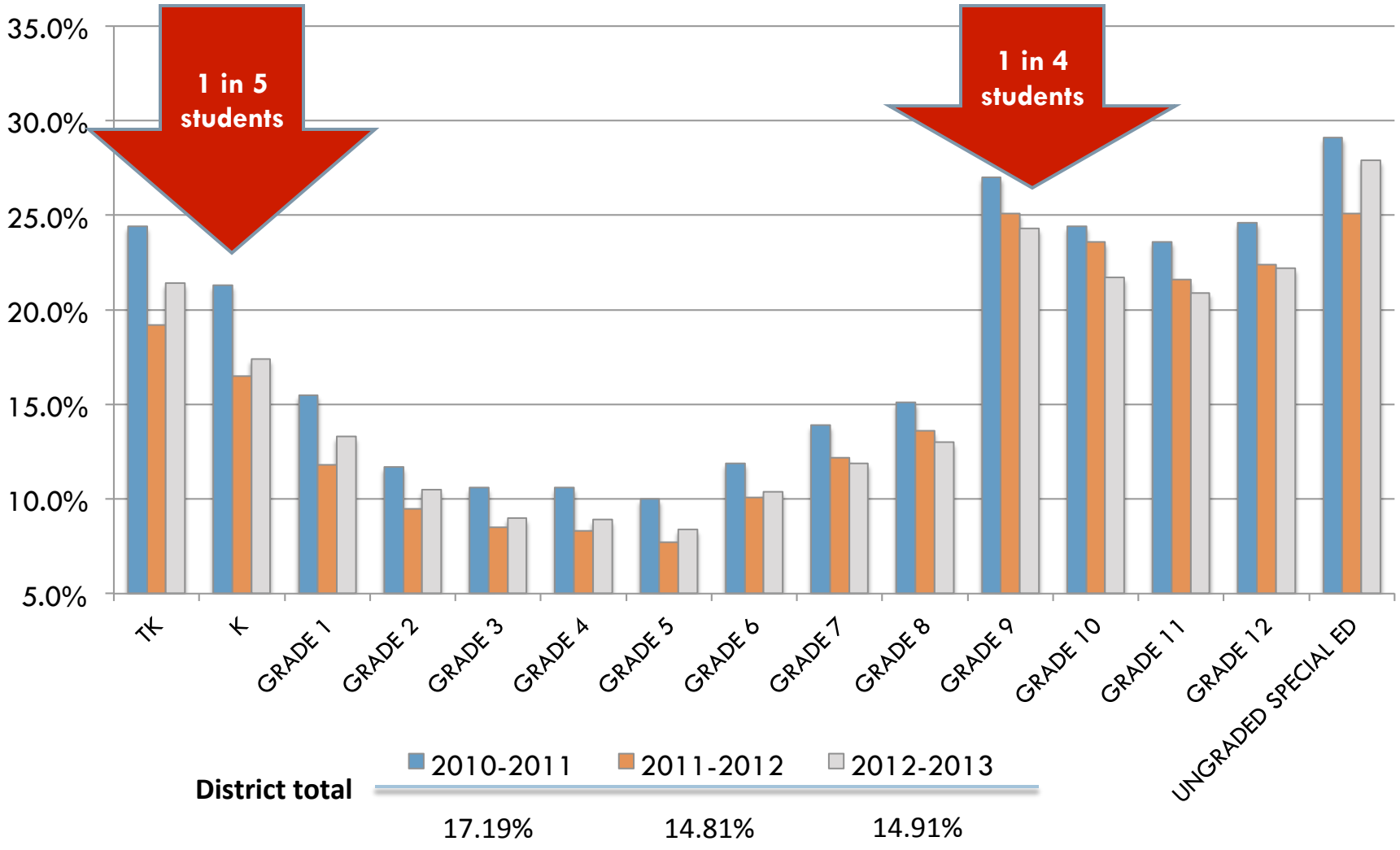
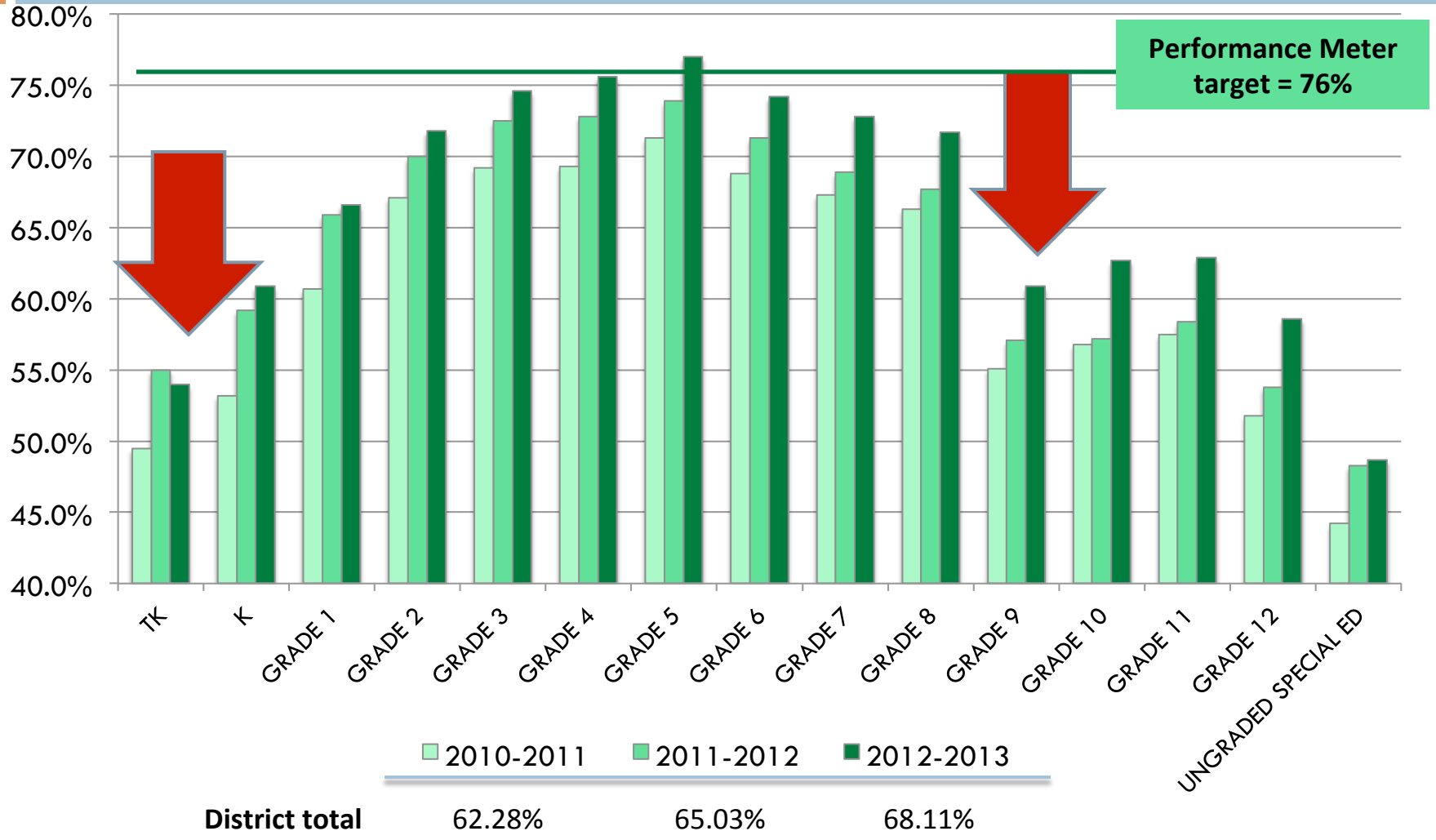
Chronic Absence (91% or lower attendance) by Grade Level, 2010-2013



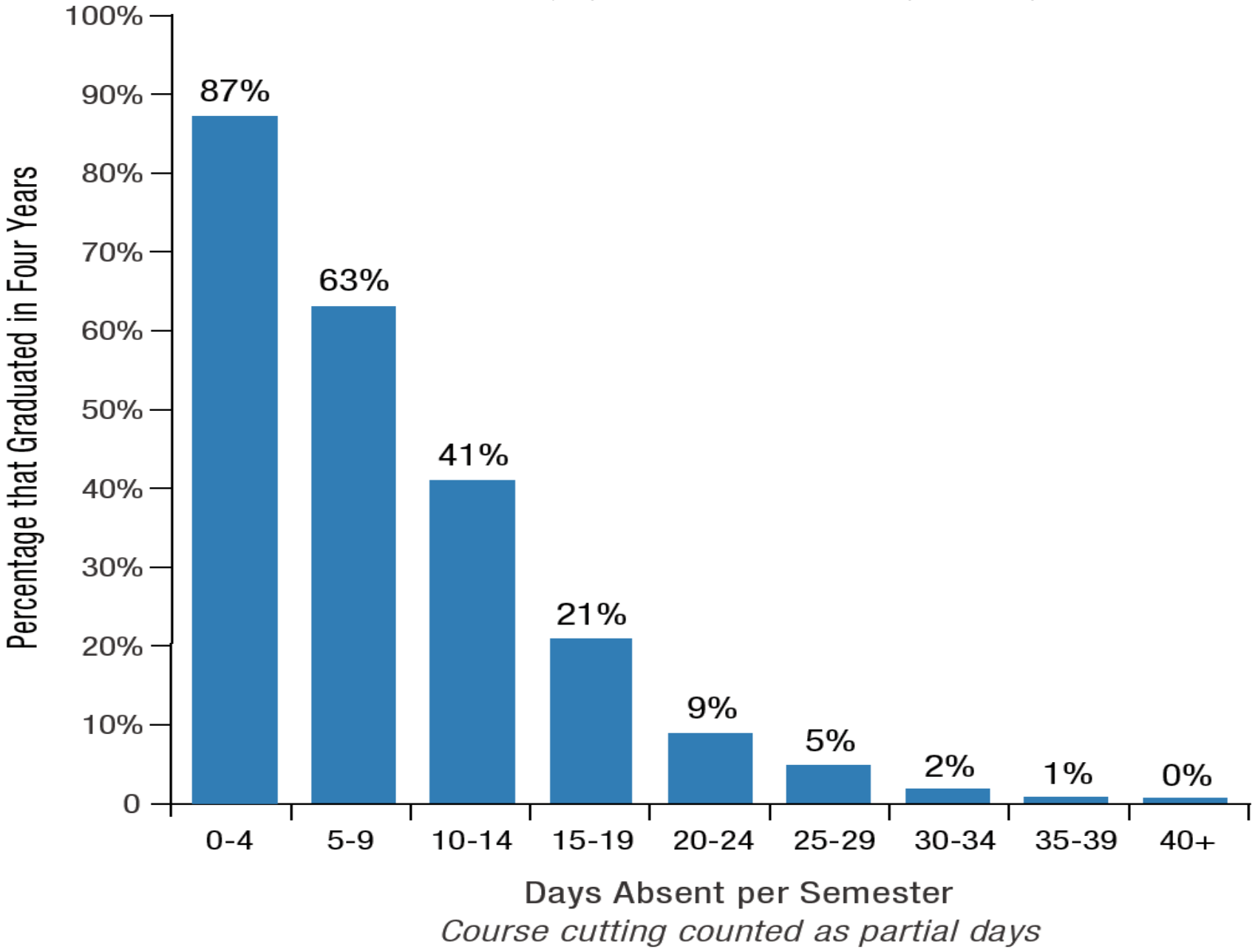
96% or higher (Proficient/Advanced) by Grade Level, 2010-13



	2010-2011	2011-2012	2012-2013
District total	62.28%	65.03%	68.11%

Four-Year Graduation Rates by Freshman Absence Rates

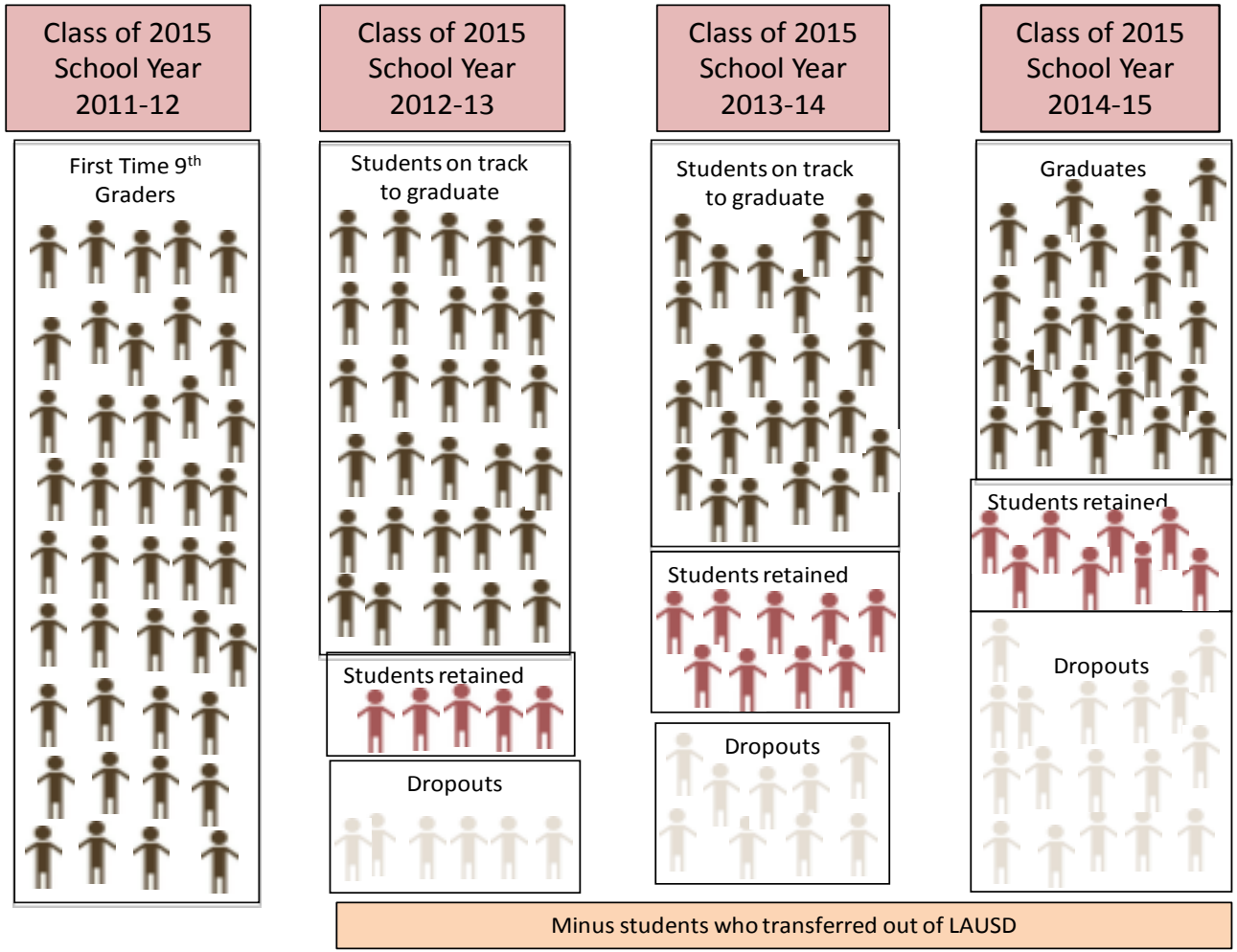
"What Matters for Staying On Track and Graduating in Chicago Public Schools" (July 2007)



GRADUATION

4 Year Cohort Graduation Rate

(Follows Same Students Over Time)



4 Year Cohort Formula:

Number of Class of 2015 Graduates

———————

Number of Class of 2015

Graduates +

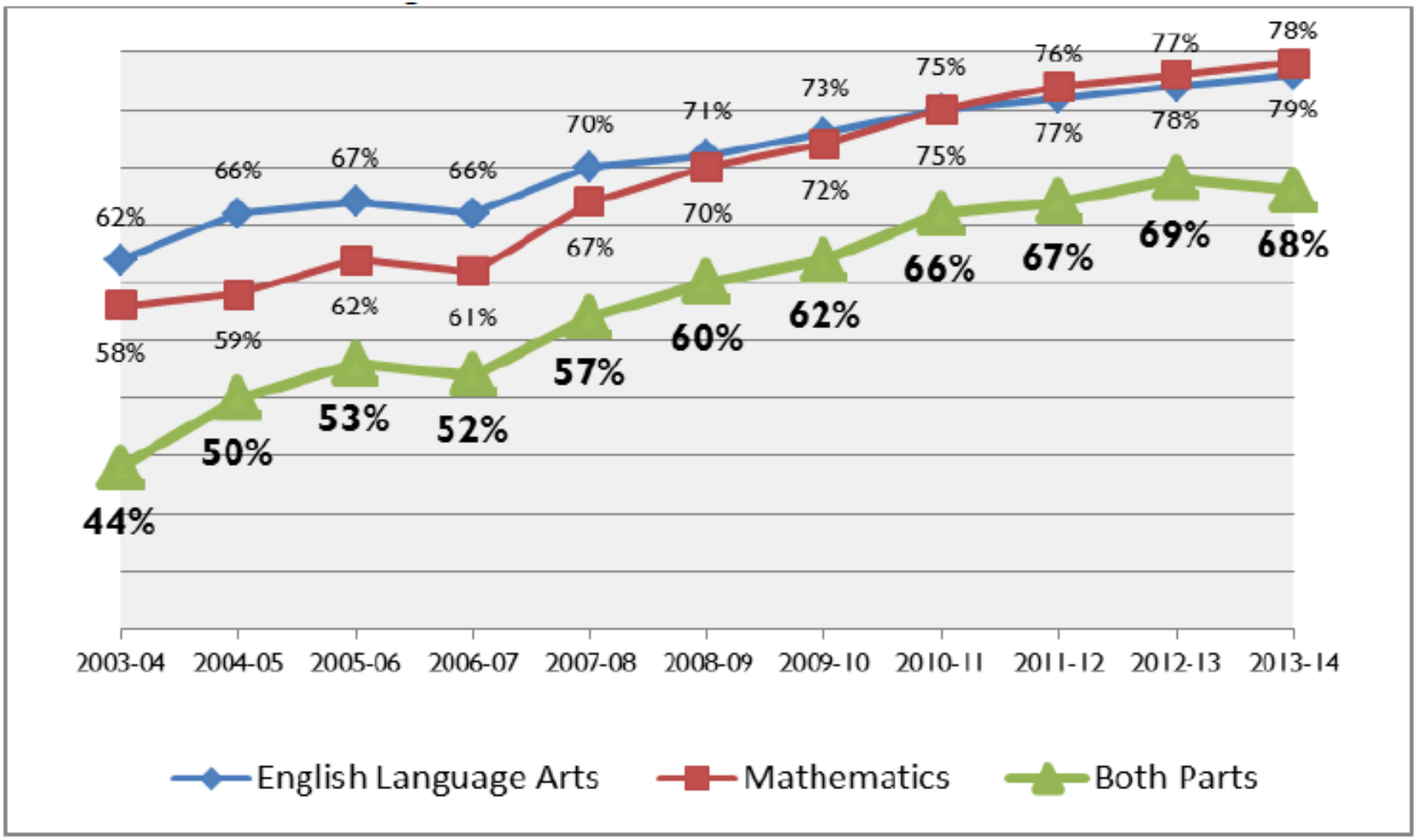
Students retained +

Dropouts

Cohort Graduation Rates

2012-13	2013-14	% Difference
65%	77%	↑ 12%

10th Grade CAHSEE Pass Rates



A-G Progress Report by Ethnicity

Ethnicity	A-G ON TRACK 2013-2014	A-G ON TRACK 2012-2013	% Difference
AMERICAN INDIAN/ALASKA NATIVE	31.6%	28.0%	↑ 3.60%
ASIAN	65.1%	64.0%	↑ 1.10%
BLACK	29.2%	26.8%	↑ 2.40%
HISPANIC	34.6%	31.8%	↑ 2.80%
WHITE	52.0%	49.7%	↑ 2.30%
FILIPINO	59.3%	58.9%	↑ 0.40%
PACIFIC ISLANDER	37.8%	38.6%	↓ -0.80%

