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

Introduction:

LEA: Los Angeles Unified School District   **Contact (Name, Title, Email, Phone Number): -- 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, media and venues to engage with our community of stakeholders. The District's efforts began in September and October with a series of Town Halls and a survey. These meetings and survey were supplemented by on-going town hall style meetings hosted by LAUSD and partner community organizations including the United Way, CLASS, Families in Schools and other parent/community affiliated organizations. A list of the meetings is attached as an appendix to this document.	After roughly 100 community meetings, organized internally or through community partners, the District has identified common recurring themes, which are identified below. These themes are reflected in the goals, action/services and investments of the District. Common themes included:
	• Differentiated support for the Common Core State Standards (CCSS) initiative,
Information/Input Sessions:	• Increase the reclassification rate of English Learners,
Board of Education Meetings	• Effective teacher support and evaluation,
Educational Service Center Town Hall Meetings	• Availability of instructional materials and adequate facilities,
District Education Service Center Meetings	
Board Member Town Halls	• Increasing academic and social-emotional counselors and other support personnel
Parent & Community Services Branch Meetings	• Expansion of targeted support services for foster youth,
Parent Advisory Committee	• Increased communication with and training for parents, and
Student Advisory Committee	
Community Advisory Committee (Special Education)	• College and career readiness for all students.
District English Learner Advisory Committee	
Foster Youth Providers and DCFS meetings	Raw and aggregate data is available and attached in the appendix. Below is a high-level summary of survey responses.
Communities for Los Angeles Student Success (CLASS) meetings	
Labor Partner meetings	
In addition to face-to-face meetings, the District has developed websites with additional information, surveys and training:	10,483 total responses were tallied from the Town Halls and online survey instruments.
http://lcff.lausd.net , http://Achieve.lausd.net/budget	• 49% of respondents identified as employees or employee representatives. 38% identified as parent/guardians or as students.
The LEA used the following quantitative data for the goal setting process: attendance rate, suspension rate, expulsion rate, graduation rate, Individualized Graduation Plan (IGP) completion rate, A-G Progress Monitoring data, data on teacher miss-assignment, availability of instructional materials, facility inspection data, CST ELA proficiency rate, CST math proficiency rate, English Learner reclassification rate, percentage of Long Term English Learners, course enrollment data, and parent survey data.	• 79% of all respondents agreed or strongly agreed that "schools should have more autonomy over how they invest funds."
	• The top 10 budget priorities ranked in descending order of priority as identified by respondents at the Town Halls and online survey:
	○ Increase employee salaries,
	○ Expand adult education,

Permissible within the CA Education Code, the LAUSD District English Learner Advisory Committee (DELAC) is serving in place of the English Learner Parent Advisory Committee (ELPAC). Regional delegate convenings were held for parents/guardians to elect their representatives to the Parent Advisory Committee. Members were selected from each of the 5 LAUSD regions, with two parents representing English Learners, two representing Foster Youth, two representing Low Income students, and two parents At-Large to represent other stakeholders, in general. The parents representing English Learners were selected from the members of DELAC by their regional representatives. Guardians of foster youth were selected by community organizations and foster parent focus group members and elected at a regional convening to represent these stakeholders. Seven parents were selected by the Board of Education, to ensure representation of all affected stakeholder groups. There are 50 members of the DELAC and 47 members of the PAC.

- o Reduce class sizes,
- o Increase counselors,
- o Increase the number of school-level support positions,
- o Increase funding for the arts,
- o Increase librarians,
- o Increase nurses, and
- o Expand summer school.

The priorities identified above are included in the District's budget and investments for targeted student populations are identified on subsequent pages of this document.

Specifically, the following LCFF investment priorities reflect the feedback received from stakeholders and student data, and are tied to the academic data and needs of our students. Investments are further detailed in subsequent pages.

- Foster youth
- English Learners
- School climate and student engagement
- Students with disabilities
- Provide more budget autonomy to schools
- Increase support for schools with high teacher turnover
- Parent engagement
- Focus on Elementary arts, libraries and teacher support
- Focus on Middle School English Language Arts & Math

Focus on College and Career Readiness in high school

Annual Update:
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 students 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 - TOTAL PENDING meetings were held by the District to engage community stakeholders in the work of the LCAP from October

Annual Update:
After roughly __ community meetings, 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. Raw and aggregate data is available and attached in the appendix. Below are demographics and a high-level summary of survey responses.

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 partners to share with their respective constituents and members.

Twenty-six 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 attached as an appendix to this document. A sample of the groups met with are listed below.

Informational Sessions, Trainings, Program Reviews & Input Sessions:
Board of Education
LCAP Parent Advisory Committee
District English Learner Advisory Committee
Educational Service Centers
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 32+ metrics that were shared include: graduation rate, attendance rate, suspension rate, Individualized Graduation Plan (IGP)

- % of respondents identified as students
- % of all respondents identified as Hispanic or Latino
- % of all respondents identified as receiving/their child receiving Free or Reduced Lunch

Common themes included:
· Increased communication with and training for parents
· School climate, school safety, and Restorative Justice
· Increasing academic and social-emotional counselors, nurses, and librarians
· Student and parent engagement
· High quality teachers and accountability for academic achievement
· Course access
· Focus on arts education and afterschool programs

To specifically engage parents and students in their schools, the following best practices were recommended by community stakeholders:
- Provide more programming and workshops for parents
- Provide meetings with Administrators and staff
- Support the Parent Centers at each school site
- Create welcoming environments in the schools
- Provide student programming that engages students and parents

The following is a list of the top 6 District priorities ranked in descending order of priority as identified by respondents that attended Input Sessions and stakeholders who filled out the online survey:
1. Increase the percentage of schools ensuring effective and fair handling of student behavior by promoting positive solutions
2. Increase the four-year cohort graduation rate
3. Increase the percentage of students with an

data, CST ELA proficiency rate, CST 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 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.