Student Health and Human Services

Nursing Services

Planning, Health Education Programs, & Special Projects

School Mental Health

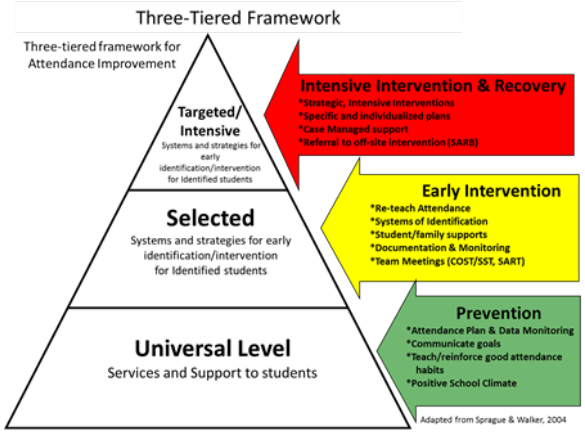
Community Partnership and Medi-Cal Programs

Pupil Services

Pupil Services Mission Statement

"To ensure that all LAUSD students are enrolled, attending, engaged and on-track to graduate"

Pupil Services and Attendance Counselors



- Master's Degree and/or a Doctoral degree
- Pupil Personnel Services and Child Welfare and Attendance credential
- Child welfare and attendance advocates
- Utilize a three-tiered model
    - Prevention
    - Early intervention
    - Intensive intervention
- Improve individual and system-wide student attendance, engagement, achievement and graduation
- Work directly with students who experience difficulties in achieving their academic potential due to social/emotional, home and community barriers
- Specialized units provide additional support services that are needed by the specific populations they serve.

Pupil Services and Attendance Counselors Early Outreach and Targeted Support

Implement Absence Prevention and Intervention Programs

- Analyze and address barriers to attendance
  - Academic issues, family dynamics, bullying, drugs and alcohol, gangs, mental health issues, community factors of violence, etc.
  - Link students and families to community resources

Chronic Absence: A Hidden National Crisis

- Nationwide, as many as 10-15% of students (7.5 million) miss nearly a month of school every year. That's 135 million days of lost time in the classroom.
- In some cities, as many as one in four students are missing that much school.
- Chronic absenteeism is a red alert that students are headed for academic trouble and eventually for dropping out of high school.
- Poor attendance isn't just a problem in high school. It can start as early as kindergarten and pre-kindergarten.

Chronic Absence

- Chronic absence is particularly detrimental to our youngest students and those growing up in poverty:
  - Early Literacy skills
  - Disrupts instruction for all students
  - Lower ELA & Math test scores in later grades
  - Higher risk for dropping out

Chronic absence reduction has been identified as a key area for focus in California's new Local Control and Accountability Plan (LCAP) and by the Campaign for Grade Level Reading.

Attendance Improvement (AI)

- Supports selected, high-need LAUSD schools to increase the percentage of students attending school at a rate of 96% or higher in Transitional Kindergarten, Kindergarten and Grade 9
- Committed to engaging parents, students, school staff, and community members in a common vision of graduation for all students
- AIP Schools have consistently demonstrated significant gains in Proficient/Advanced attendance rates and declines in chronic absence rates outpacing district-wide improvements in both Kinder and Grade 9

Attendance Improvement Program

- District focus on **increasing student attendance**
  - Launched in September 2011
  - Focused child welfare and attendance support for TK/ Kinder/Ninth Grade
- Strategically **improve Performance Meter rates** of student attendance in lowest grade levels
- **Prevent and address** Chronic Absence
- **Currently, Attendance Improvement Counselors** (AICs) serve over **9,800 TK, Kindergarten, and Ninth Grade students**
  - 70 Elementary Schools and 9 high schools throughout the District

Attendance Improvement Counselors

Implement Prevention and Intervention Programs

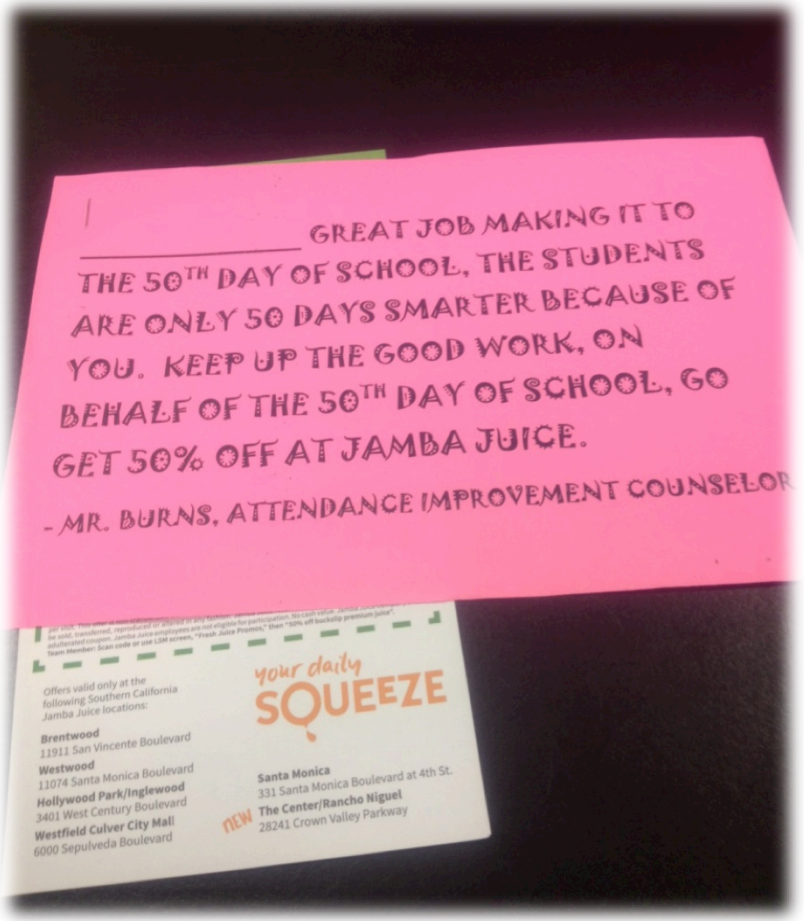
- *Create incentive programs using universal and tiered strategies (attendance incentives, events, campaigns, and challenges)*

Incentive and Recognition Programs

Attendance Improvement Program

Main components

- Recognition of students
- Recognition of parents
- Recognition of staff
- 25 instructional day activities/events
- Attendance challenges *(5 days, 10 days, 25 days, etc.)*



Incentives and Recognition Programs

Attendance Improvement Program

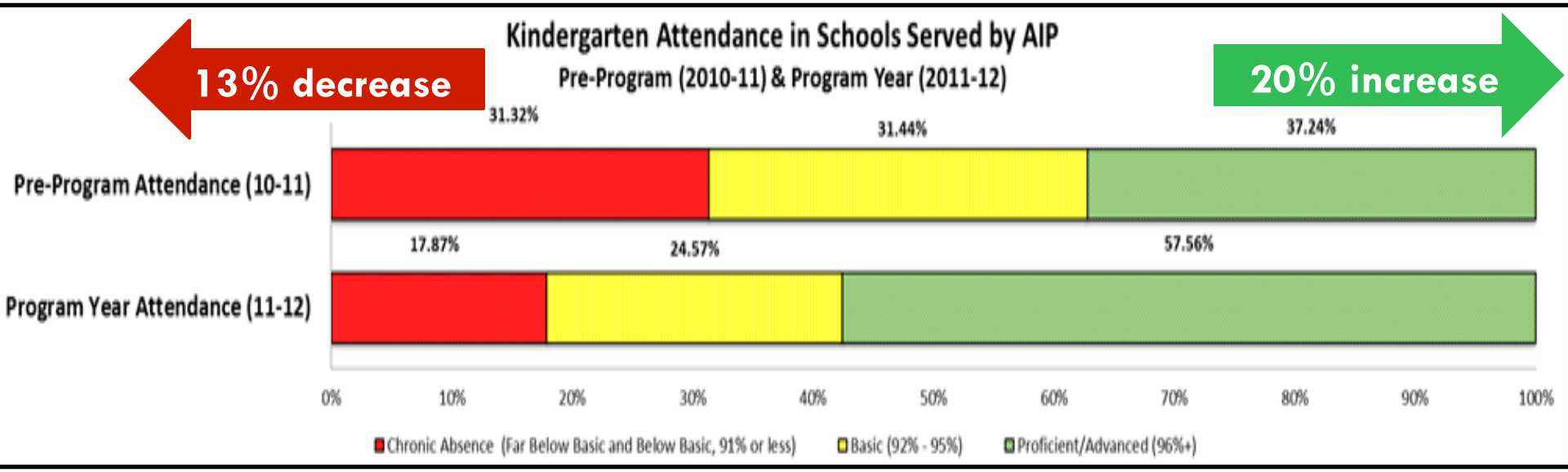
- Types of Rewards
  - Parent and student recognition letters, certificates, gift cards, meal coupons, game tickets, and other donated prizes
  - Recognition assembly for students and their parents/ families
  - Field trips
    - *Finance Park, Aquarium of the Pacific, LACMA, etc.*
  - Movie and Popcorn Party

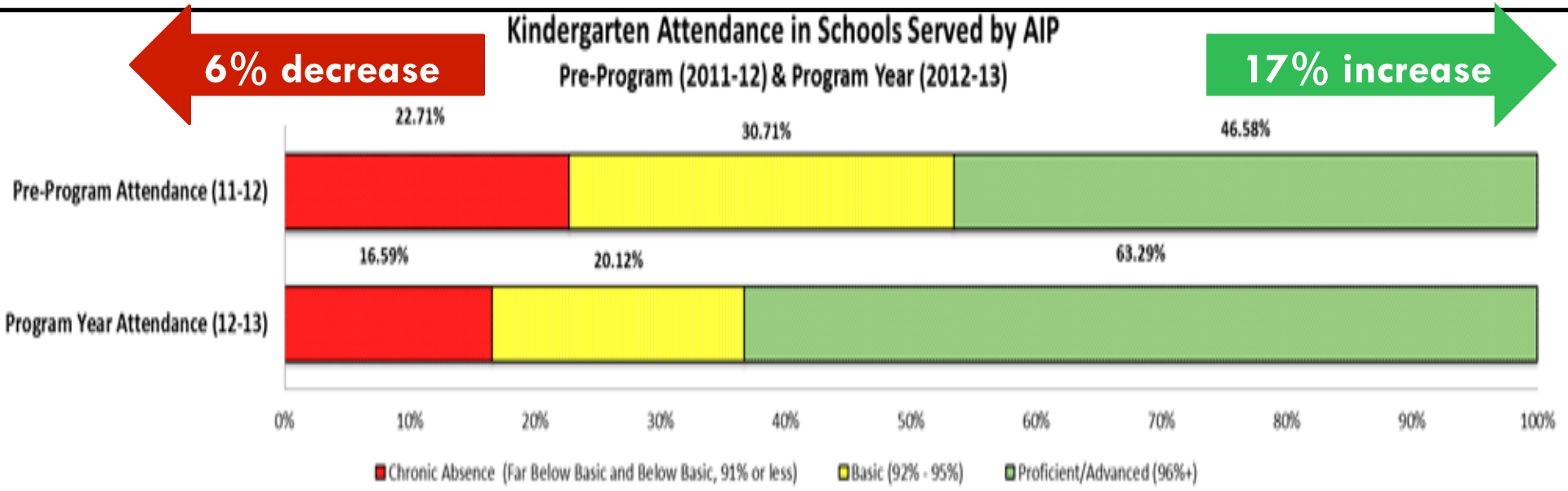
Incentive and Recognition Programs

Recognizing all Stakeholders

- Students with Proficient/Advanced attendance each month/ year
- Students who pass all classes the first/second semester
  - Smaller goals can be set every 5 weeks (progress reports)
- Students who meet small goals set with counselor (e.g., attendance, credits, and or behavior)
- Most improved certificates for the above categories
- Parents/caregivers of students who meet specific goals
- Classrooms with excellent/improved attendance
- School staff who directly support students (to show appreciation)

AIP Year-End Outcome Data: Years 1 and 2





Juvenile Hall/Camp Returnee

- In L.A. County, approximately 180 juvenile offenders are sent home from a detention facility each month (LA County Dept. of Probation)
- Two-thirds of all youth released from LA County correctional facilities reside within LA Unified School District, making it the highest population of probation students in the nation
- Provide early intervention, dropout prevention & recovery services to students returning from juvenile detention facilities
- Enhanced case management is utilized to ensure timely enrollment, increased school attendance and academic achievement, school stability, and access to resources.
- 11 Juvenile Hall/Camp Returnee counselors serve LAUSD

YouthSource Centers

- PSA Counselor is co-located at 16 YouthSource Centers
- Provide support services such as needs assessments, case management and follow-up, linkages, resources and referrals through the YouthSource system.
- Targets youth between the ages of 16-21
- Focus on re-engaging students in the educational process and providing opportunities to develop employment skills
- Serve as a deterrent, intervention and alternative for all students dealing with citations for daytime curfew violations as part of their Truancy Diversion Program

FamilySource Centers

- PSA Counselors co-located at 13 FamilySource Centers
- Provide support services such as:
  - Outreach to local schools
  - Collaboration with LAUSD departments/services and FamilySource System Partners
  - Psychosocial Assessments
  - Linkage for families to FamilySource Services
    - Volunteer Income Tax Assistance (VITA)
    - Cash for College
    - FAFSA Workshops
  - Arrest Diversion Program
  - Parent Education

Foster Youth Achievement Program

- Provide comprehensive services to maximize educational outcomes, the emotional well-being, and social development for children in out-of-home care and/or on probation
- The program has a multi-disciplinary staff responsible for providing academic support, vocational/career counseling, transition support and case management services
- Currently, there are 8,278 foster youth attending LAUSD schools

Homeless Education

- Provides advocacy and assistance to approximately 15,000 homeless students and their families annually in compliance with the McKinney-Vento Homeless Assistance Act
- Educate staff on enrollment procedures for youth
- Connect with community partners to get donations for families:
  - Backpacks
  - Toiletries
  - Tokens
  - Prom Dress Giveaway
  - Adopt a Family

The Diploma Project

- Federally funded by the U.S. Department of Education's High School Graduation Initiative Grant
- Schools selected based upon annual dropout rates above the state average, 9th grade retention rates, and school attendance rates
- A Graduation Promotion Counselor is placed at selected secondary schools. In addition, Re-entry Graduation Promotion Counselors focus on re-engaging students that have dropped out from the identified high schools.
- Graduation Promotion Counselors identified and served over 24,987 students (High School and Middle School) from 2010-2013

Grad Van

2013-2014 Accomplishments
Grad Van

- Staffed by PSA Counselors who provide information on:
  - Enrollment and registration support
  - Graduation information, credits earned, A-G requirements
  - Education Options
  - Importance of Attendance
  - Identifying resources needed for student success

- The goals of the Grad Van are to:
- Promote & inform parents about LAUSD and Pupil Services
- Highlight importance of attendance to academic achievement
- Promote and explain Superintendent's performance meter
- Provide information on post secondary options

Student Recovery Day

PURPOSE

Re-engage students and families and provide resources and support to transition youth back into school

Educate the community about compulsory education laws and the impact of chronic absenteeism

Assist schools with recovering out of school youth with the ultimate goal of decreasing the dropout rate

Create a sense of ownership in bringing students back to school

Heighten district/community awareness of the number of students missing from our schools

2013-2014 Accomplishments
SRD Outcomes (2008-2013)

Volunteers	3,617
Phone Calls	14,808
Home Visits	9,561
Business Visited	3,151
Students Recovered	4,598

ETNDERS

APPENDIX C

Common Core State Standards

LCAP- Program & Goal Update

Office of Curriculum, Instruction and School Support

April 2015

State Priority Area: Implementation of the CCSS

LAUSD LCAP Goals #10 and #11 (Page 12-13)

- Increase students scoring Proficient and above on the CCSS/SBAC Baseline **English language arts** and **mathematics** scores established in 2014-2015

- All Students
- Students w/Disabilities
- Latino Students
- English Learners
- Low Income Students
- Foster Youth
- African American Students
- Reclassified Fluent English Proficient Students

State Priority Area
Implementation of the CCSS

LAUSD LCAP Goals #10 and #11 (Page 12-13)

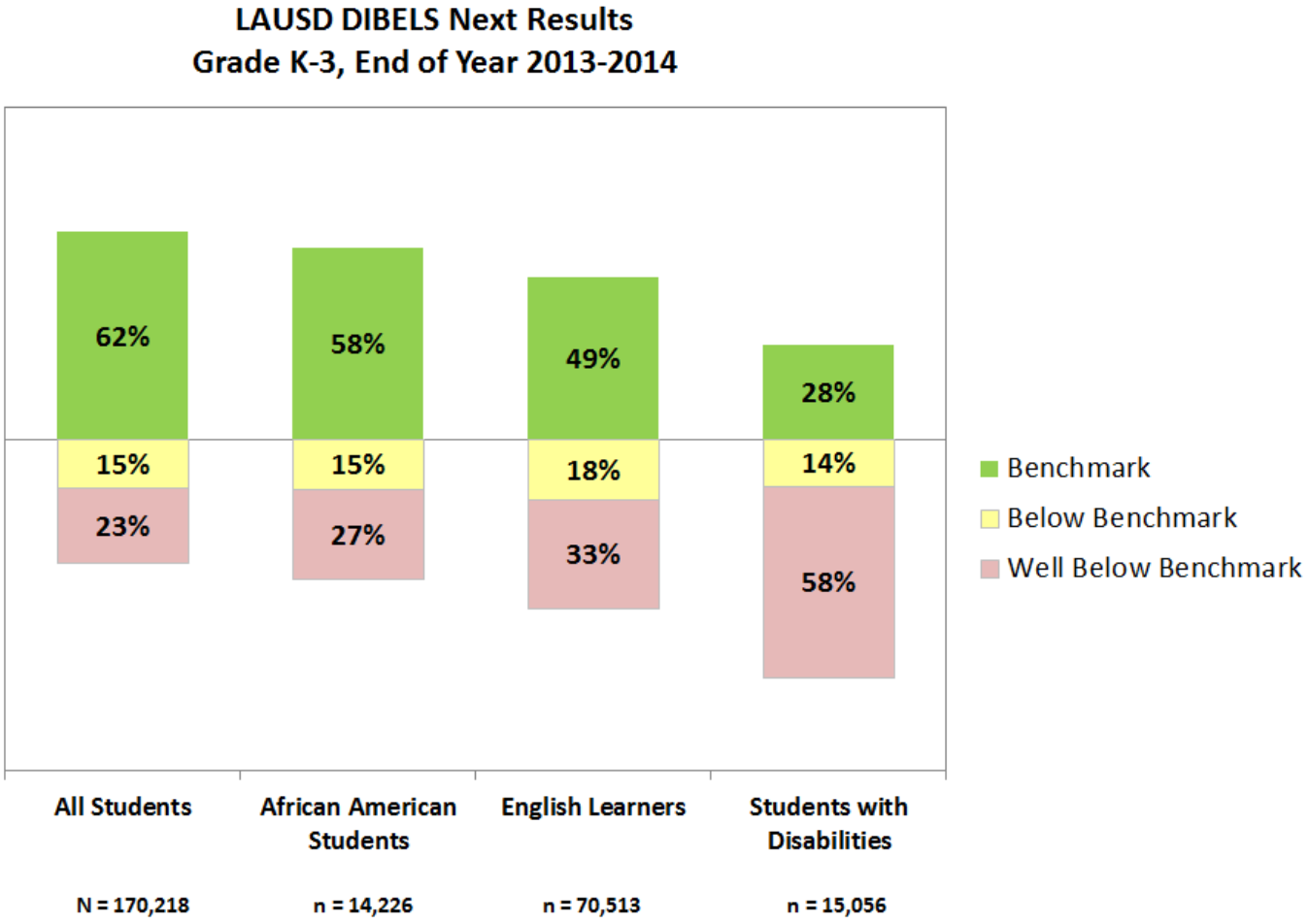
SBAC TARGETS in ELA and Math

Student Group	2014-2015	2015-2016	2016-2017
All Students	Establish Baseline	Baseline + 1%	Baseline + 2%
Each Subgroup	Establish Baseline	Baseline + 1%	Baseline + 3%

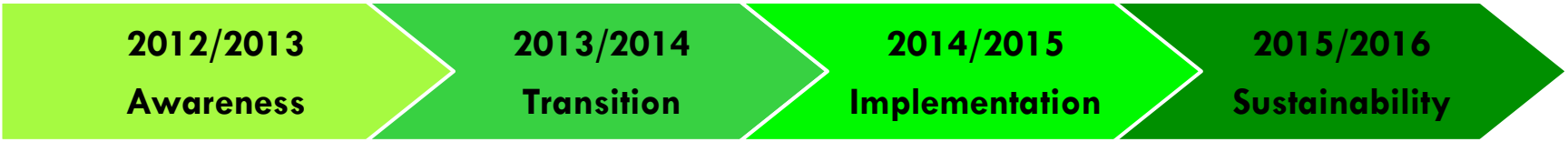
CCSS - Monitoring Student Progress

- CCSS Aligned **Interim Assessments** inform teachers of student progress (Grades K-11, English, Math, Science and History)
- **Foundational Literacy/Reading Assessments** in grades K-5 (DIBELS, Text Reading and Comprehension)
- End of Year **CCSS Math assessments** in Grade 6 and Grade 8 Algebra 1 – used for placement
- English Learner progress is monitored through the **Scholastic Reading Inventory, CELDT and LAS Links**

CCSS - Monitoring Student Progress



LAUSD Implementation of the Common Core



- ✓ 3-year plan with continued sustainability
- ✓ Year 3 – Implementation
- ✓ All schools are actively teaching using the CCSS standards

Teacher Professional Development

- Approximately **10,000 teachers** have received **direct CCSS training** through the Office of Curriculum and Instruction attending approximately **17,000 CCSS opportunities**

- Schools are provided **Professional Development time** (Banked-Time Tuesdays, Pupil Free Days, Shortened Days) to engage in CCSS Professional Development

- **Fellows** - Approximately **1,500 teachers** have received **"deeper dive"** CCSS Professional Development in order to provide additional school level teacher trainers and support

Teacher Professional Development

- ESCs provide **additional CCSS Professional Development**
- Second year of State of California **CCSS funding provided directly to schools** to spend on school-determined CCSS needs. $70 per student over a 2 year period for instructional materials, PD or technology.
- **Literacy Design Collaborative** (LDC) grant to provide CCSS professional development to grades 4-12 over 5 years. Currently at 12 schools with plans to bring to scale.

Teacher CCSS Resources

- PD on alignment of existing curriculum and textbooks to the Common Core
- PD on using CCSS adopted textbooks
- CCSS curriculum maps for grades TK-12
  - ELA, Math, Science and History
- CCSS aligned Assessment Blueprints/Interim Assessments

achieve.lausd.net

>> Resources >> Instruction >> Curriculum (Prek – 12)

CCSS Implementation Monitoring

- Track Teacher Professional Development
- Monitor teacher need through the Teaching and Learning Framework
  - (LCAP Goal # 18 - Basic Services 2: Maintain an effective employee workforce, Page 15)
- District & ESC visits and supports to schools
- *Coming Soon* - Online CCSS implementation self-assessment tool for schools

Outcomes 2014-2015

2014-2015 is our **Baseline Year** for the Smarter Balanced Assessment Consortium (**SBAC**) state testing in ELA and Math (LCAP Goals #11 and #12 – pages 12-13)

- Summative assessment Grades 3-8 and 11

Considerations

Expect that students will receive lower scores on SBAC than they did on CST.

This reflects a realignment of assessment, not that your child is learning less.

APPENDIX D

English Learners

Multilingual and Multicultural Education department

LCAP- Program & Goal Update

April 2015

Main Topic

Background on Department and Program Efforts in LAUSD

1970	• Lau v Nichols
1981	• Castaneda v Pickard
2000	• NCLB
2011	• OCR/LAUSD Voluntary Agreement
2012	• English Learner Master Plan • NEW CA ELD Standards
2014	• State Adopts ELA/ELD Framework

Related Goals/Metrics

LCAP GOAL 2) ***Increase the number of English Learners making annual progress in learning English and who reclassify as Fluent English Proficient (Page 7-8)***

- AMAO 1

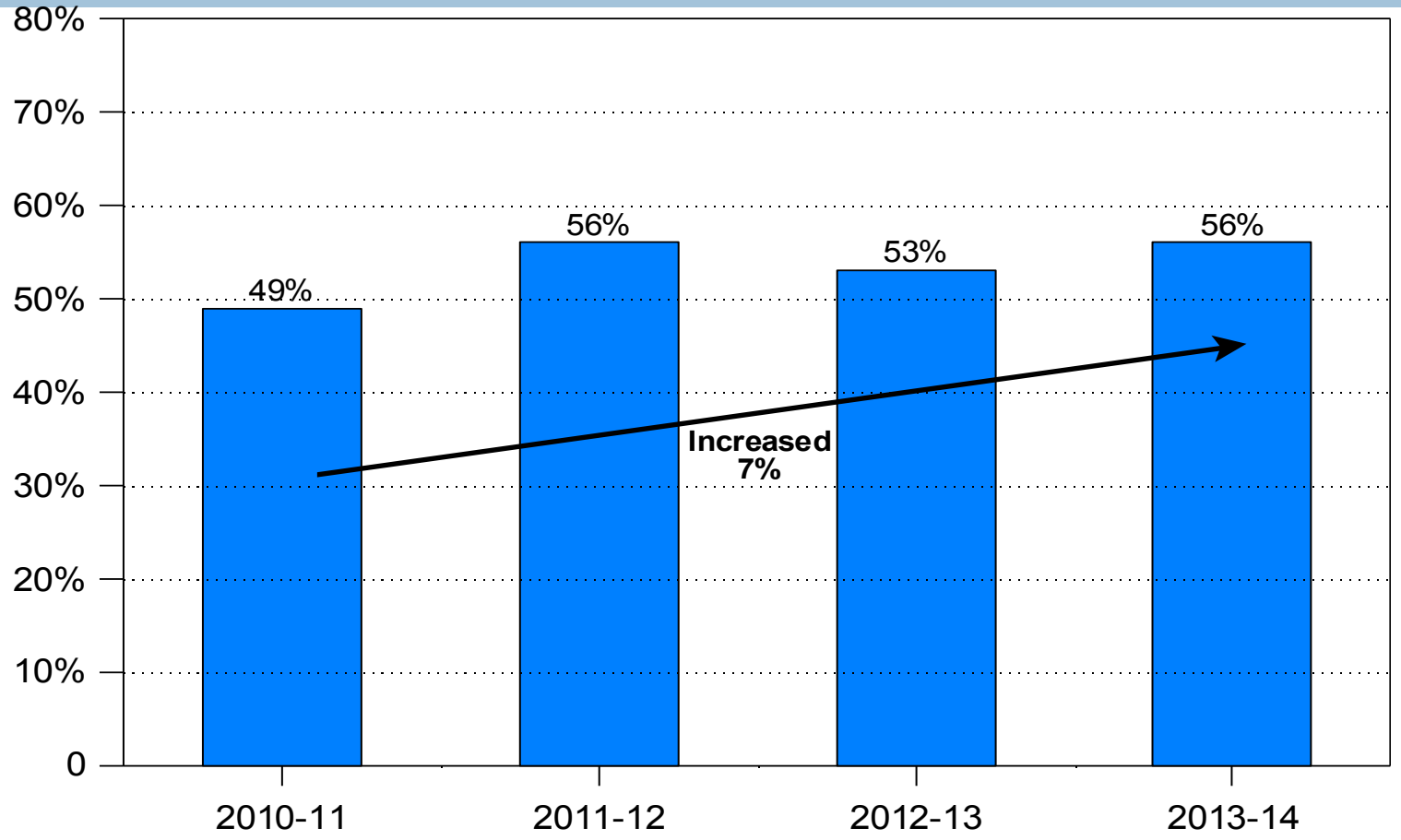
LCAP GOAL 3) Increase performance in basic skills assessment demonstrating proficiency in English to participate in curriculum designed for native English speakers (Page 8)

- AMAO 2

LCAP GOAL 4) Decrease the number of Long Term English Learners (LTEL) (Page 8)

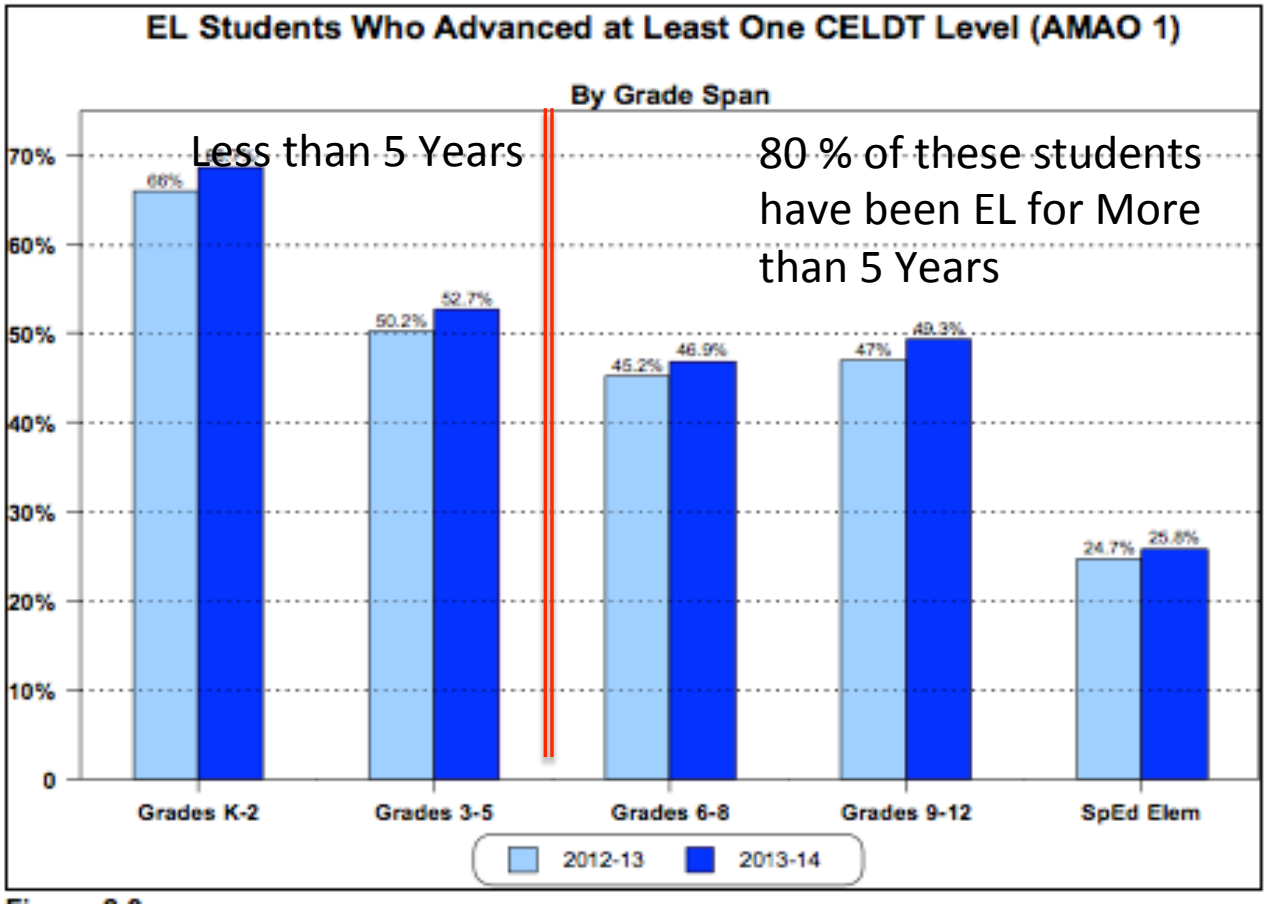
- Long Term English Learner
- Reclassification Rate

Percentage of English Learners Making Annual Progress in Learning English
AMAO 1



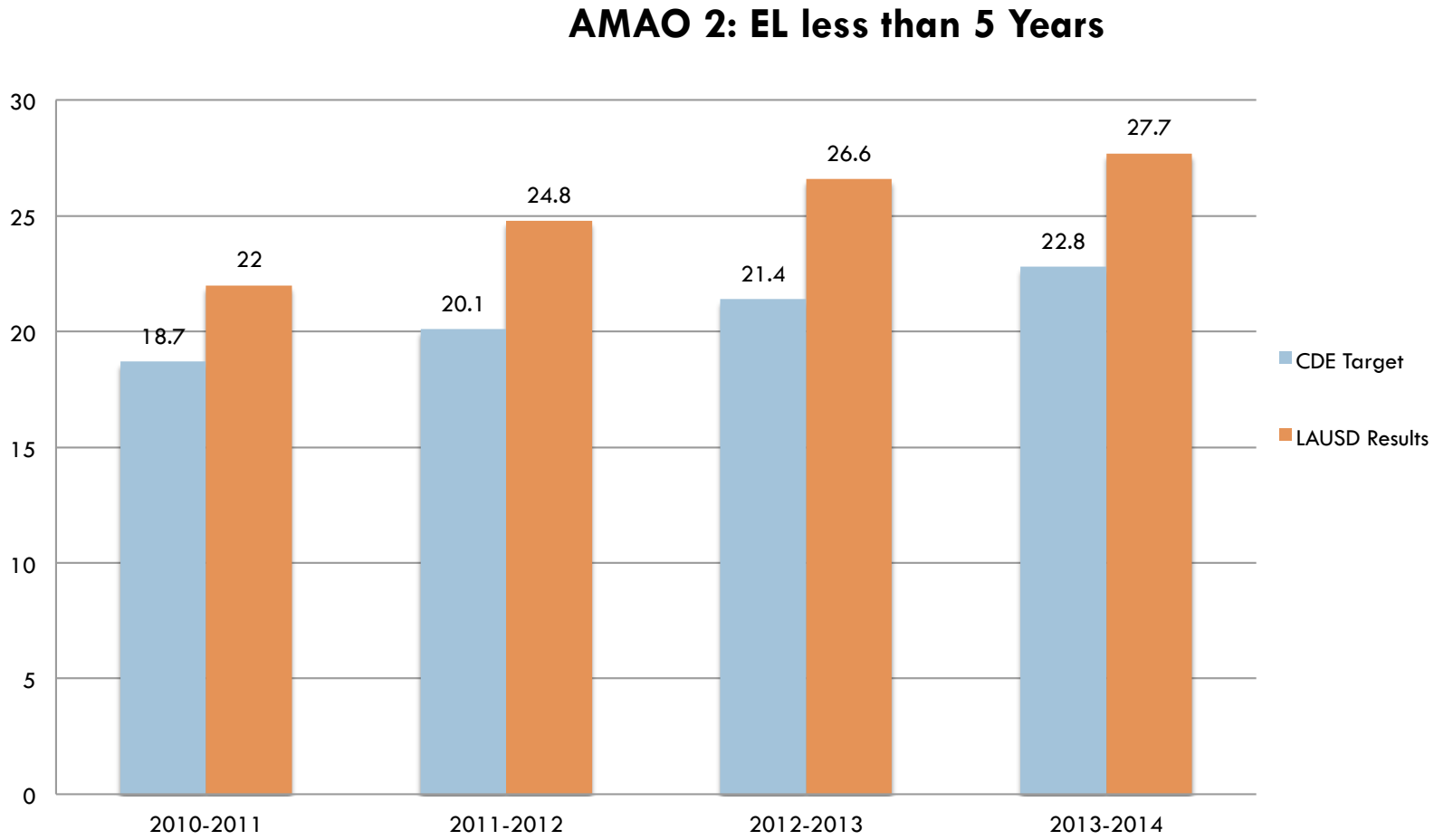
LCAP Goal 2) ***Increase the number of English Learners making annual progress in learning English and who reclassify as Fluent English Proficient (Page 7-8)***