Individualized Graduation Plan
4. Increase student engagement
5. Decrease chronic absences
6. Increase the percentage of schools training parents on academic initiatives by providing 4+ workshops annually

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.

<u>Information is based on preliminary review of survey data: SUBJECT TO CHANGE</u>

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

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,

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?

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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 middle and high school attainment. • To increase number of students who successfully complete high school college and career ready • To monitor and reduce drop-out rates for middle and high school pupils. • Ensure that 12th graders have access to the financial aid and opportunities to attend universities, community colleges and/or vocational schools.

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%**

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	LEA-Wide	_x_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$34.7 million (Base GF)

– 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			
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	LEA-Wide	__ALL -- OR: _x_Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$24.8 million (Supp./Conc. GF)
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)	37 Reed Schools	__ALL -- OR: _x_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$13.9 million (Supp./Conc. GF)
School Autonomy Provide additional budget autonomy to schools to support the academic plan on each campus	School-wide	__ALL -- OR: _x_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$159.1 million (Supp./Conc. GF)

Options Program Support at-risk youth with option educational setting	Options Schools	__ALL -- OR: _x_ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	$57.5 million (Supp./Conc. GF)
Realigned After-School Program Support the realignment of after-school services to better serve at-risk and unduplicated youth in the District.	LEA-Wide	__ALL -- OR: _x_ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	$7.3 million (Supp./Conc. GF)

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	LEA-Wide	_x_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$34.7 million (Base GF)

– 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			
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	LEA-Wide	__ALL --- OR: _x_Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$24.8 million (Supp./Conc. GF)
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)	37 Reed Schools	__ALL --- OR: _x_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$13.9 million (Supp./Conc. GF)
School Autonomy Provide additional budget autonomy to schools to support the academic plan on each campus	School-wide	__ALL --- OR: _x_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$172.1 million (Supp./Conc. GF)
Options Program Support at-risk youth with option educational setting	Options Schools	__ALL --- OR: _x_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	$57.5 million (Supp./Conc. GF)

Realigned After-School Program Support the realignment of after-school services to better serve at-risk and unduplicated youth in the District.	LEA-Wide	__ALL --- OR: _x_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$7.3 million (Supp./Conc. GF)

<table>
<tr><td rowspan="40">Expected Annual Measurable Outcomes:</td><td colspan="3" align="center">LCAP Year 3: 2017-18</td></tr>
<tr><td colspan="3" align="center">(1-A) Graduation Rate for All Schools</td></tr>
<tr><td>All Students</td><td>All Schools</td><td>73%</td></tr>
<tr><td>Low-Income Students</td><td>All Schools</td><td>74%</td></tr>
<tr><td>English Learners</td><td>All Schools</td><td>43%</td></tr>
<tr><td>African American Students</td><td>All Schools</td><td>71%</td></tr>
<tr><td>Student w/Disabilities</td><td>All Schools</td><td>62%</td></tr>
<tr><td>Foster Youth</td><td>All Schools</td><td>54%</td></tr>
<tr><td colspan="3" align="center">(1-B) Percentage of High School Students on-track for A-G</td></tr>
<tr><td>All Students</td><td>All High Schools</td><td>55%</td></tr>
<tr><td>Low-Income Students</td><td>All High Schools</td><td>51%</td></tr>
<tr><td>English Learners</td><td>All High Schools</td><td>31%</td></tr>
<tr><td>African American Students</td><td>All High Schools</td><td>47%</td></tr>
<tr><td>Student w/Disabilities</td><td>All High Schools</td><td>31%</td></tr>
<tr><td>Foster Youth</td><td>All High Schools</td><td>35%</td></tr>
<tr><td colspan="3" align="center">(1-C) High School Drop-out Rate</td></tr>
<tr><td>All Students</td><td>All High Schools</td><td>2%</td></tr>
<tr><td>Low-Income Students</td><td>All High Schools</td><td>2014-15 Benchmark – 3%</td></tr>
<tr><td>English Learners</td><td>All High Schools</td><td>2014-15 Benchmark – 3%</td></tr>
<tr><td>African American Students</td><td>All High Schools</td><td>2014-15 Benchmark – 3%</td></tr>
<tr><td>Student w/Disabilities</td><td>All High Schools</td><td>2014-15 Benchmark – 3%</td></tr>
<tr><td>Foster Youth</td><td>All High Schools</td><td>2014-15 Benchmark – 3%</td></tr>
<tr><td colspan="3" align="center">(1-D) Middle School Drop-out Rate</td></tr>
<tr><td>All Students</td><td>All Schools</td><td>2014-15 Benchmark – 3%</td></tr>
<tr><td>Low-Income Students</td><td>All Schools</td><td>2014-15 Benchmark – 3%</td></tr>
<tr><td>English Learners</td><td>All Schools</td><td>2014-15 Benchmark – 3%</td></tr>
<tr><td>African American Students</td><td>All Schools</td><td>2014-15 Benchmark – 3%</td></tr>
<tr><td>Student w/Disabilities</td><td>All Schools</td><td>2014-15 Benchmark – 3%</td></tr>
<tr><td>Foster Youth</td><td>All Schools</td><td>2014-15 Benchmark – 3%</td></tr>
<tr><td colspan="3" align="center">(1-E) Percentage of AP exam takers passing with a 3 or above</td></tr>
<tr><td>All Students</td><td>All Schools</td><td>47%</td></tr>
</table>

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. 　**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	LEA-Wide	_x_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$34.7 million (Base GF)

– 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			
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	LEA-Wide	__ALL --- OR: _x_Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$24.8 million (Supp./Conc. GF)
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)	37 Reed Schools	__ALL --- OR: _x_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$13.9 million (Supp./Conc. GF)
School Autonomy Provide additional budget autonomy to schools to support the academic plan on each campus	School-wide	__ALL --- OR: _x_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$172.1 million (Supp./Conc. GF)
Options Program Support at-risk youth with option educational setting	Options Schools	__ALL --- OR: _x_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$57.5 million (Supp./Conc. GF)
Realigned After-School Program Support the realignment of after-school services to better serve at-risk and unduplicated youth in the District.	LEA-Wide	__ALL --- OR: _x_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	$7.3 million (Supp./Conc. GF)

		__Other Subgroups:(Specify)_____	

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 • To increase the number of students who score Proficient or above in grade level and higher level mathematics on the SBAC assessment • To monitor and increase early literacy rates of pupils • To increase the number of English Learners who achieve full English language proficiency • To increase the number of English learners demonstrating readiness to participate in a core English language arts curriculum. • To decrease the number of Long Term English Learners • To monitor and support Foster Youth middle and high school attainment.

Goal Applies to:	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

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 +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%**

	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)_____	$11.2 million (Supp./Conc. GF)

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 – California English Language Development Standards and Strategies – Restorative Justice Practices – Support completion of the science fellowship. The	LEA-Wide	_x_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$6.9 million (Base GF)

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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)_____	$45.5 million (Base GF)
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	LEA-Wide	x_ALL _____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,850.7 million (Base GF)

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
- – 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

LEA-Wide

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

$10.8 million
(Base GF)

Standards in ELA and Math − California English Language Development Test Proficiency and progress − Technology			
Early Childhood Education − School Readiness Language Development Program − CAL-Safe	LEA-Wide	__ALL -- OR: _x_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$56.6 million (Base GF)
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*	$401.3 million (Base GF)
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*	$449.9 million (Supp./Conc. GF)
Special Education Over-Referral Special Education Services enhanced with resources to address the over-referral and identification of 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*	$21.8 million (Supp./Conc. GF)

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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)	LEA-Wide	__ALL --- OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify) <u>Standard English Learners</u>	$27.4 million (Supp./Conc. GF)
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.	LEA-Wide	__ALL OR: _x_Low Income pupils _x_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	$14.5 million (Supp./Conc. GF)
Targeted Instructional Support Targeted Instructional and administrative supports for library services, common core-aligned arts plan integration, class size reduction for middle and high school math and English classes, options school expansion and adult education supports	LEA-Wide	__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	$49.3 million (Supp./Conc. GF)
Arts Program Targeted Arts program that utilizes the District's Arts equity index to determine areas of need. LCFF targeted population are used to populate the arts equity index	LEA-Wide	__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	$25.1 million (Supp./Conc. GF)

LCAP Year 2: 2016-2017

	(2-A) Smart Balanced Assessment Consortium (SBAC) Assessment English Language Arts Proficiency Rate		
Expected Annual Measurable Outcomes:	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%**

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	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%**

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)_____	$12.2 million (Supp./Conc. GF)

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
- California English Language Development Standards and Strategies
- Restorative Justice Practices
- Support completion of the science fellowship. The main

LEA-Wide

_x_ALL

OR:

__Low Income pupils __English Learners

__Foster Youth __Redesignated fluent English proficient

__Other Subgroups:(Specify)_____

$6.9 million

(Base GF)

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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)_____	$45.5 million (Base GF)
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.	LEA-Wide	_x_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,850.7 million (Base GF)

– 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 – English language development assessment tools – Interim assessments aligned to the Common Core State Standards in ELA and Math	LEA-Wide	_x_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$10.8 million (Base GF)

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– and progress – Technology			
Early Childhood Education – School Readiness Language Development Program – CAL-Safe	LEA-Wide	__ALL -- ---- OR: _x_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$56.6 million (Base GF)
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_	$401.3 million (Base GF)
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_	$449.9 million (Supp./Conc. GF)
Special Education Over-Referral Special Education Services enhanced with resources to address the over-referral and identification of 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_	$21.8 million (Supp./Conc. GF)

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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)	LEA-Wide	__ALL --- OR: __Low Income pupils _x_ English Learners __Foster Youth __Redesignated fluent English proficient _X_ Other Subgroups:(Specify) <u>Standard English Learners</u>	$27.4 million (Supp./Conc. GF)
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.	LEA-Wide	__ALL OR: _x_ Low Income pupils _x_ English Learners _X_ Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	$14.5 million (Supp./Conc. GF)
Targeted Instructional Support Targeted Instructional and administrative supports for library services, common core-aligned arts plan integration, class size reduction for middle and high school math and English classes, options school expansion and adult education supports	LEA-Wide	__ALL OR: _x_ Low Income pupils _x_ English Learners _x_ Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	$54.4 million (Supp./Conc. GF)
Arts Program Targeted Arts program that utilizes the District's Arts equity index to determine areas of need. LCFF targeted population are used to populate the arts equity index	LEA-Wide	__ALL OR: _x_ Low Income pupils _x_ English Learners _x_ Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	$25.1 million (Supp./Conc. GF)