Percentage of English Learners Making Annual Progress in Learning English
AMAO 1



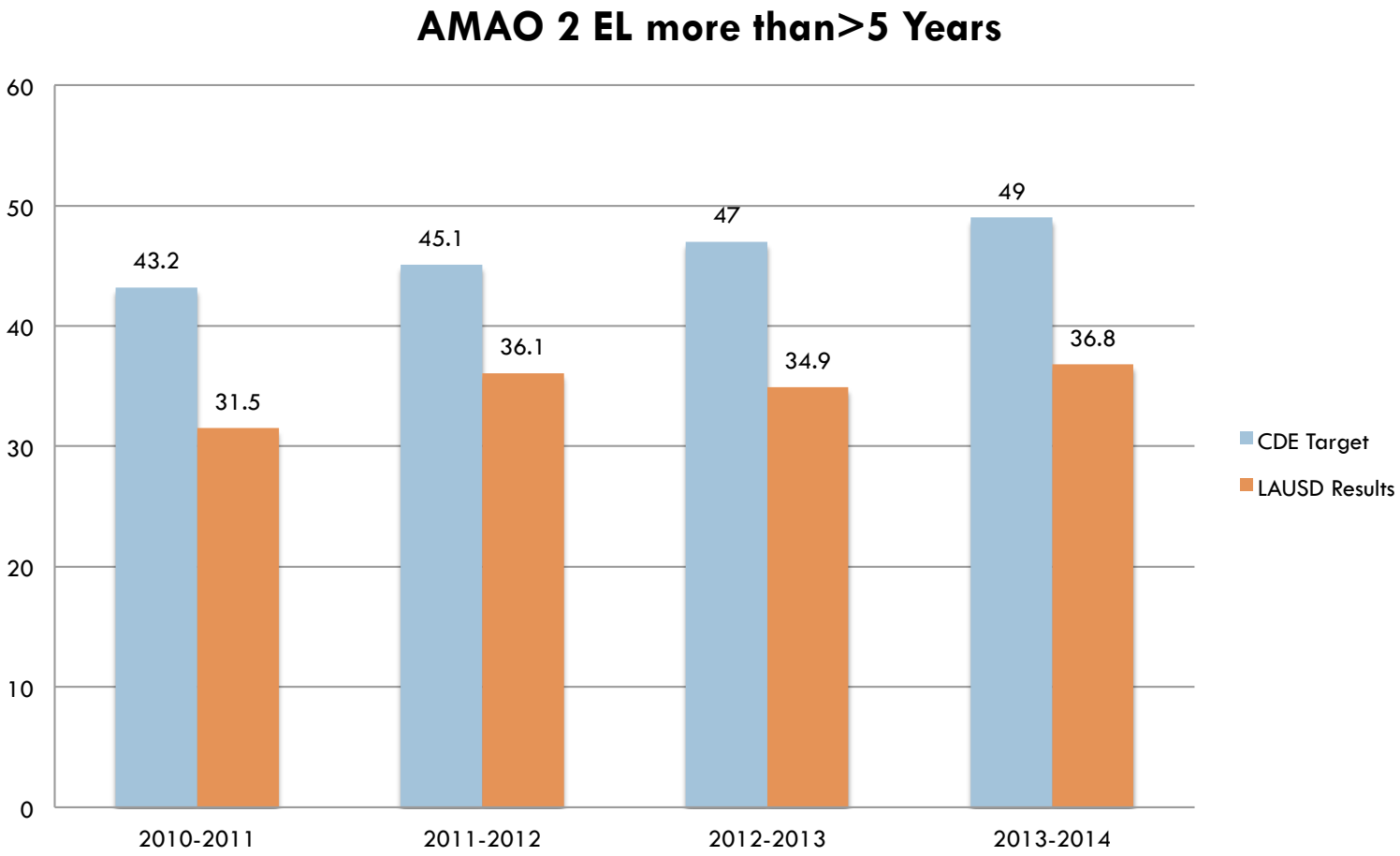
LCAP Goal 2) ***Increase the number of English Learners making annual progress in learning English and who reclassify as Fluent English Proficient (Page 7-8)***

Percentage of English Learners Attaining the English Proficient Level on the CELDT AMAO 2 <5 Years



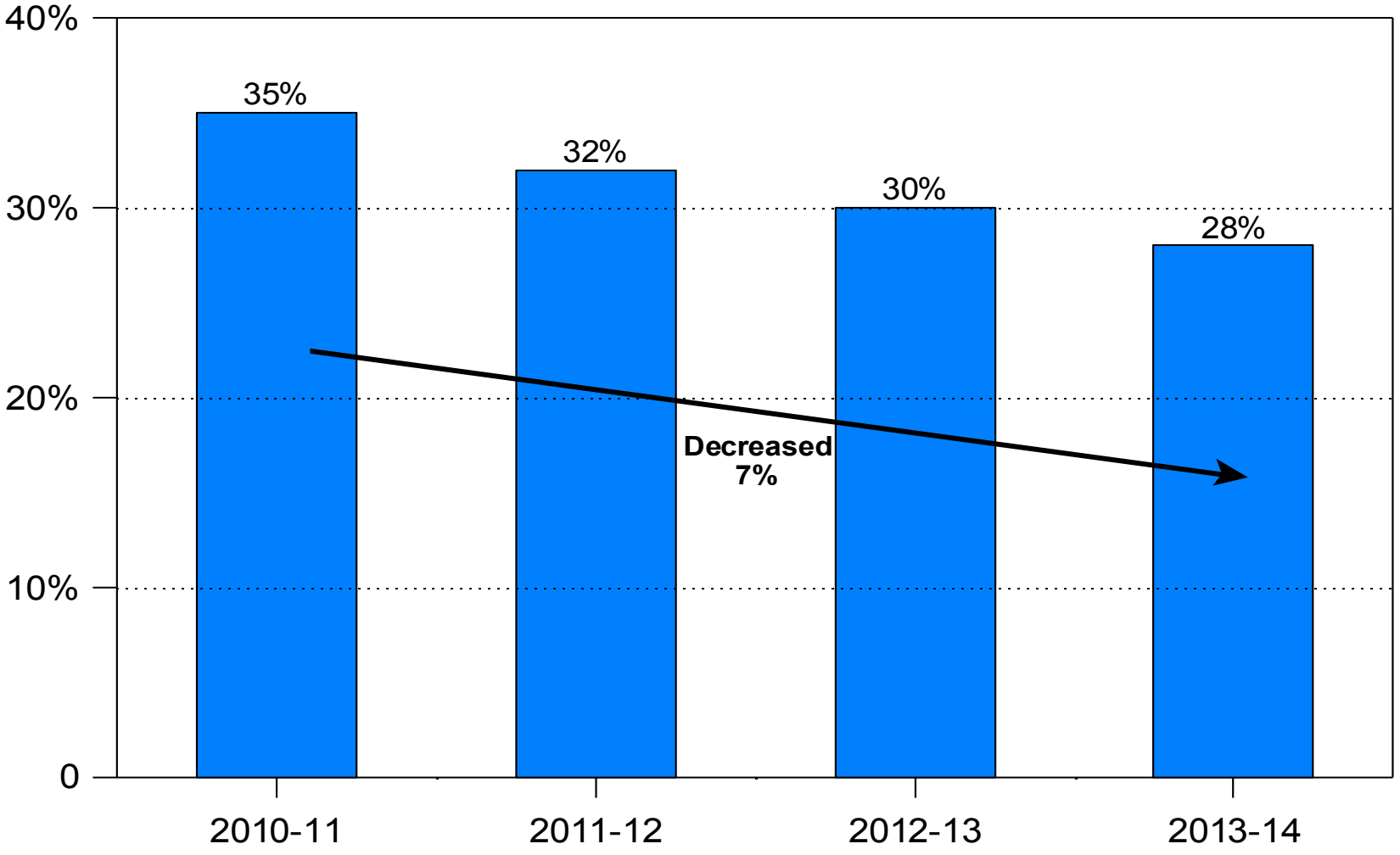
LCAP Goal 3) Increase performance in basic skills assessment demonstrating proficiency in English to participate in curriculum designed for native English speakers (Page 8)

Percentage of English Learners Attaining the English Proficient Level on the CELDT AMAO 2 >5 Years



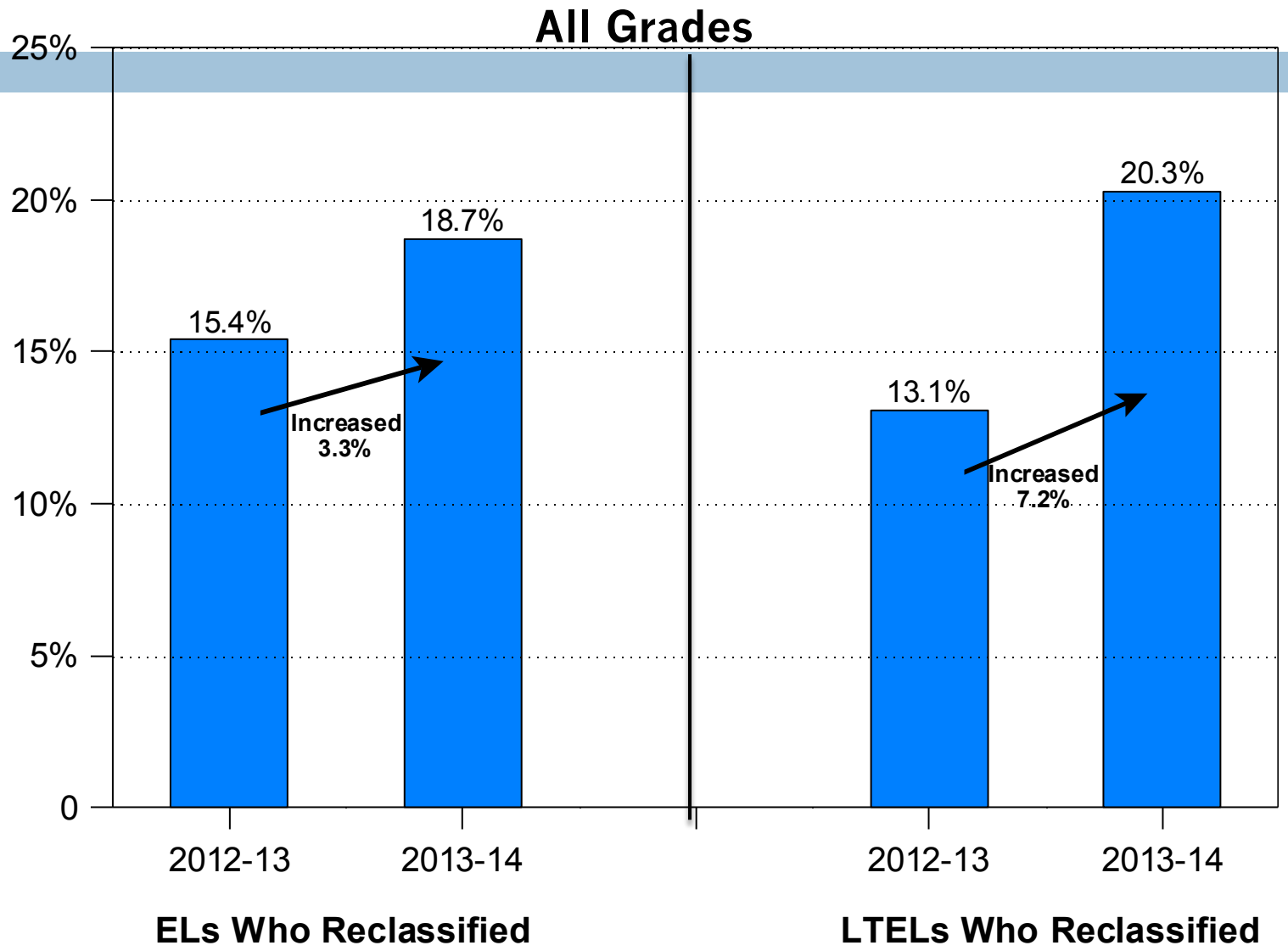
LCAP Goal 3) Increase performance in basic skills assessment demonstrating proficiency in English to participate in curriculum designed for native English speakers (Page 8)

Decrease in percentage of Students Not Reclassified in 5 YearsLTELs



LCAP Goal 4) Decrease the number of Long Term English Learners (LTEL) (Page 8)

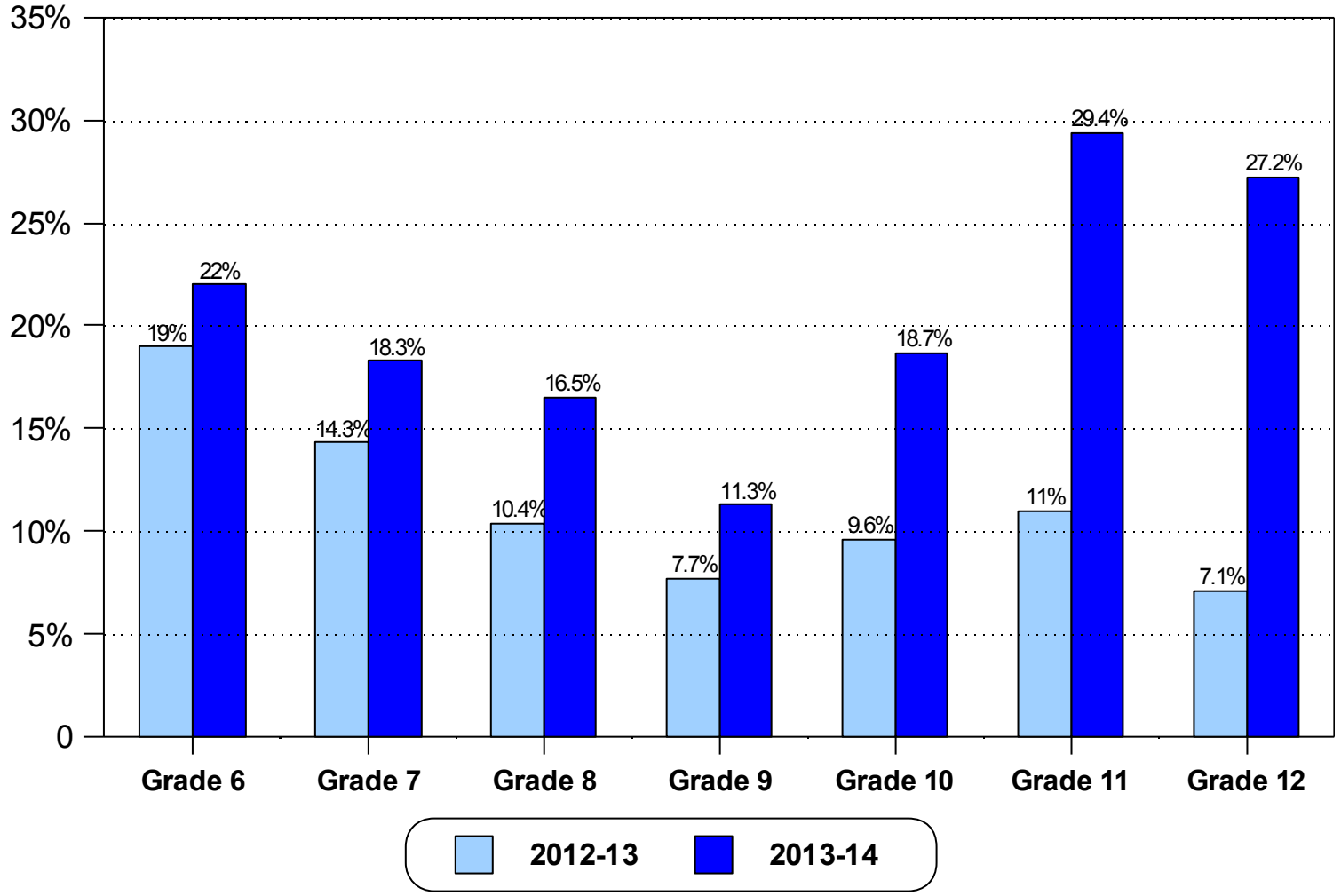
Percentage of Students Who Reclassified



LCAP Goal 4) Decrease the number of Long Term English Learners (LTEL) (Page 8)

Long-Term English Learners (LTELs) Who Reclassified

Before (2012-13) and After (2013-14) Implementation of LTEL courses



LCAP Goal 4) Decrease the number of Long Term English Learners (LTEL) (Page 8)

English Learner Master Plan

Elementary Strategy

- PREVENTION
- Set a benchmark of reasonable acquisition of proficiency
- LAUSD- at the end of 5 consistent years of instruction students should be able to meet the reclassification criteria
- Monitor Literacy Development
- Monitor Teacher Marking Practices

Secondary Strategy

- INTERVENTION
- Remove Barriers and create new pathways
- Identify the placement, progress and instructional practices for all English Learners
- Establish the difference between the instructional needs of a newcomer and a Long Term English Learner

FEDERAL OFFICIALS STATEMENT ON LAUSD

“We’re pleased with the progress we see so far and obviously there’s continuing work to be done," Lhamon said about LAUSD’s effort. "And that’s what we would expect at this stage in monitoring that resolution agreement.”