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	LCAP Year 3: 2017-18		
	(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%**
Expected Annual Measurable Outcomes:	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%**

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)_____	$12.2 million (Supp./Conc. GF)

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Professional Development	LEA-Wide	_X_ ALL	$6.9 million
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 – California English Language Development Standards and Strategies – Restorative Justice Practices – Support completion of the science fellowship. The		-- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(Base GF)

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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)_____	$45.5 million (Base GF)

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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	LEA-Wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,850.7 million (Base GF)
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	LEA-Wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$10.8 million (Base GF)

– 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			
Early Childhood Education – School Readiness Language Development Program – CAL-Safe	LEA-Wide	__ALL -- OR: _x_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$56.6 million (Base GF)
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*	$401.3 million (Base GF)
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	$449.9 million (Supp./Conc. GF)

		_X_Other Subgroups:(Specify) _Students with Disabilities_	
Special Education Over-Referral Special Education Services enhanced with resources to address the over-referral and identification of 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_	$21.8 million (Supp./Conc. GF)
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)	LEA-Wide	__ALL --- OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify) Standard English Learners	$27.4 million (Supp./Conc. GF)
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.	LEA-Wide	__ALL _____ OR: _x_Low Income pupils _x_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	$14.5 million (Supp./Conc. GF)
Targeted Instructional Support Targeted Instructional and administrative supports for library services, common core-aligned arts plan integration, class size reduction for middle and high school math and English classes, options school expansion and adult education supports	LEA-Wide	__ALL _____ OR: _x_Low Income pupils _x_English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	$54.4 million (Supp./Conc. GF)
Arts Program Targeted Arts program that utilizes the District's Arts equity index to determine areas of need. LCFF targeted population are used to populate the arts equity index	LEA-Wide	__ALL _____ OR: _x_Low Income pupils _x_English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	$25.1 million (Supp./Conc. GF)

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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

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	LEA-Wide	_x_ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$17.5 million (Base GF)

| 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, psychologists 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)_____ | $72.6 million (Supp./Conc. GF) |

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	LEA-Wide	_x_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$17.5 million (Base GF)

– Medical Services – Healthy Start – Children's Health Access and Medi-Cal Program – School Enrollment, Placement, and Assessment Center			
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, psychologists 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)_____	$77.6 million (Supp./Conc. GF)

LCAP Year 3: 2017-18

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)_____	$17.5 million (Base GF)
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, psychologists 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)_____	$77.6 million (Supp./Conc. GF)

GOAL:	**Goal #4 - Parent, Community and Student**	Related State and/or Local Priorities: 1__ 2__ 3_x_ 4__ 5__ 6_x_ 7__8__

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Engagement

Local: Specify _____ ___

Identified Need:	• To increase the number of parents providing input about school conditions • To train parents on how to support learning at home and at school • To increase student engagement

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

<table>
<tr><td rowspan="13">Expected Annual Measurable Outcomes:</td><td colspan="3">(4-A) Percentage of students who feel a part of their school (question on School Experience Survey)</td></tr>
<tr><td>All Students</td><td>All Schools</td><td>79%</td></tr>
<tr><td colspan="3">(4-B) Percentage of parents completing the School Experience Survey annually</td></tr>
<tr><td>All Parents</td><td>All Schools</td><td>40%</td></tr>
<tr><td colspan="3">(4-C) Percentage of parents trained on academic initiatives by providing a minimum of four workshops at each school annually</td></tr>
<tr><td>All Parents</td><td>All Schools</td><td>45%</td></tr>
<tr><td>Elementary School Parents</td><td>All elementary schools</td><td>Set Benchmark</td></tr>
<tr><td>Middle School Parents</td><td>All middle schools</td><td>Set Benchmark</td></tr>
<tr><td>High School Parents</td><td>All High Schools</td><td>Set Benchmark</td></tr>
<tr><td colspan="3">(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"</td></tr>
<tr><td>All Parents</td><td>All Schools</td><td>'14-'15 Benchmark + 2%</td></tr>
</table>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Parental Involvement Provide parent training, learning opportunities and workshops: Supporting Common Core State Standards literacy at home, EL Master Plan requirements and progress monitoring, and provide parents notification of student EL Program placement, progress and reclassification. 10% of Common Core State Standards funds for parent involvement in the implementation of the Common Core State Standards	LEA-wide	_x_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0.7 million (Base GF)
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	$4.6 million (Sup/Conc. GF)

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	__Other Subgroups:(Specify)_____

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	**81%**
	(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
Parental Involvement Provide parent training, learning opportunities and workshops: Supporting Common Core State Standards literacy at home, EL Master Plan requirements and progress monitoring, and provide parents notification of student EL Program placement, progress and reclassification. 10% of Common Core State Standards funds for parent involvement in the implementation of the Common Core State Standards	LEA-wide	_x_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0.7 million (Base GF)
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)_____	$5.3 million (Sup/Conc. GF)

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	**83%**
	(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
Parental Involvement Provide parent training, learning opportunities and workshops: Supporting Common Core State Standards literacy at home, EL Master Plan requirements and progress monitoring, and provide parents notification of student EL Program placement, progress and reclassification. 10% of Common Core State Standards funds for parent involvement in the implementation of the Common Core State Standards	LEA-wide	_x_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0.7 million (Base GF)
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)_____	$5.3 million (Sup/Conc. GF)

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 • To sustain the low number of instructional days lost to suspension while providing for targeted reductions in student subgroups • To reduce or maintain low percentage of expulsions • Maintain safe and positive school environments		
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 Focus on School Climate and Student Engagement at campuses of highest need, based on unduplicated student concentrations.	School-wide	__ALL --- OR: _x_Low Income pupils _x_English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$4.5 million (Supp./Conc. GF)
School Police	LEA-wide	X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$39.3 million (Base GF)
School Police supporting positive school climates Targeted Supports from School Police to ensure students are safe in high crime and incident areas in LAUSD	LEA-wide	__ALL --- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$13 million (Supp./Conc. GF)

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		LCAP Year 2: 2016-2017	
		(5-A) Single Student Suspension Rate	
Expected Annual Measurable Outcomes:	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	**70%**

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
School Climate and Restorative Justice Program Focus on School Climate and Student Engagement at campuses of highest need, based on unduplicated student concentrations.	School-wide	__ALL -- OR: _x_Low Income pupils _x_English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$6.5 Million (Supp./Conc. GF)
School Police	LEA-wide	X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$39.3 million (Base GF)
School Police supporting positive school climates Targeted Supports from School Police to ensure students are safe in high crime and incident areas in LAUSD	LEA-wide	__ALL -- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$13 million (Supp./Conc. GF)

LCAP Year 3: 2017-18			
	(5-A) Single Student Suspension Rate		
Expected Annual Measurable Outcomes:	All Students	All Schools	**.7%**
	Low-Income Students	All Schools	**.7%**
	English Learners	All Schools	**.7%**
	Foster Youth	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 Focus on School Climate and Student Engagement at campuses of highest need, based on unduplicated student concentrations.	School-wide	__ALL --- OR: _x_Low Income pupils _x_English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$6.5 Million (Supp./Conc. GF)
School Police	LEA-wide	X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$39.3 million (Base GF)

School Police supporting positive school climates Targeted Supports from School Police to ensure students are safe in high crime and incident areas in LAUSD	LEA-wide	__ALL --- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$13 million (Supp./Conc. GF)

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

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)_____	$230.8 million (Base GF)
Transportation	LEA-wide	X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$71.1 million (Base GF)

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)_____
			$491.7 million
			(Base GF)

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	LEA-wide	X_ALL --- OR: Low Income pupils English Learners	$289.6 million (Base GF)

		__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 rows.	LEA-wide	X_ALL --- OR:__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$192.5 million (Base GF)
Local Control Accountability Plan Support Administrative support for developing and coordinating the implementation of the District's Local Control Accountability Plan	LEA-Wide	_ALL --- OR:_X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0.14 million (Supp./Conc. GF)
On-going Major Maintenance Targeted maintenance to school sites with greatest need.	LEA-Wide	_ALL --- OR:_X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$15.0 million (Supp./Conc. GF)

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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

		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	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)_____	$230.8 million (Base GF)
Transportation	LEA-wide	X_ALL -- ---- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$71.1 million (Base GF)
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	LEA-wide	X_ALL -- ---- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$491.7 million (Base GF)

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Specialists			
Support Teacher Growth and Development Cycle			
District-wide Supports Includes utilities, rentals, insurance, certificates of participation, trash, telephone, fleet maintenance 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)_____	$289.6 million (Base GF)
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)_____	$192.5 million (Base GF)
Local Control Accountability Plan Support Administrative support for developing and coordinating the implementation of the District's Local Control Accountability Plan	LEA-Wide	_ALL --- OR:_X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0.14 million (Supp./Conc. GF)
On-going Major Maintenance Targeted maintenance to school sites with greatest need.	LEA-Wide	_ALL --- OR:_X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$15.0 million (Supp./Conc. GF)

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	LCAP Year 3: 2017-18		
	(6-A) Percentage of teachers that are appropriately credentialed for the students they are assigned to teach		
Expected Annual Measurable Outcomes:	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)_____	$230.8 million (Base GF)
Transportation	LEA-wide	X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$71.1 million (Base GF)
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	LEA-wide	X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$491.7 million (Base GF)

- 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

District-wide Supports Includes utilities, rentals, insurance, certificates of participation, trash, telephone, fleet maintenance 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)_____	$289.6 million (Base GF)
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)_____	$192.5 million (Base GF)
Local Control Accountability Plan Support Administrative support for developing and coordinating the implementation of the District's Local Control Accountability Plan	LEA-Wide	_ALL --- OR:_X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0.14 million (Supp./Conc. GF)
On-going Major Maintenance Targeted maintenance to school sites with greatest need.	LEA-Wide	_ALL --- OR:_X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$15.0 million (Supp./Conc. GF)

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?

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

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:	Foster Youth	All schools	65%	Actual Annual Measurable Outcomes:	Foster Youth	All schools	**Data Pending**
	Elementary Foster Youth	*Elementary Academic Assessment*	65%		*Elementary Foster Youth*	*Elementary Academic Assessment*	**Data Pending**
	Middle School Foster Youth	*Middle Individual Culmination Plan*	65%		*Middle School Foster Youth*	*Middle Individual Culmination Plan*	**Data Pending**
	High School Foster Youth	*High Individual Graduation Plan*	65%		*High School Foster Youth*	*High Individual Graduation Plan*	**Data Pending**
	Foster Youth (16 – 19 year olds)	*High Independent Living Plan*	100%		*Foster Youth (16 – 19 year olds)*	*High Independent Living Plan*	**Data Pending**

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	$9.9 million			**Pending Final budget**

tracking infrastructure, and identify baseline data necessary to minimize foster youth transfer rate.