Catherine Lhamon, assistant secretary with the U.S. Department of Education's Office of Civil Rights

APPENDIX E

Parent involvement and student engagement

LCAP- Program & Goal Update

Parent, Community and student services

April 2015

State Priority Area: Parent Involvement

LAUSD Local Control and Accountability Plan, Page 13

LCAP Goal 12: Increase the number of parents completing the School Experience Survey annually

- *Efforts to seek parent input*

LCAP Goal 13: Increase percentage of parents trained on academic initiatives by providing a minimum of four workshops at each school annually

- *Promotion of parent participation*

School Experience Survey

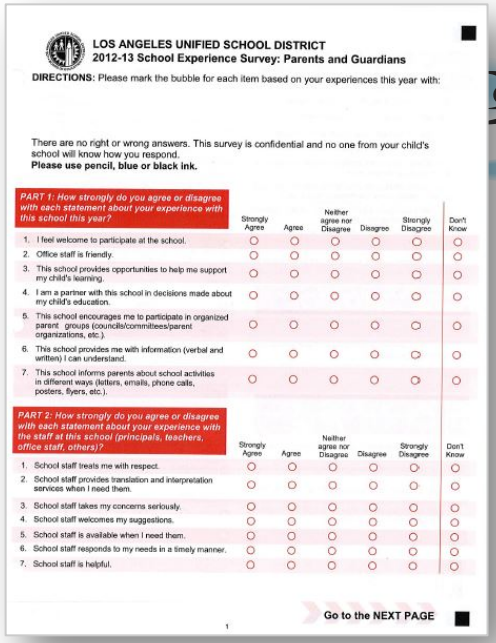
LCAP Goal 12: Increase the number of parents completing the School Experience Survey annually

Subgroup	2013-2014	2014-2015	2015-2016	2016-2017
All Parents of All Schools	31%	35%	38%	41%

+4% **+3%** **+3%**

School Experience Survey

School Experience Survey (SES)



LOS ANGELES UNIFIED SCHOOL DISTRICT
2012-13 School Experience Survey: Parents and Guardians

DIRECTIONS: Please mark the bubble for each item based on your experiences this year with:

There are no right or wrong answers. This survey is confidential and no one from your child's school will know how you respond.
Please use pencil, blue or black ink.

PART 1: How strongly do you agree or disagree with each statement about your experience with this school this year?	Strongly Agree	Agree	Neither agree nor Disagree	Disagree	Strongly Disagree	Don't Know
1. I feel welcome to participate at the school.	○	○	○	○	○	○
2. Office staff is friendly.	○	○	○	○	○	○
3. This school provides opportunities to help me support my child's learning.	○	○	○	○	○	○
4. I am a partner with this school in decisions made about my child's education.	○	○	○	○	○	○
5. This school encourages me to participate in organized parent groups (councils/committees/parent organizations, etc.).	○	○	○	○	○	○
6. This school provides me with information (verbal and written) I can understand.	○	○	○	○	○	○
7. This school informs parents about school activities in different ways (letters, emails, phone calls, posters, flyers, etc.).	○	○	○	○	○	○

PART 2: How strongly do you agree or disagree with each statement about your experience with the staff at this school (principals, teachers, office staff, others)?	Strongly Agree	Agree	Neither agree nor Disagree	Disagree	Strongly Disagree	Don't Know
1. School staff treats me with respect.	○	○	○	○	○	○
2. School staff provides translation and interpretation services when I need them.	○	○	○	○	○	○
3. School staff takes my concerns seriously.	○	○	○	○	○	○
4. School staff welcomes my suggestions.	○	○	○	○	○	○
5. School staff is available when I need them.	○	○	○	○	○	○
6. School staff responds to my needs in a timely manner.	○	○	○	○	○	○
7. School staff is helpful.	○	○	○	○	○	○

Go to the NEXT PAGE

1

Relationship → Relevance

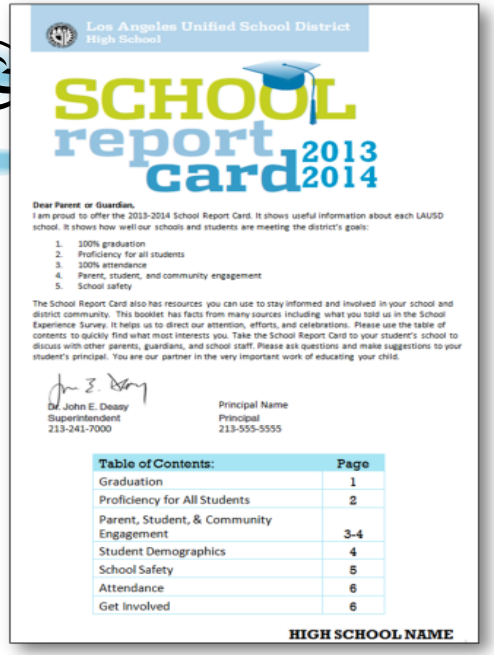
SES/SRC Principal Tool

SRC Board Resolution

Complete for all schools

Targeted support

School Report Card (SRC)



Los Angeles Unified School District
High School

SCHOOL report card 2013 2014

Dear Parent or Guardian,
I am proud to offer the 2013-2014 School Report Card. It shows useful information about each LAUSD school. It shows how well our schools and students are meeting the district's goals:

1. 100% graduation
2. Proficiency for all students
3. 100% attendance
4. Parent, student, and community engagement
5. School safety

The School Report Card also has resources you can use to stay informed and involved in your school and district community. This booklet has facts from many sources including what you told us in the School Experience Survey. It helps us to direct our attention, efforts, and celebrations. Please use the table of contents to quickly find what most interests you. Take the School Report Card to your student's school to discuss with other parents, guardians, and school staff. Please ask questions and make suggestions to your student's principal. You are our partner in the very important work of educating your child.

Dr. John E. Deasy
Superintendent
213-241-7000

Principal Name
Principal
213-555-5555

Table of Contents:	Page
Graduation	1
Proficiency for All Students	2
Parent, Student, & Community Engagement	3-4
Student Demographics	4
School Safety	5
Attendance	6
Get Involved	6

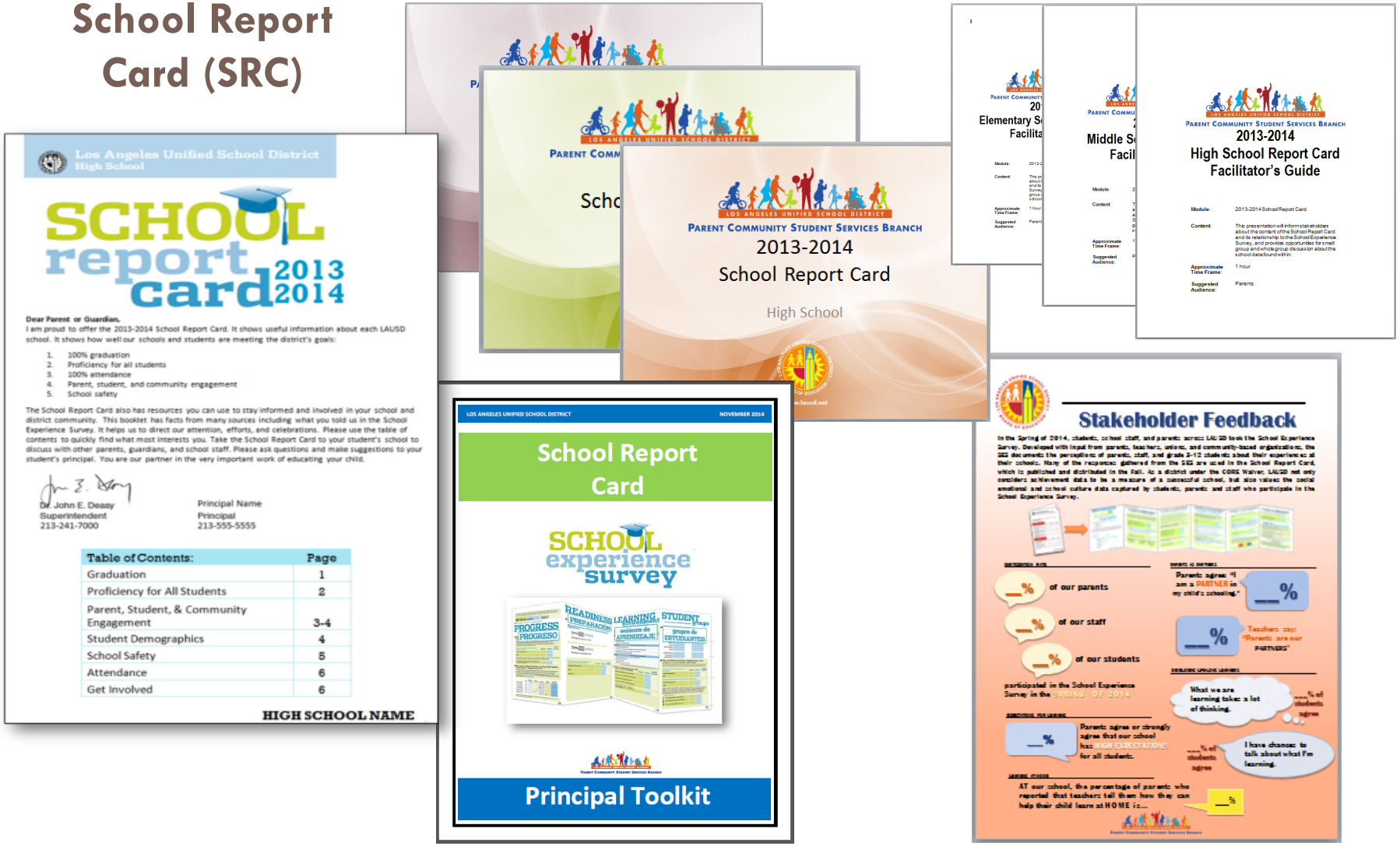
HIGH SCHOOL NAME

- Online or on paper
- Receive support from school
- Opens in mid-March

- Published in Dec./Jan.
- SES, achievement and culture/climate data

SES/SRC Principal Toolkit

School Report Card (SRC)



School Workshops for Parents

LCAP Goal 13: Increase percentage of parents trained on academic initiatives by providing a minimum of four workshops at each school annually

Subgroup	2013-2014	2014-2015	2015-2016	2016-2017
All Parents of All Schools	xx%	35%	38%	41%
English Learner, Low Income, Foster Youth		**Establish Targets**		

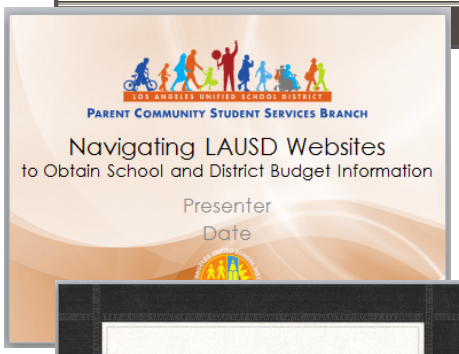
+3% **+3%**

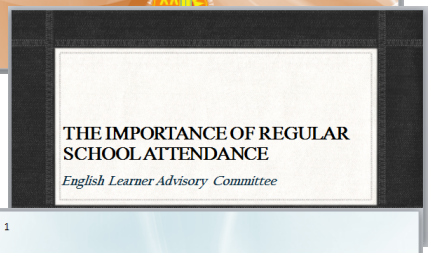
School Workshops for Parents

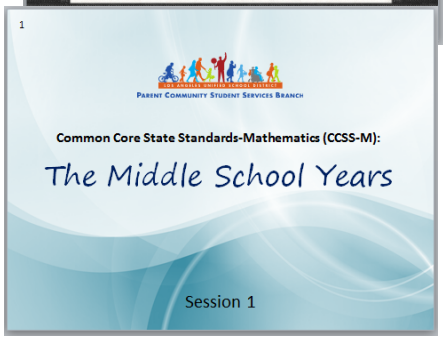
Research: The **relationship** between a school and its parents is key to supporting student academic achievement. When parents learn how they can reinforce classroom instruction at home, student performance improves.

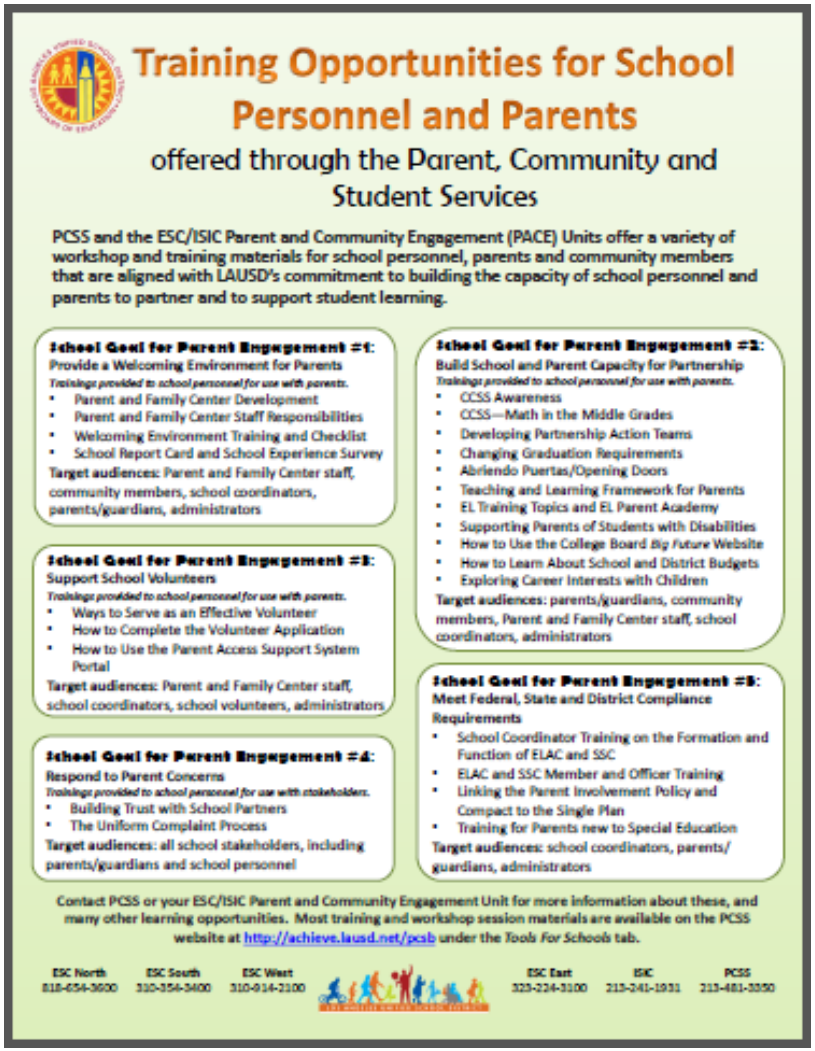
School Responsibilities	District Support
• Customize and provide four workshops to parents on academic topics throughout the year • Upload attendance rosters and flyers of workshops in principal certification portal	• Train the Parent and Family Center staff and categorical coordinators on use of presentations • Make presentations available on Parent, Community and Student Services website

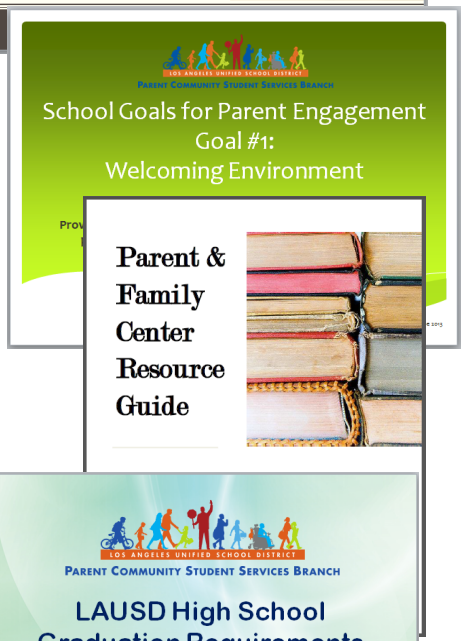
School Workshops for Parents











Intended Outcomes

GOAL 12

Build the awareness of all stakeholders regarding the relationship between the School Experience Survey and the School Report Card and the importance of utilizing the data from each when developing school goals during budget development and when reflecting upon progress.

GOAL 13

Strengthen the relationship between the parents and the school as parents learn more about how to support student achievement

Considerations

GOAL 12

- Access to technology for School Experience Survey completion
- Supporting schools that need assistance
- Engaging support of all partners, staff, parents and students

GOAL 13

- Need to establish baseline data

State Priority Area: Student Engagement and Involvement

LAUSD Local Control and Accountability Plan, Page 11

LCAP Goal 9: Leverage existing student governance and engagement programs and new technology to develop student leadership, voice, and engagement, increasing District accountability for student outcomes.

- *Efforts to seek student input*

State Priority Area: Student Engagement and Involvement

Section 1 of the LCAP requires that Districts employ at least one of the following strategies to satisfy the requirements for student consultation for the purposes of the LCAP.

- Annual Survey
- Quarterly Focus Groups/Advisory Councils
- Semi-annual Town Hall Meetings
- Participation of students on school and district councils

- Students are the primary stakeholders in education, and their input should matter to the LCAP process. Students' thoughts should be captured via an Advisory Council.

State Priority Area: Student Involvement

The Student Involvement, Development and Empowerment Unit of the Parent, Community and Student Services is dedicated to **providing avenues and venues for students to get involved** in their learning. It provides opportunities for students to shape their learning environment (school culture/climate) while building their leadership skills and abilities.

- Student Body Presidents' Meeting (6 times per year)
- Superintendent Student Advisory Council
- Student Advisory Councils for various LAUSD Departments (LCAP, Foster Youth, Food Services, Technology)
- Board District 1 and 4 Student Advisory Councils
- Student Member of the Board of Education (in progress)

State Priority Area: Student Development

The Student Involvement, Development and Empowerment (SIDE) Unit of the Parent Community Student Services is dedicated to **providing leadership skills training** for students and school personnel.

For each of the groups listed below, the SIDE Unit provides training to students on leadership skills, styles and strategies. Students are also trained on being an effective leader and their roles as student leaders at their school sites.