Scope of service:		Scope of service:	
__ALL		__ALL	
OR: __Low Income pupils __English Learners _x_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 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 5,30: 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 meet 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 metric 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 b. 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 Probatio 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 | Schools: | All Schools |

to:	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	**Data Pending**
	English Learners		34%		*English Learners*		**Data Pending**
	Foster Youth		46%		*Foster Youth*		**Data Pending**
	Low Income Students		71%		*Low Income Students*		**Data Pending**
	African American Students		58%		*African American Students*		**Data Pending**
	Students w/ Disabilities		45%		*Students w/ Disabilities*		**Data 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			**Pending Final budget**
Scope of service: LEA-Wide		Scope of service:		
__ALL		__ALL		
OR: X Low Income pupils X English Learners X 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	**Please see expenditure for Goal #5**			**Pending Final budget**

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

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Scope of service:	LEA-Wide		Scope of service:	
_X_ALL			__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.

$8.1 million

**Pending
Final budget**

- 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		Scope of service:		
_X_ ALL			__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)	$38.6 Million				**Pending Final budget**

- 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 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		Scope of service:		
_X_ ALL OR: _ Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__ALL OR: _ Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		S
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	**Please see expenditure for Goal #10**				**Pending Final budget**

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- 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		Scope of service:		
_X_ ALL			__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)_____		

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

Pending Final budget

Scope of service:	LEA-Wide		Scope of service:		
_X_ ALL			__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)_____		

Adult Education & Regional Occupation Center/Programs supporting targeted youth	$25 million				**Pending Final budget**
Scope of service:	All Schools		Scope of service:		
ALL			ALL		

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OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Arts Program – Core arts program	$18.6 million		**Pending Final budget**
Scope of service: All Schools _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: Scope of service: __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	All Schools
Arts Plan – Development of strategic expansion and access to arts curriculum for neediest students	$2.5 million		**Pending Final budget**
Scope of service: __ALL OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: Scope of service: __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Cal-Safe program for school aged families	$40.7 million		**Pending Final budget**
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: Scope of service: __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

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Targeted Student Population Funds to support budget autonomy and improve a school's academic plan.	$154.1 million			**Pending Final budget**

Scope of service:	School-Wide		Scope of service:		
__ALL			__ALL		
OR: _X_ 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?	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		59%	Actual Annual Measurable Outcomes:	All Students	Applicable to all high schools	**Data Pending**
	English Learners		54%		English Learners		**Data Pending**
	Low Income Students	Applicable to all high schools	59%		Low Income Students		**Data Pending**
	Long Term English Learners		XX%		Long Term English Learners		
	Foster Youth						**Data Pending**
			XX%		Foster Youth		**Data Pending**

LCAP Year: 2014-15				
Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services	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		$521.3 million		**Pending Final budget**
Scope of service:	LEA-Wide		Scope of service:	
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__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		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		

and/or changes to goals?	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 professiona development throughout the school year as well as an online counseling module that has beer 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	**Data Pending**

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	**Please see expenditure for Goal #3**		**Pending Final budget**

- – 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:		
_X_ALL			__ALL		
OR:			OR:		
__Low Income pupils __English Learners			__Low Income pupils __English Learners		
__Foster Youth __Redesignated fluent English proficient			__Foster Youth __Redesignated fluent English proficient		
__Other Subgroups:(Specify)_____			__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 California Student Aids Commission (CSAC) to monitor the progress of the FAFSA applications. Current targets will remain unchanged. CSAC will provide 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*	Applicable to all schools	Benchmark Benchmark Benchmark	Actual Annual Measurable Outcomes:	*All Students* *Reclassified Fluent English Proficient Students* *English Learners*	Applicable to all schools	Awaiting Results to Establish Benchmark

English Learners		Benchmark		*Foster Youth*	
Foster Youth		Benchmark		*Low Income Students*	
Low Income Students		Benchmark		*Latino Students*	
Latino Students		Benchmark		*African American Students*	
African American Students		Benchmark		*Students w/Disabilities*	
Students w/ Disabilities		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 (RtI^2) – Effective use of technology in the classroom for teaching	$4.9 million		**Pending Final budget**

- 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		Scope of service:	
_X_ALL			__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)_____	

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

$27.5 Million

Pending Final budget

- 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

Scope of service:	LEA-Wide		Scope of service:	
_X_ALL			__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

$1,798.7 million

Pending Final budget

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

Scope of service:	LEA-Wide		Scope of service:	
_X_ALL			__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
- California High School Exit Exam (CaHSEE) assessments

Please see expenditure for Goal #2

Pending Final budget

– 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		Scope of service:		
_X_ALL			__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	$265.3 million			**Pending Final budget**

Scope of service:	LEA-Wide		Scope of service:	

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 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			**Pending Final budget**
Scope of service:	LEA-Wide		Scope of service:	
__ALL			__ALL	
OR: _X_ Low Income pupils _X_English Learners _X_ Foster Youth __Redesignated fluent English proficient _X_ Other Subgroups:(Specify) Students w/ Disabilities_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Address over-referral and identification of students with disabilities	$22.4 million			**Pending Final budget**
Scope of service:	LEA-Wide		Scope of service:	
__ALL			__ALL	
OR: _X_ Low Income pupils _X_English Learners _X_ Foster Youth __Redesignated fluent English proficient _X_ Other Subgroups:(Specify) Students w/ Disabilities_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
School Technology Support	$1.8 million			**Pending Final budget**
Scope of service:	LEA-Wide		Scope of service:	
__ALL			__ALL	
OR: _X_ 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)_____	
Instructional Technology Support (VLC)	$2.5 million			**Pending**

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Scope of service:	LEA-Wide		Scope of service:		
__ALL			__ALL		
OR: _X_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)_____		
School Readiness Language Development Program		$35.5 million			**Pending Final budget**
Scope of service:	LEA-Wide		Scope of service:		
_X_ALL			__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)_____		
Class Size Reduction in Middle School/High School Math & English Language Arts		$13.1 million			**Pending Final budget**
Scope of service:	School-Wide		Scope of service:		
__ALL			__ALL		
OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

Library Support
  – Elementary Schools: Library Aides
  – Middle Schools: Library Media for Teachers
		$7.5 million			**Pending Final budget**

Scope of service:	School-Wide		Scope of service:		
__ALL			__ALL		

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

Administrative Support – Elementary Schools
  –   Principals
  –   Assistant Principals
	$7 million		**Pending Final budget**

Scope of service: School-Wide		Scope of service:	
__ALL		__ALL	
OR: _X_Low Income pupils _X_English Learners _X_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 Support for Middle and SPAN Schools	$7 million		**Pending Final budget**
Scope of service: School-Wide		Scope of service:	
__ALL		__ALL	
OR: _X_Low Income pupils _X_English Learners _X_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?	Students will be completing their round of testing in April 2015. Data will not be available to se benchmark levels until it is provided to the District. The current targets set for this goal wil 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.
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_____

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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	**Please see expenditure for Goal #5**		**Pending Final budget**

- 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 (RtI^2)
- 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		Scope of service:		
_X_ALL			__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)_____		

			Final budget
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	**expenditure for Goal #5**		

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Scope of service:	LEA-Wide		Scope of service:		
_X_ALL			__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 | **Please see expenditure** | | **Pending Final budget** |

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

for Goal #5

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Scope of service:	LEA-Wide		Scope of service:		
_X_ALL			__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

Please see expenditure for Goal #2

Pending Final budget

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

Scope of service:	LEA-Wide		Scope of service:	
_X_ALL			__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 | **Please see expenditure for Goal #5** | | **Pending Final budget** |

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(ERICS) – Transportation – English Learner, Standard English Learner, and Long Term English Learner 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:** __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**			**Pending Final budget**
Scope of service: All Schools __ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			**Scope of service:** Scope of service: __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
School Technology Support	**Please see expenditure for Goal #5**			**Pending Final budget**
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:** __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	**Please see expenditure for Goal #5**			**Pending Final budget**
Scope of LEA-Wide			**Scope of**	

__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: __Low Income pupils __English Learners __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		**Pending Final budget**

Scope of service: School-Wide		Scope of service:	
__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Administrative Support – Elementary Schools
   –   Principals
   –   Assistant Principals
	Please see expenditure for Goal #5		**Pending Final budget**

Scope of service: School-Wide		Scope of service:	
__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Targeted Support for Middle and SPAN Schools	**Please see expenditure for Goal #5**		**Pending Final budget**
Scope of service: School-Wide		Scope of service:	
__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

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and expenditures will be made as a result of reviewing past progress and/or changes to goals?	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	**Data Pending** **Data Pending** **Data 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 English speakers, Family Literacy Program	$8.4 million			**Pending Final budget**
Scope of service:	187 schools		Scope of service:	
__ALL			__ALL	

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OR: __Low Income pupils _X_English Learners __Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
English Learner Master plan implementation and Support	$20.1 million			**Pending Final budget**
Scope of service: LEA-Wide __ALL OR: __Low Income pupils _x_English Learners __Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			Scope of service: __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 – 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**			**Pending Final budget**
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: __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

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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)**

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**			**Pending Final budget**
187 schools	LEA-Wide		Scope of service:	Scope of service:	All Schools
__ALL			__ALL		

OR: __Low Income pupils _X_ English Learners __Foster Youth _x_ Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils _X_ English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
English Learner Master plan implementation and Support	**Please see expenditure for Goal #7**		**Pending Final budget**
Scope of service:	LEA-Wide	Scope of service:	
__ALL		__ALL	
OR: __Low Income pupils _x_ English Learners __Foster Youth _x_ 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**		**Pending Final budget**
Scope of service:	LEA-Wide	Scope of service:	
_X_ALL		__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	**Data 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 English speakers, Family Literacy Program	**Please see expenditure for Goal #7**		**Pending Final budget**
187 schools	LEA-Wide	Scope of service:	
__ALL		__ALL	

OR: __Low Income pupils _X_English Learners __Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
English Learner Master plan implementation and Support	**Please see expenditure for Goal #7**		**Pending Final budget**
Scope of service: All Schools _X_ALL		Scope of service: All Schools _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**		**Pending Final budget**
Scope of service: LEA-Wide _X_ALL		Scope of service: _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:	*All Students*		70%	Actual Annual Measurable Outcomes:	*All Students*		**Data Pending**
	Low Income Students		71%		*Low Income Students*		**Data Pending**
	English Learners	Applicable to all schools	70%		*English Learners*	Applicable to all schools	**Data Pending**
	Foster Youth		55%		*Foster Youth*		**Data Pending**
	African American Students		59%		*African American Students*		**Data Pending**
	Students w/ Disabilities		64%		*Students w/ Disabilities*		**Data Pending**