- Young Men of Color Conference and Movement
- Aspen Challenge Los Angeles
- Student Body Presidents' Meeting (6 times per year) (created leadership development modules school leadership advisors can utilize in their classrooms)
- Student Advisory Councils for various LAUSD Departments (LCAP, Foster Youth, Food Services, Technology)
- Superintendent Student Advisory Council
- Board District 1 and 4 Student Advisory Councils
- Student Member of the Board of Education (in progress)
- School Student Body Leadership Advisors' Meetings

State Priority Area: Student Engagement

The Student Involvement, Development and Empowerment Unit of the Parent Community Student Services is dedicated to **engaging students in the decision making process** of the District and schools.

- LCAP/LCFF Student Forum
- Administer an Annual Student Survey-School Experience Survey
- Student Body President's Meetings (School Student Leaders will receive LCAP updates)
- Superintendent's Student Advisory Council (LCAP Student Advisory Council)
- Student Focus Groups
- Aspen Challenge, Los Angeles

APPENDIX F

POSITIVE AND SAFE SCHOOL ENVIRONMENTS

LCAP- PROGRAM & GOAL UPDATE

April 2015

LCAP Related Goals and Targets

GOAL 7 - Decrease the number of suspensions for all students (Page 10)

GOAL 8 - Ensure effective and fair handling of student behavior by promoting positive solutions through the reform of student discipline policies and practices (Pages 10-11)

Leading by Changes in Key Discipline Policies

Division of School Operations

131

The District adopted the Discipline Foundation Policy in March 2007. The policy provided an overarching umbrella for student discipline. In the Fall of 2011, the District entered into an Agreement with the Office of Civil Rights (OCR) to address concerns regarding disproportionate suspension rates. On May 14, 2013, the LAUSD Board of Education adopted by majority vote the Board Resolution 2013 School Discipline Policy and School Climate Bill of Rights that outlines requirements regarding students' right to:

- **a holistic, safe and healthy school environment**
- **effective positive behavior support and interventions**
- **and establishes the LAUSD commitment to a District-wide culture of positive and humanistic approach to working with students, staff and parents.**

LAUSD has made tremendous strides since 2007-2008 SY through 2013-2014 SY in the reduction of the instructional days lost as a result of suspension from

74,765 to *8,351.

** The Discipline Data total may change once the MiSiS issues have been resolved.*

Tracking Our Progress

(Goals and Targets)

132

In response to AB 1729 and LAUSD Board Resolution - 2013 School Discipline Policy and School Climate Bill of Rights, the Office of School Operations focused on:

- Other means of correction and alternatives to suspension strategies
- Cultivating an environment of positive behavior support

SPECIFIC GOALS

- Implementation of School-Wide Positive Behavior Intervention and Support (SWPBIS)
- Revision of LAUSD policy bulletins, procedures, and practices related to student discipline
- Development and implementation of Restorative Justice (RJ) Practices as alternative to traditional school discipline.

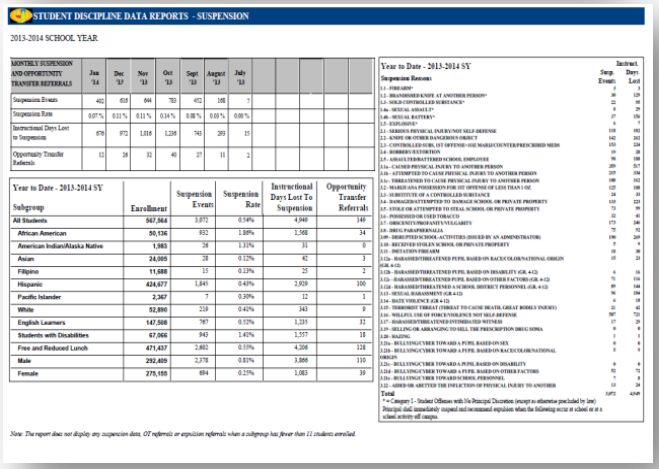
METRIC

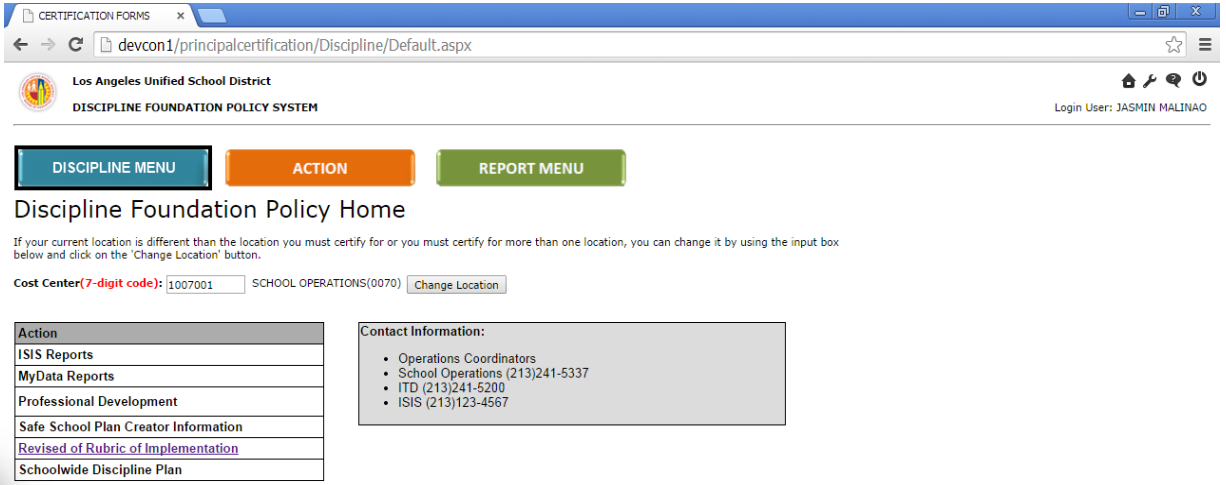
- Monthly online Student Discipline Data Reports in summary formats on various webpages in Inside LAUSD by District-wide, ESC, and school (https://dfp.lausd.net)
- Monthly Central Office Operations Performance Management Key Performance Indicator (LCAP/LCFF Focus Areas)

RESOURCES

Accessible Data Reports

133





KEY PERFORMANCE INDICATOR	TARGET
Schools implementing the Discipline Foundation Policy by June 2015.	65%
Decrease by 1% the total number of Board approved expulsions total from 2013-2014 SY.	106
Decrease by 1% the total number of out of school suspensions total from 2013-2014 SY.	*
Complete the Restorative Justice training at identified school sites by the end of 2014-2015 SY.	150
Identified central office personnel complete the required Restorative Justice training by the end of 2014-2015 SY.	100%

* *The Discipline Data total may change once the MiSiS issues have been resolved.*

Promoting Positive School Climates

Project Status and Tasks

134

COMPLETED

- ✓ Hired an Independent Auditor - Duerr Evaluation Resources
- ✓ Selected 5 ESC Restorative Justice Advisers, Central Office RJ Specialist, and Administrative Staff Aide
- ✓ Selected 25 RJ Teacher Advisers for 25 demonstration schools
- ✓ Completed the formal bidding process and selected Creative Educational Consultants, Inc. as the RJ Training Expert for the 25 demonstration schools.
- ✓ Finalized the school list for the RJ training roll out through 2020
- ✓ Published the School Climate Bill of Rights in the 2014-2015 Parent Student Handbook; distributed posters to all schools.
- ✓ Positive Safe School Climate Awareness Kick-Off – October 2014
- ✓ Modified and published BUL-6231.0 – Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support (SWPBIS) published on February 14, 2014

Promoting Positive School Climates

Project Status and Tasks

COMPLETED

- ✓ Communicated the Discipline Foundation Policy: SWPBIS through trainings, meetings, introductory video, Inside LAUSD website, LAUSD Brief, etc.
  - ➢ Monthly Task Force meetings with representatives including, but not limited to, students, parents, teachers, and principals
  - ➢ Developed as part of the Bulletin the Discipline Matrix
  - ➢ Developed the School Climate Bill of Rights - for Elementary and Secondary versions and translated in various languages
  - ➢ Worked on the Restorative Justice implementation plan
  - ➢ Worked collaborative with School Police in reviewing and revising policies, practice trainings
  - ➢ Developed the complaint process and system for students, parents, & employees
- ✓ Analyzed discipline and related data – published online monthly data
- ✓ Collaborated with charter schools

Promoting Positive School Climates

Project Status and Tasks

ONGOING PROJECTS and TASKS

- ❑ Finalizing the training plan
- ❑ Finalizing training materials
- ❑ Ongoing data monitoring and analysis
- ❑ Ongoing report analysis
- ❑ Rubric of Implementation data analysis for 2014-2015 SY

Ongoing Training and Preparation

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List of Restorative Justice Training Schedules for this school year through 2020 is posted in Inside LAUSD under Discipline Foundation Policy website or by accessing through http://dfp.lausd.net.

TRAINING TRACKING AND STATUS:

TYPES OF TRAINING	NUMBER OF SCHOOLS TRAINED
1. Introduction to Restorative Justice	44
2. Empathy and Team Building	23
3. Defusing Disruptive Behavior	18
4. Restorative Justice Community Building Circles	8

ESC	BD	Loc Code	School	School Type	Config	# Total Enroll.	RJ ESC Adviser	RJ Teacher Adviser	Symposium	Meet w/ principal	Intro to RJ	Prereq. Empathy Training	Prereq. Defusing	RJ Training	Yr. to start
W	4	7696	WESM ENV NATRL SCI	SENIOR HIGH	9-12	333	Ina Gordon	KIMBERLY SHILLING	ATTENDED 10/6 to 10/10	10/13/2014	11/10/2014				2014-15 *
W	4	8943	WESM HLTH/SPORTS MED	SENIOR HIGH	9-12	689	Ina Gordon	KIMBERLY SHILLING	ATTENDED 10/6 to 10/10	10/13/2014	11/10/2014	10/17/2014		11/15/2014	2014-15 *
S	7	2089	AMBLER EL	ELEMENTARY	K- 5	345	Tamara Robinson	N/A	N/A	11/5/2014					2014-15
S	7	2146	ANNALEE EL	ELEMENTARY	K- 6	271	Tamara Robinson	N/A	N/A	10/22/2014	11/18/2014	12/2/2014		1/14/2015	2014-15
W	1	7644	WEST ATHENS EL	ELEMENTARY	K- 5	809	Ina Gordon	N/A	N/A	10/20/2014	11/4/2014	12/2/2014	12/9/2014	1/21/15, 1/28/15	2014-15
XS	2	8991	CDS TRI-C	OPTION	7-12	243	Mary Jackson	N/A	N/A		11/18/2014	11/18/2014	12/2/2014	1/10 1/24/15	2014-15
XS	2	8580	CENTRAL HS	OPTION	9-12	584	Mary Jackson	N/A	N/A		11/18/2014	11/18/2014	12/2/2014	1/10 1/24/15	2014-15
XS	7	8578	EAGLE TREE CONTN HS	OPTION	9-12	149	Mary Jackson	N/A	N/A		11/18/2014	11/18/2014	12/2/2014	1/10 1/24/15	2014-15

Identified Early Trends

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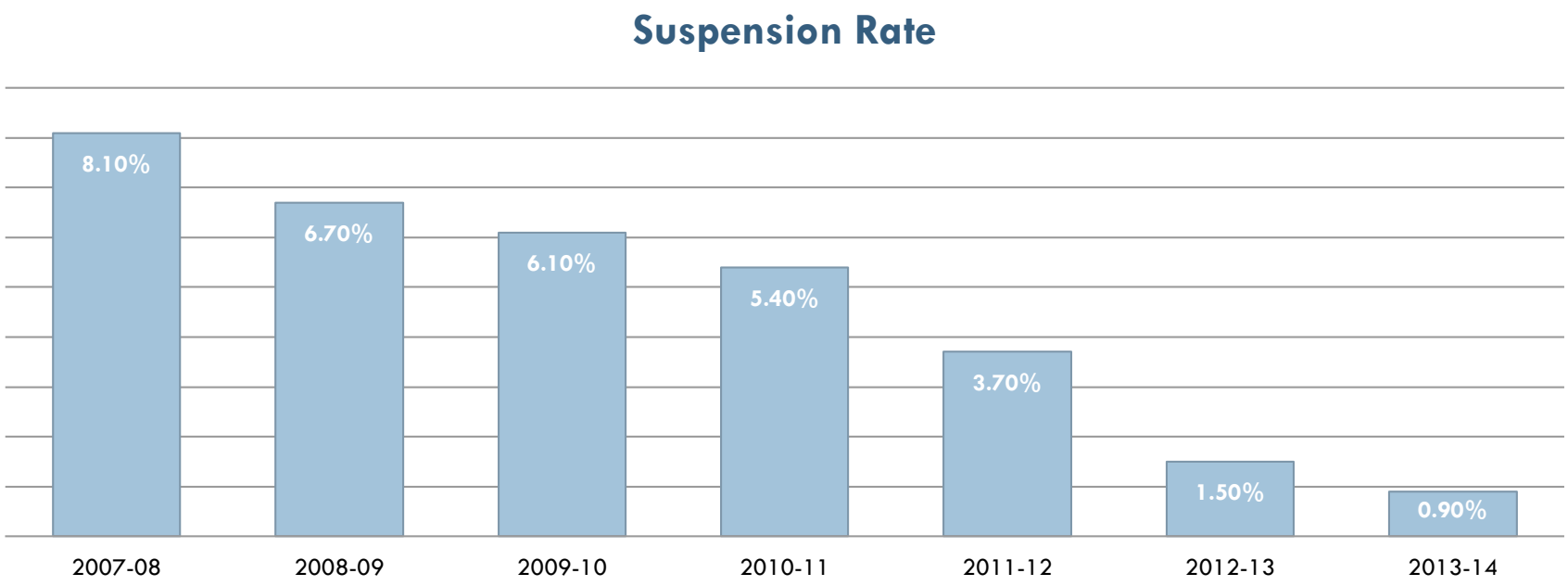

DESCRIPTION	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Instructional days lost to suspension	74,765	59,783	53,725	46,006	26,286	12,353	* 8,351
Suspension rate	8.1%	6.7%	6.1%	5.4%	3.7%	1.5%	* 0.9%

** The Discipline Data total may change once the MiSiS issues have been resolved.*

Intended Outcomes

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What is the intended outcome for the year?

KEY PERFORMANCE INDICATOR	TARGET	DATA/METRIC
Schools Implementing the Discipline Foundation Policy by June 2015	65%	Using the Discipline Foundation Policy System-Rubric of Implementation (ROI) section, the target is to increase the 44% of schools implementing the DFP from 2013-2014 SY 44% to 65% for this school year.
Decrease by 1% the total number of Board approved expulsions total from 2013-2014 SY	106	SY 2013-2014 expulsion total is 107 Goal for SY 2014-2015 is to decrease the number of Board approved expulsions by 1%.
Decrease by 1% the total number of out of school suspensions total from 2013-2014 SY	*	Goal for SY 2014-2015 is to decrease the number of out of school by 1%. * ***NOTE:*** *The discipline data total may change once the MiSiS issues have been resolved.*
Complete the Restorative Justice training at identified school sites by the end of 2014-2015 SY	150 including demonstration schools	Identified schools including demonstration schools will be trained in the following areas: 1. Introduction to Restorative Justice 2. Empathy and Team Building 3. Defusing Restorative Behavior 4. Restorative Justice Community Building Circle Training
Identified central office personnel complete the required Restorative Justice training by the end of 2014-2015 SY	100%	Educational Service Centers, School Operations, School Police, Division of Special Education, Pupil Services and Attendance and Academic English Mastery and Proficiency Plus, Parent Community Student Services Branch, School Nurse and selected Executive Staff.

APPENDIX G

Appendix G

Year: 2016
Program Description: Targeted Student Population
Program: 10183

Budgeted Item	Sum of Total Cost
Administrator X-Time	$120,760
Advisory Committee Expense	$217,513
Assistant Principal	$16,747,410
Bilingual Differential	$5,385
Campus Aide	$208,469
Campus Aide Overtime	$394
Campus Aide Position	$644,088
Campus Aide Z-Time	$16,754
Certificated Differentials	$63,092
Certificated Salary Increase	$388,933
Certificated X-Time	$4,837,476
Clerical Overtime	$407,219
Clerical Salary	$350,315
Community Representative	$1,507,881
Conference Attendance	$239,946
Contracts	$3,381,223
Coordinator Differential	$532,360
Coordinator X-Time	$628,974
Coordinator, Non-Class	$35,195,510
Counseling Assistant	$74,206
Counselor X-Time	$254,446
Counselor-Pupil Services and Attendance	$3,268,950
Curricular Trips	$365,877
Custodial Overtime	$225,332
Custodial Supplies	$141,842
Dues and Membership	$1,145
Educational Aide Salary	$472,108
Educational Aide Z-Time	$500
Elementary Counselor	$263,340
Elementary Teacher	$802,615
Equipment	$862,087
General Supplies	$4,496,950
Health Benefits	-$1,860,496
Information System Support Position	$56,600
Instructional Aide Salary	$649,331
Instructional Coach	$3,202,385
Instructional Materials	$2,348,761

Appendix G

Budgeted Item	Sum of Total Cost
Librarian X-Time	$7,588
Library Aide	$411,046
Maintenance of Equipment	$369,489
Microcomputer Support Assistant	$425,504
Mileage	$4,803
Nurse	$2,377,511
Nurse X-Time	$16,900
Office Technician	$2,762,764
Other Employee Benefits	$949
Other Expenses	$5,700
Parent Assistant	$138,796
Parent Training Allowance	$17,778
Pending Distribution	$1,217,300
Professional Development	$537,106
Professional Development-IMA	$3,122
Professional Expert Certificated	$19,962
Psychiatric Social Worker	$2,476,513
Psychiatric Social Worker X-Time	$10,446
Psychologist	$2,372,998
Psychologist X-Time	$6,050
Rental of Equipment	$83,731
Repairs of Equipment	$600
Reprographic Services	$24,039
Secondary Counselor	$2,202,930
Secondary Teacher	$6,253,466
Software Maintenance	$579,871
Special Ed Assistant Salary	$4,350
Sr Office Technician	$427,757
Student and Family Resource Navigator	$326,679
Supervision Aide	$846,041
Teacher	$1,298,077
Teacher Assistant	$12,165,550
Teacher Auxiliary	$363,592
Teacher Librarian	$135,050
Teacher Substitute	$1,451,466
Telephone & Postage	$4,845
Training Rate	$154,051
Grand Total	**$120,624,101**

APPENDIX H

Los Angeles Unified School District's Parent Advisory Committees

Summary of Priority LCAP Comments and Formal Responses from Superintendent Ramon C. Cortines

Let me first thank all of the parents who have demonstrated a high level of commitment and interest in ensuring the District develops a Local Control Accountability Plan (LCAP) that puts parents, employees and students at the forefront of change in our District. Your perspective and engagement is vital in supporting this very new, fundamentally different, Local Control Funding Formula (LCFF) 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 most significant academic impact for our students. We absolutely believe that the LCFF and LCAP are good for students, however until we receive an adequate level of funding schools deserve, the District will continue to prioritize and target our LCFF investments to the areas of greatest need.

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 progress towards LCAP targets and assessed the implementation of key programs supported by the new investments in the LCAP. Furthermore, the committees engaged in a "data review" training and were given a walk-through presentation on how the LCFF and new LCAP template organized goals, targets and expenditures in the District. In April 2015, both committees had an opportunity to review and provide comment on the District's LCAP which is a requirement established in the state's LCFF provisions. Each committee established a priority set of 30 comments each to be submitted to the District's Superintendent for formal review and response. Below you will find responses to each of the 30 Priority Comments submitted by the District English Learner Advisory Committee on April 10, 2015 and Parent Advisory Committee on April 17, 2015.

Responses to LAUSD District English Learner Advisory Committee

Comment Priority	District English Learner Advisory Committee Comment	Related LCAP Goal	Superintendent's Response
1	More support and motivation for students in the subjects they need to readily graduate with help from school staff and family.	100% Graduation	*Thank you for your comment. I agree that students do need more support and motivating efforts to ensure they graduate. The Local Control Accountability Plan fortunately provides many of the targeted resources that support these programs. As such, the Student Health and Human Services division coordinates numerous programs aimed at fostering greater engagement and identifying students at-risk of dropping out. The Diploma Project and Student Recovery Day focus on recovering and re-enrolling students via a network of supports and case management to successfully put students back on the path to graduate. Our City of Los Angeles Partnership program provides for staffing of Pupil Services and Attendance counselors at Family and Youth Source centers throughout the city, increasing points of intervention and assistance to our neediest students while creating an opportunity to motivate and engage families and their student concurrently.*
2	Starting in 9th grade, students need an individual graduation plan to achieve and successfully graduate.	100% Graduation	*Thank you for your comment. It is current District policy that counselors meet with each student in grades 6-12 for an annual IGP conference. This has been difficult due to current counselor/student ratios. Communication with the parent is part of this requirement. For thse reasons, improving IGP completion rates in high schools is an LCAP goal under LCAP Goal#6 (Basic Services) subgoal F.*
3	More on-going communication between counselors, parents, and students to create an individual graduation plan that will take the student to graduation.	100% Graduation	***Please see response for Comment #2***

4	Monitor teaching delivered to all ethnicities but with more focus on EL and LTEL students	100% Graduation	*Thank you for your comment. I concur with this need. All site administrators are responsible for monitoring the instruction for English Learners and Long-Term English Learners. The Teacher Growth and Development Cycle (TGDC) allows for administrators to monitor instruction and provide feedback to teachers on how they are meeting the needs of ELs and LTELs. The District's teacher evaluation process: Educator Development and Support: Teachers, includes a series of observations, conferencing opportunities, and professional goal setting activities all aimed at helping to identify strengths and opportunities for improving teacher practice. The District's Teaching and Learning Framework is at the foundation of the teacher evaluation process. The framework articulates clear expectations for effective teaching practices, which include practices that ensure the learning needs of all student subgroups are met.* *The teaching practices focused on within classroom observations specifically address a teacher's awareness of students' skills and language proficiency when planning instruction and intervention.* *The classroom observations are followed by post observation conferences where the administrator discusses the evidence collected through the lens of the Teaching and Learning Framework. It is through these observations and conferences that an administrator provides feedback to teachers on how they are meeting the needs of their subgroups.*

5	Establish a position, apart from the principal, for someone who can implement the training kit for student discipline. To help the student to not miss English Language Arts, Mathematics, and English Learner classes (English language development).	Proficiency for All	*Thank you for your comment. Clear and consistent expectations are crucial elements of effective discipline policy and procedure. The Student Discipline and Expulsion Support Unit has developed an on-line training course designed to provide professional development on formal student discipline procedures that comply with current legislation and the LAUSD Board Resolution- School Discipline Policy and School Climate Bill of Rights. School principals are required to designate staff who will assist the principal in discipline matters to be trained and equipped with necessary knowledge needed to properly address student misconduct.*
6	A specific program for 5th grade students who have not reclassified to prevent them from being identified as Long Term English Learners in the next grade and be able to meet the outlined goals.	Proficiency for All	*Thank you for your comment. We concur with this need. Planning is underway to design a system of progress monitoring and interventions to meet the needs of 4th and 5th grade ELs who are at-risk of becoming LTELs.*
7	Implement enrichment programs for English Learner students to help them develop their English levels in a fun way (i.e. book club, technology club, arts and theater club), in conjunction with Common Core.	Proficiency for All	*Thank you for your comment. Each school has programs and services as well as budget autonomy and receives an allocation for their school to implement programs and services. Central office provides support on meeting federal and state regulations as well as instructional approaches however schools must use their individual data and as a school community may decide program implementation this could be an area of need to discuss with the school site administrator*
8	Supervise teachers in the classroom to ensure that they are using strategies learned in professional development to meet the needs of English Learners.	Proficiency for All	*Thank you for your comment. At the start of the school year, teachers scheduled to be evaluated identify instructional and data-based objectives, as well as strategies to advance their practice. These strategies may include participating in professional development in order to meet the needs of student subgroups. Through formal and informal observations, administrators observe teacher practice to monitor the progress made in meeting objectives and implementing new strategies. Feedback is provided to teachers as well as suggested next steps for*

			professional growth. A teacher's progress in meeting instructional and data-based objectives is one of several areas taken into consideration on a teacher's final evaluation.
9	Develop and implement a preparation guide for the CELDT exam (or its substitute) to be used in the summer in conjunction with parent trainings, to show them how to work with their children.	Proficiency for All	*Thank you for your comment. Each Local District has EL staff that provides support for the CELDT prior to the administration. Parent Educator coaches at PCSB and at each Local District have developed and disseminated parent trainings to be used to learn about ways to help their children and on reclassification criteria*
10	Have the District buy the PSA position for all schools focusing on the schools with the lowest attendance (African Americans, Student with Disabilities, foster youth & English Learners). Ensure that all local school principals inform all families of the services offered by the PSA office.	100% Attendance	*Thank for your comment. Your recommendation is well received. My recommendation for the 2015-16 budget is to not only increase resources to expand opportunities for school-sites to purchase PSA counselors but there will also be additional investments in other counseling services. These additional services also provide a baseline of support that drives attendance for youth in LAUSD.*
11	LAUSD should implement school uniforms in order to avoid bullying and social/economical differences, which lead to bullying, gang activity, and low self-esteem.	100% Attendance	*Thank you for your comment. District policy establishes procedures for schools to follow should stakeholders elect to establish a uniform policy. Public schools cannot mandate uniforms.*
12	LAUSD should provide foster youth the opportunity and make the necessary exceptions to complete their school education at the same school they started by providing the necessary resources. (Elementary finished at the same elementary, middle school finished at the same middle school, and high school finished at the same high school).	100% Attendance	*Thank you for your comment. Foster Youth Counselors are working with DCFS social workers to promote school stability. California legislation (AB 1933) allows foster youth to attend their school of origin and, if applicable, matriculate to the secondary school in the same attendance area when the child is placed with a family in a different neighborhood.*
13	LAUSD should distribute information to all parents about the importance of student attendance and how it links to graduation. Promoting PSA services available to all families.	100% Attendance	*Thank you for your comment. The Pupil Services unit provides useful tools, resources and information regarding the importance of attendance on their website pupilservices.lausd.net. In addition, Pupil Services has co-located a PSA Counselor at the Parent Community Student Services Branch to provide resources, information and on-going training to parents.*

14	Have the Superintendent of LAUSD make a public service announcement emphasizing the importance of early education and pre-school programs to ensure that families meet the 100 % Attendance and graduation goal (billboards, television, radio, newspaper, District & school website).	100% Attendance	*Thank you for your comment. Pupil Services is currently providing parent workshops at the Early Education Centers and Pre-schools to promote early education and the correlation between good attendance and on-time graduation.*
15	Public Relations trainings for staff, including Parent Center staff, in order to be able to engage more parents, and they should be monitored and assessed on a regular basis.	Parent, Community and student Engagement	*Thank you for your comment. The District plans to provide additional materials and trainings to school staff, including parent and family center staff, to promote a welcoming school environment and positive public relations with parents to support increased parent engagement. A Welcoming Environment toolkit is currently available to schools on the Parent, Community and Student Services website.*
16	Implement student councils in the schools, starting in elementary school and on up into high school, so they can give recommendations about their needs and concerns to the ELAC and SSC committees, outside of the school day schedule. Provide training workshops for these students, outside of the school day schedule.	Parent, Community and student Engagement	*Thank you for your comment. The Student Engagement plan that is mentioned in the response to comment 18 also includes a section on implementing student councils-elementary to high school. The plan will also outline ideas for providing leadership training for all students engaged in student councils.*
17	Schools should offer child care so that parents are able to attend meetings and workshops offered at school sites and at district level.	Parent, Community and student Engagement	*Thank you for your comment. Schools may provide activities for school-age children, supervised by certificated personnel, while parents attend parent education workshops, ELAC, or SSC meetings. The provision of child-care for children 0-5 years of age is subject to licensing and fees from the state of California, which include facility and staffing requirements. Given the facilities currently used for the LAUSD central committees, it is not feasible to provide child-care.*

18	Establish an English Learners student council to identify their needs and academic services needs and give recommendations to the ELAC and SSC committees.	Parent, Community and student Engagement	*Thank you for your comment. Through the work of the Student Engagement Unit of Parent, Community and Student Services, English Learner students will be recruited to participate in school student councils as well as in advisory groups and committees at the District level. These opportunities will allow English Learner students to generate and convey their recommendations to the SSC and ELAC and to central advisory committees and District staff regarding their academic service needs.*
19	Integrate and increase Title 1 funds with the LCAP funds to promote parent and student participation.	Parent, Community and student Engagement	*Thank you for your comment. Parent, Community and Student Services does coordinate Title I and Local Control Funding Formula funds to promote parent engatement through a variety of activities which include organizing parent volunteer efforts, activities which promote parent and student leadership development, parent training in understanding how to help students at home, building a college and career readiness culture within the home environment, etc. In addition, the District sets-aside approximately 3% of Title I entitlement ($7 million) for parent involvement, far surpassing the 1% mandatory minimum.*
20	Parents should be informed continuously about school and how to work with teachers and staff. RESPECTIVE TO RJ AND STUDENT DISCIPLINE.	School Safety	*Thank you for your comment. The District developed a roll-out plan to include training for parents. The Office of School Operations will partner with the Parent Community Student Services Branch to provide a trainer-of-trainers model for the parent educator coaches, senior parent community facilitators, and parent involvement administrators. This group will provide district-wide training for parents in all Educational Service Centers. This training will provide parents with Restorative Justice awareness and practices that can be used at home with children and family members.*

21	Provide plans, tools and protocols to train school personnel to identify misbehaviors, the reasons for them, how to manage them, and how to work with parents.	School Safety	*Thank you for your comment. Central and Educational Service Center School Operations provide ongoing monitoring to ensure that equitable school-based practices are implemented in a fair, non-discriminatory and culturally responsive manner. School-site procedures and practices must be consistent, not only with the tenets of this policy, but also with state and federal laws. These require school administrators to utilize positive interventions and means of correction for students in a consistent and age-appropriate manner prior to any suspension, expect those offenses under E.C. 48915(c), (Category I offenses of the Matrix for Student Suspension and Expulsion Recommendation) or when safety is at risk. Schools use the resources included in the Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support (Bulletin-6231.0), which provides schools with suggested tiered interventions and supports and alternatives to suspension designed to correct student misconduct and motivate students to reflect and learn from their mistakes.*
22	Schools have to provide specialists (counselor, psychologist) to manage misbehaviors and bullying through workshops, seminars, brochures; attract parents and students by implementing groups to reward good behavior; and provide counseling for those who request it and those who are victims.	School Safety	*Thank you for your comment. The Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support provides schools with a tiered approach to student discipline. Tier I is built on a strong community and school connection that engages all stakeholders in the development of school-wide expectations, recognition, and rewards for all students. Tier II and Tier III supports and interventions are grade level appropriate to support student behavior, including Restorative Justice practices that address the harmed and the harmer.*

23	Restorative justice for all grade levels with focus on early intervention in the classroom.	School Safety	*Thank you for your comment. Restorative Justice (RJ) is a set of principles and practices employed in the District to build community and respond to student misconduct, with the goals of repairing harm and restoring relationships between those impacted at the elementary, middle and high school level. The Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support provides schools with tiered and grade level appropriate interventions to support student behavior including Restorative Justice practices. Through the implementation of Restorative Justice practices, school administrators, support staff, and teachers are trained to implement Restorative Justice Community Building Circles, encourage students to use affective statements, and support Restorative approaches throughout the school community as an alternative to suspension.*
24	Volunteers at the school should have background checks, be fingerprinted, and have training before participating.	School Safety	*Thank you for your comment. School sites and District offices are required to approve every volunteer before any person can begin their volunteer assignment. As part of the volunteer process, each potential volunteer has to be screened for tuberculosis, checked against the Megan's Law database for sex offenders, and, if volunteering more than 16 hours per week, be fingerprinted. The cost for fingerprinting is $56.00 and not covered by LAUSD. Requesting that every potential volunteer is fingerprinted will put an unfair burden on those who cannot afford it. The District cannot absorb this cost as over 13,000 applicants are processed each year. Furthermore, school principals have the discretion to require every potential volunteer to be fingerprinted. It is recommended that if the cost of fingerprinting is burdensome to potential volunteers, the school may seek donations to cover the cost. Schools can conduct training for potential volunteers prior to the beginning of their assignments. The Parent, Community and Student Services (PCSS) provides*

			volunteer presentations on the PCSS website that school personnel can download. The presentation covers different school opportunities for volunteering and the application process to become a volunteer. The presentations are provided in English and Spanish.
25	We recommend that teachers grasp (by seeing, understanding, etc.) each need their students have (socio-emotional, linguistic, etc.) in order to properly teach them and refer them to the proper and necessary services.	Basic Services	*Thank you for your comment. College and Career Readiness measures are under development through our CORE Waiver agreement, to be adopted in summer 2016. These Socio-Emotional measures may be considered for LCAP inclusion at that time. Adoption of these measures will require that school staff receive professional development.*
26	We recommend creating and establishing a transition program from elementary to middle school and from middle to high school.	Basic Services	*Thank you for your comment. Prior to the economic downturn, transition programs were a regular offering in support of students transitioning from one level to another. It not only provided support in mathematics and English, it also provided social emotional support by providing team building activities with other transitioning students and school staff. Unfortunately the scarcity of resources severely reduced these efforts. As we continue to restore and realign services, decisions on prioritizing resources come at the cost of not being able to fund all new program proposals. Nonetheless, with the distribution of resources to school sites, schools are free to use local funds to implement this type of program; and many do. Most schools that offer this program collaborate with the feeder school to identify students who would most benefit from this type of support. Beyond the Bell provides assistance and guidance for any school that implement this program."*

27	Teachers should be assessed according to Basic Services in order to have more and better strategies for those students who need more support (foster youth, low-income, English Learners).	Basic Services	*Thank you for your comment. I concur with this need. LAUSD is historically a low-income District, and designs professional development programs with this in mind. The Multilingual and Multicultural Education Department (MMED) provides professional development and coaching support to teachers of English Learners. Providing professional development to teachers specifically for foster youth is relatively new on our radar and in need of enhancement.*
28	Request more support so that the percentage of students with an IGP continues to rise to future expectations.	Basic Services	*Thank you for your comment. The reason this goal (6-F) is included in the LCAP is to keep our attention on this need. The Los Angeles Unified School District has designated 13 million dollars to hire additional Academic Counselor. The Los Angeles Unified School District is allocating an additional one million dollars for additional Foster Youth Counselor positions to help ensure that our most at-risk population is also receiving support and an annual IGP meeting. In the previous school year, 2013-2014, our District reported that approximately 74% of IGPs were completed. We are confident that with the additional resources, Academic Counselors will be able to meet the Performance*
29	Create a plan within the schools so that students don't lose so much time waiting in line to get food (more cafeteria staff).	Basic Services	*Thank you for you comment. Current bell schedules developed by site personnel take into consideration numerous lunch-time needs for students. Cafeteria managers and principals make determinations based on the grade level student populations and capacity in lunch areas. These factors drive lunch-time planning and bell schedules that are intended to accommodate student needs throughout the day as well as meet requirements for instructional time.*
30	Promote monitoring of schools to review the reasons for the number of dropouts at all grade levels.	100% Graduation	*Thank you for your comment. The LAUSD regularly reviews dropout data and provides secondary schools with potential dropout lists. School staff can then investigate the reasons why students have dropped out of school.*

Responses to LAUSD Parent Advisory Committee

Comment Priority	Parent Advisory Committee Comment	Related LCAP Goal	Superintendent's Response
1	Parents need a formal District policy which includes authentic impartial fact-finding and an appeal process to be utilized by parents who have any unresolved issues with site administrators, or who experience mistreatment, discrimination, harassment, or retaliation in any form, including the issuance of a "disruptive parent letter" against them.	Parent, Community and Student Engagement	*Thank you for your comment. All concerns and complaints are investigated and followed up by District personnel who communicate findings to the complainant. The District has a formal policy for the addressing and resolving of concerns brought forward by parents and community members. Any person can file a Uniform Complaint which is investigated impartially, filed with and reviewed by the California Department of Education, and allows for a formal state appeal.*
2	In this action for Special Ed we have realized that the District is not ready for the inclusion of special education students, because the classroom staff has not been trained to work appropriately with the special education students. "Proficiency" Special ED, if integration is the goal, then there must be an adequate # of professionally trained staff at school sites to support these students (especially in the classrooms) -Better Assessment of these students that are EL's or LTL's but may be failing the CELDT because of a learning disability.	Proficiency for All	*Thank you for your comment. English Learner (EL) students that are being considered for an initial assessment to determine if they may qualify for special education services must have participated in the LAT and SST processes until it is determined that a Special Education referral is necessary. All assessments of EL students include a bilingual consultation as part of the assessment process to rule out second language acquisition factors as the primary reason for a student's learning difficulties. As such, it is important to determine language dominance and skill levels for receptive and expressive language, as well as to evaluate performance on tasks involving cognitive and academic language to determine if assessment in English could be considered a valid representation of the student's abilities. Speech and Language Pathologists have been trained to use a variety of formal and informal assessment tools to sort out the EL*

			difference vs. disorder issue. The Speech and Language and Psychological services programs have spent significant time providing professional development to providers regarding this issue. In addition, the Division of Special Education has provided extensive training and support resources for paraprofessionals, general and special education teachers, and administrators regarding integration of special education students in least restrictive environments such as differentiating instruction, universal design for learning, coaching and supporting co-teaching practices, peer engagement and integration activities. Furthermore, in the 2016-2017 school year, the state will introduce a new language proficiency assessment based on the new English Language Development (ELD) standards. In addition the state is looking into providing an annual language proficiency assessment that is a closer alignment to the needs of ELs with disabilities
3	Student Engagement: All schools should install "comment boxes" in easily accessible locations (e.g. the main hallway), the contents of which are to be regularly reviewed by stakeholder groups such as SSC, ELAC, SBM, PTSA and Charter Council. All suggestions must be retained and preserved for future reference and follow-up.	Parent, Community and Student Engagement	*Thank you for your comment. I agree with the need to effectively capture the interests and thoughts of our students. I most recently requested that The Student Unit write and present a comprehensive plan on how schools and the district can increase student involvement, leadership development, voice and engagement. Included in this plan will be suggestions on how to capture student comments and act on them in a meaningful manner. One of the suggestions will be a "comment box".*
4	100% Compliant with school Facilities in "Good repair" is actually a low standard. Does not capture filth vs cleanliness, leaks, etc. The metric should be the % of facilities in clean, sanitary, and "exemplary repair".	Basic Services	*Thank you for your comment. Per the LCAP statute requirements, we utilize the metric required by the State. State law requires the District keep all of its school facilities in a state of good repair as defined to mean that*

			the facility is maintained in a manner that ensures that it is clean, safe, and functional. For LAUSD this means that our classified staff, our trade workers -- electricians, plumbers, roofers, HVAC technicians, etc., are maintaining this standard for the more than 13,000 buildings the District owns. In addition to the work this District does to keep its school facilities in a state of good repair, we are also investing voter-approved bond dollars to upgrade our schools so they are safe and functional places to learn and succeed. We're replacing roofs, entire plumbing and HVAC systems, and upgrading lighting systems for our public school students. At our schools with the most critical facilities conditions, we are undertaking comprehensive modernization projects to significantly improve the campus. Additionally, staff is always looking to develop as many partnerships as possible to bring in additional funding, for example, we have an agreement with the Department of Water and Power to provide funding for water and energy conservation efforts.
5	The goal for "Proficiency for All" is not aligned with the SBAC Achievement Level Description. We believe that it's important to describe the goal and the metric in regard to the SBAC. The needs and the goal need to be divided by grade span. The metric only shows the EL's progress, but it doesn't show the decrease.	Proficiency for All	*Thank you for your comment. Federal accountabilities measures English Learner (EL) progress utilizing measures of English language acquisition proficiency AMAO 1, the percent of ELs annually progressing in language development as measured by the California English Language Development Test (CELDT). One factor in the decrease in ELs occurs when they are reclassified. The reclassification rate metrics are designed to give a clearer picture of not only the overall reclassification rate but the reclassification rate of ELs in two cohorts (less than five years and greater then five years) and Long-Term English Learners (LTELs).*

6	Targeted parental involvement will increase support for all students and improve graduation rates. This will be effective only if the ESC follows through with the school administration.	100% Graduation	*Thank you for your comment. The Educational Service Center and the Parent, Community and Student Services office provide guidance and support to the school administration in their work with parents. This support is in the form of policy guidelines, training, data collection and tools for increasing parent education, involvement, engagement and leadership at the school site.*
7	Technology Support: Both high and low income schools to receive the technological and digital equipment needed to implement the curriculum at the same level, according to the needs and with equity.	Proficiency for All	*Thank you for your comment. I couldn't agree more and that is why I have established the new Instructional Technology Initiative task force, chaired by Dr. Judy Burton. This group will meet from April to November to help develop a plan that supports technology in the classroom to improve teaching and learning. The Task force participants include teachers, administrators, parents, students, community members and a representative from the L.A. Unified School Construction Bond Citizens' Oversight Committee. All task force members will bring insights about learning in the ever-changing world of technology and creative ideas. Ultimately this will ensure future strategies reflect differentiated needs at school-sites and allow a wider array in the technology that works best for our diverse population of students and staff. The final strategic plan is expected to be completed by early 2016, with the goal of influencing learning and teaching district-wide. The recommendations will be presented to the Board of Education for final approval.*

8	Students with disabilities/students with IEP's and 504's may have lower attendance for a variety of reasons - school refusal is common some students are anxious, being bullied, medical issues, etc. All IEP's should routinely include a plan to support attendance for these students. When students trigger consecutive days of absence or 10+/year, someone at the school site (PSA counselor or other) should follow up with family to assess reasons/provide support as needed and send homework to home or hospital, etc.	100% Attendance	*Thank you for your comment. Pupil Services and Attendance Counselors are child welfare and attendance advocates who utilize a three-tiered model (prevention, early intervention and intensive intervention) to improve individual and system-wide student attendance, engagement, achievement and graduation. Pupil Services and Attendance Counselors work directly with students who experience difficulties in achieving their academic potential due to social/emotional, home and community barriers. PSA Counselors work together with school-based staff to identify students that have high number of absences and assess barriers to school attendance and provide support for re-engagement.* *Areas of Focus include:* *Implementing strategies and activities to increase student attendance and graduation rates among identified targeted student groups* *Attendance Motivation/Incentive Programs and Campaigns* *Assisting with early identification and intervention systems to support at-risk students* *Serving as a liaison between the school, home and community* *Individual, Group, Family Counseling* *Community Collaboration and Resource Linkage* *School Attendance Review Board Meetings (SARB)* *Case Management and Consultation* *Child Welfare and Attendance Initiatives and Campaigns* *Parent and Student Engagement* *Grad Van Outreach Services*

9	Effective, meaningful parent leadership training must be offered at the school, ESC and Central levels. This training must also be offered to students.	Parent, Community and Student Engagement	*Thank you for your comment. Student leadership training has been and will continue to be conducted during the Associated Student Body meetings that are held six times per year and during various Student Advisory Council meetings. Training materials are prepared and modeled by The Student Unit and are provided to High School Leadership Teacher Advisors for use in their leadership classes.*
10	Mandate & Confirmation Of The Implementation Of Restorative Justice Program(s) (Current Data Needed)	School Safety	*Thank you for your comment. The five-year implementation consists of training over 900 elementary, middle and high schools by 2020. Each school's attendance, office referrals, suspension, and expulsion data will be used to measure implementation. Graduation rates will be included for all high schools. Additionally, the culture and climate survey questions on the School Accountability Report Card will be used as data points to assist in accessing the culture and climate of schools.*
11	Missing from this goal is to put into writing or comment from L.A.U.S.D. to hire more PSA/counselors to service ALL at risk of not graduating. The IGP goal set for the 2015-2016 school year is un-realistic if the District does not hire more PSA/counselors. LAUSD is at 29% completion of IGP's for all. Next year's goals is 100%? This seems an unrealistic goal.	100% Graduation	*Thank you for your comment. Assembly Bill 1802 states that all students in grades 7-12 are required to receive an annual Individual Graduation Plan (IGP) meeting with their Academic Counselor. The Los Angeles Unified School District has designated 13 million dollars to hire additional Academic Counselor. The Los Angeles Unified School District is allocating an additional one million dollars for additional Foster Youth Counselor positions to help ensure that our most at-risk population is also receiving support and an annual IGP meeting. In the previous school year, 2013-2014, our District reported that approximately 74% of IGPs were completed. We are confident that with the additional resources, Academic*

			Counselors and Foster Youth Counselors will be able to meet the Performance Meter goal for completion of IGPs for all youth including foster youth.
12	Teachers must be trained and assessed on effective student and parent engagement.	Parent, Community and student Engagement	*Thank you for your comment. Teacher and parent trainings on how to effectively engage other stakeholders have been conducted throughout the school year and will continue next school year as well. These trainings have included the following topics: "How to build effective relationships", "How to empower students to greatness", "Building a college going culture", and "How to make your child scholarship ready: Non-cognitive variables that lead to success."*
13	Program Is underfunded & under supported	School Safety	*Thank you for your comment. There are currently thirty-two district employees that strategically provide Restorative Justice training and support to schools. To further ensure the success of the May 2013 Board Resolution, the District committed over 4 million dollars to ensure training and support to 25 high needs senior high schools, including 25 Restorative Justice teacher advisers, five Educational Service Center Restorative Justice advisers, and Central Office support staff includes one School Operations coordinator, one Restorative Justice specialist and a staff aide.*
14	Norm-based staffing levels are totally inadequate to reach the District's goals. The shift to needs-based index is better, except it ensures that many students in need at schools in the middle of the index will never see meaningful, vital services and supports.	Basic Services	*Thank you for your comment. While we concur that the student equity index delivers more resources to the targeted student population in their assigned schools, the norm based staffing levels provides an equitable base level of funding for all schools.*

[redacted] 15	All the interventions for every group in K-12 need to be designed according to student's specific needs. Needs to be implemented as soon as the student doesn't advance one level per year.	Proficiency for All	*Thank you for your comment. Literacy assessments (DIBELS and Text Reading Comprehension) are administered in grades TK-5/6, and in Middle and High school (Scholastic Reading Inventory) to determine intervention placement. Students who struggle in mathematics in middle and high school are placed into math tutorial lab classes in addition to their core math course.*
16	A way to assist with graduation is for 9th graders to have a dedicated counselor who holds individual conferences with them and their families.	100% Graduation	*Thank you for your comment. We agree that 9th grade students should have a dedicated counselor that will meet with students and monitor progress towards graduation.*
17	MiSiS issues need to be resolved so that student attendance is tracked accurately and is ongoing with staff who are trained to use it, and we hope the State approves the waiver request for current year.	100% Attendance	*Thank you for your comment. Preliminary analyses of data from the recent MiSiS Experience Survey indicate that the majority of respondents feel that the system is mostly working and has improved since the beginning of the year. MiSiS attendance functionalities are working and stable allowing the District to track and report attendance data. A plan is being prepared to respond to the training needs of school employees. In addition we have continued our discussions with state officials to address whether the District will need a waiver for the attendance impacts.*
18	Parents need workshops, seminars and other training to help improve and increase their participation in schools, to be offered in the morning, afternoon and evenings, as well as on weekends.	Parent, Community and Student Engagement	*Thank you for your comment. All schools are required to provide a minimum of four academic workshops for their parents. Many topics for the workshops are based upon a needs assessment completed by parents each year, both at the school and District levels. In addition to the trainings held at schools, workshops for parents are held at the*

			Educational Service Centers on a variety of topics at various times. Weekly, the Parent, Community and Student Services office holds trainings for parents at different times as well.
19	Parents must be fully informed of all District policies and procedures related to parent visitations and volunteering, along with how to access these policies online.	Parent, Community and Student Engagement	*Thank you for your comment. The District publishes the annual Parent and Student Handbook, which provides applicable policies and procedures, including policies on parent school visitation and volunteering. The Handbook is provided electronically on multiple District webpages, and if requested, hard copies are made available as well.* *Additionally, District ESC and school staff make any and all District policies available to all stakeholders when requested. Those policies pertaining directly to parents are also made available in the school parent centers along with other resources. The Parent, Community and Student Services website provides a wealth of information and policies to parents and the community at large.* *On a monthly basis, the ESC Parent and Community Engagement administrators meet with the schools' parent and community representatives and provide training and resources to be disseminated to parents and the school community. These resources include District policies and procedures.*
20	Restorative Justice: Define/Definition of Support	School Safety	*Thank you for your comment. Restorative Justice is a set of principles and practices employed in the District to build community and respond to student misconduct, with the goal of repairing harm and restoring relationships between those impacted.*

21	**Per PAC Membership Request: Comment # 21 incorporated into comment # 2.**	Proficiency for all	***Please See Comment #2 response***
22	The attendance rate goal for African American and English Learner students attending 173-180 days/year is too low - more should be done to fully engage these students so they attend more days of school. We would like these attendance goals to go up.	100% Attendance	*Thank you for your comment. The LAUSD's goal is to ensure that all students are engaged, attending school and on-track to graduate. As such, attendance improvement goals were identified utilizing historical baseline data from the 2010-11 school year to the 2013-14 school year. The set targets in the LCAP for African American students increase by a greater percentage rate in order to close the gap that currently exists with other student populations.*
23	Exit and follow-up surveys must be used in order to assess the short and long term effectiveness of parent training.	Parent, Community and Student Engagement	*Thank you for your comment. Sample parent surveys will be developed and made available through the Parent, Community and Student Services website for use by schools at the completion of parent trainings and at various intervals throughout the school year.*
24	Principals, AP's and Coordinators must inform parents and members of the community of all volunteer opportunities on campus - both in and out of the classroom - and actively recruit school volunteers throughout the year.	Parent, Community and Student Engagement	*Thank you for your comment. The Parent, Community and Student Services (PCSS) will continue to hold yearly volunteer fairs to inform all stakeholders (parents, staff, community, etc.) of school volunteer opportunities and to facilitate the school volunteer process. The Parent and Community Engagement (PACE) administrators present the school volunteer process and share best practices with assistant principals and school coordinators at their monthly meetings. In addition, schools make requests from the PACE units and PCSS for presentations on the volunteer program.* *PCSS also provides volunteer presentations that school personnel can download from the PCSS website. The*

			presentations cover different school opportunities for volunteering and the volunteer application process. The presentations are provided in English and Spanish.
25	Parents, students and community must be educated on the importance of college - and career-readiness statistics, as well as, how this data affects/reflects student outcomes.	Parent, Community and Student Engagement	*Thank you for your comment. We concur with this need. College and Career Readiness measures are under development through our CORE Waiver agreement, to be adopted in summer 2016. These Socio-Emotional measures may be considered for LCAP inclusion at that time, and training programs for schools and community will be developed.*
26	Parents must receive meaningful annual training on their roles and responsibilities on SSC, ELAC and SBM to maximize their participation and effectiveness in school governance.	Parent, Community and Student Engagement	*Thank you for your comment. The Parent and Community Engagement teams in each region conduct trainings for school coordinators on the function, roles and responsibilities of the School Site Council (SSC) and the English Learner Advisory Committee (ELAC). Additionally, they conduct regional trainings for parents and school personnel on the same topics. Beginning next school year, the Parent, Community and Student Services (PCSS) will conduct SSC Saturday trainings inviting all members of the SSC to attend. Some of the topics that will be covered during the training include the roles and responsibilities of members, officer training, committee and council mandated topics, parliamentary procedures, school budgets, the Single Plan for Student Achievement and school governance. Furthermore, the PCSS is producing a training video to assist school personnel on the correct formation of the SSC and ELAC. The video will cover the committee and council orientation, election of members, election of officers and basic officer training.*

27	The Original Restorative Justice Program's Foundation Needs To Be Implemented	School Safety	*Thank you for your comment. There are currently thirty-two district employees that strategically provide Restorative Justice training and support to schools. To further ensure the success of the May 2013 Board Resolution, the District committed over 4 million dollars to ensure training and support to 25 high needs senior schools, hired 25 Restorative Justice teacher advisers, five Educational Service Center Restorative Justice advisers and Central Office support staff includes one School Operations coordinator, one Restorative Justice specialist and a staff aide.*
28	Investment in TGDC (evaluations of employees) should emphasize staffing AP positions and time for peer mentoring for effective, meaningful evaluations, rather than costly ineffective software. Evaluations of Principals are critical--Affects performance of everyone else at school.	Basic Services	*Thank you for your comment. The 2014-2015 school-year concludes the second year of full implementation of the Teacher Growth and Development Cycle (TGDC) process for teachers. While the evaluation system does not have an influence on staffing capacity at school sites, the District recognizes our schools' needs to provide meaningful support and evaluations for all teachers. UTLA has agreed per the Memorandum of Understanding ratified on May 12, 2015 to form the Educator Development and Support Committee to develop improvements to the certificated evaluation system for all certificated bargaining unit positions for implementation in the 2016-2017 school year. Additionally, the District agrees that effective school leadership is critical to the success of a school. As such, the District has been piloting a revised evaluation and support process for school leaders aligned to LAUSD's School Leadership Framework.*

29	We appreciate that standard based instructional materials meet the William's Act Requirements. It is, however, a very low standard. Teachers are photocopying pages from the WEB to teach common core aligned math. In the meantime the District is complaining that Pearson has breached contract for failing to provide electronic curriculum.	Basic Services	*Thank you for your comment. Common Core State Standards (CCSS) is a change in how materials are used. All materials, including texts, are resources. There is a shift from content to process. For example, the Basal Alignment Project aligns all basal readers, including Treasures, California Addition, with the CCSS. The District is following the State adoption process. This year, we adopted math textbooks. The State is in the process of adopting English Language Arts/English Language Development materials. As long as the materials have been professionally vetted, there are many excellent resources online. Even with new textbook adoptions, teachers should continue to utilize all available resources not rely on textbooks as the sole resource.*
30	Attendance relates to school safety: TK/K young students in bungalows with no sinks. They can't wash their hands and get sick frequently; students in unsafe neighborhoods may benefit from transportation. Increase LAUSD police presence, etc.	100% Attendance	*Thank you for your comment. The Procurement Division is looking into funding for classroom sinks. In addition, Student Health and Human Services will partner with other departments within LAUSD to promote hand washing and other techniques to stay healthy.*