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	$25.3 million		**Pending Final budget**

- – 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

Scope of service:	LEA-Wide		Scope of service:		
_X_ALL			__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

Please see expenditure for Goal #2

Pending Final budget

– 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: __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 - Ancillary Services - Maintenance & Operations - Custodial - Counseling Time	$35.7 million			**Pending Final budget**

Scope of service:	LEA-Wide		Scope of service:		
__ALL			__ALL		
OR: _x_Low Income pupils _x_English Learners _x_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?	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*		11%	Actual Annual Measurable Outcomes:	*All Students*		**Data Pending**
	Low Income Students		11%		*Low Income Students*		**Data Pending**
	English Learners		11%		*English Learners*		**Data Pending**
	Foster Youth	Applicable to all schools	20%		*Foster Youth*	Applicable to all schools	**Data Pending**
	African American Students		19%		*African American Students*		**Data Pending**
	Students w/ Disabilities		15%		*Students w/ Disabilities*		**Data Pending**

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	**Please see expenditure for Goal #10**		**Pending Final budget**
Scope of service: LEA-Wide		Scope of service:	
_x_ALL		__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	**Please see expenditure for Goal #2**		**Pending Final budget**

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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:		
_x_ALL			__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	**Please see expenditure for Goal #10**				**Pending Final budget**

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- Psychologists
- Nurses
- Occupational and Physical Therapists
- Speech & Language Therapists
- Administrative & Clerical Support
- Ancillary Services
- Maintenance & Operations
- Custodial
- Counseling Time

Scope of service:	LEA-Wide		Scope of service:		
__ALL			__ALL		
OR: _x_Low Income pupils _x_English Learners _x_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?	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*	**Data Pending**

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Parental Involvement Funds	$.2 million		**Pending Final budget**
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: __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		**Pending Final budget**
Scope of service: __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: __ALL OR: __Low Income pupils __English Learners __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**		**Pending Final budget**
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: __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

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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*		35%	Actual Annual Measurable Outcomes:	*All Parents*	*Applicable to all schools*	**Data Pending (Goal Language revised)**
	Parents of English Learners	*Applicable to all schools*	Xx%		*Parents of English Learners*		
	Parents of Low Income		Xx%		*Parents of Low Income*		
	Foster Youth Guardians		Xx%		*Foster Youth Guardians*		

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			**Pending Final budget**
Scope of service:	LEA-Wide		Scope of service:	
__ALL			__ALL	

OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Parental Involvement Funds	**Please see goal #12 for Budgeted Expenditure**		**Pending Final budget**
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: __ALL 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**		**Pending Final budget**
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: __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

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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	**14) Leverage existing student governance and engagement programs and new**	Related State and/or Local Priorities:
		1 2 3 4 x 5 x 6 7

from prior year LCAP:	**accountability for student outcomes.**		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 school students by creating and leveraging existing student governance, i.e.	**Please see goal #12 for Budgeted Expenditure**		**Pending Final budget**

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.

Scope of service:	LEA-Wide		Scope of service:	
__ALL			__ALL	
OR:			OR:	
_x_Low Income pupils _x_English Learners			__Low Income pupils __English Learners	
_x_Foster Youth __Redesignated fluent English proficient			__Foster Youth __Redesignated fluent English proficient	
__Other Subgroups:(Specify)_____			__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	*All Students*	*Applicable to all schools*	Establish Benchmark	Actual Annual	*All Students*	*Applicable to all schools*	**66 schools**

Outcomes:				Outcomes:			**DFP review**

LCAP Year: 2014-15							
Planned Actions/Services				Actual Actions/Services			Estimated Actual Annual Expenditures
		Budgeted Expenditures					
School Climate and Restorative Justice Counselors to support implementation of the Discipline Foundation Policy and School Climate Bill of Rights.		$4.2 Million					**Pending Final budget**
Scope of service:	LEA-Wide			Scope of service:			
__ALL				__ALL			
OR: _X_Low Income pupils _X_English Learners _X_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 Support with School Police		$13.1 Million					**Pending Final budget**
Scope of service:	LEA-Wide			Scope of service:			
__ALL				__ALL			
OR: _X_Low Income pupils _X_English Learners _X_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?	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	**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__

year LCAP:					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		11,161	Actual Annual Measurable Outcomes:	All Students		**Data Pending**
	English Learners		2,663		English Learners		**Data Pending**
	Foster Youth	Applicable to all schools	517		Foster Youth	Applicable to all schools	**Data Pending**
	Low Income Students		9,108		Low Income Students		**Data Pending**
	African American Students		3,068		African American Students		**Data Pending**
	Students w/ Disabilities		2,634		Students w/ Disabilities		**Data Pending**

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		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**		**Pending Final budget**
Scope of service:	LEA-Wide	Scope of service:	
__ALL		__ALL	
OR: _X_Low Income pupils _X_English Learners _X_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?	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

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	**100% 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	$237.5 million		**Pending Final budget**
Scope of service: LEA-Wide		Scope of service:	
_x_ALL		__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

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	**Please see expenditure for Goal #5**		**Pending Final budget**

- 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:		
_X_ ALL			__ 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)_____		

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**			**Pending Final budget**

Scope of service:	LEA-Wide		Scope of service:		
_X_ ALL			__ 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

GOAL from prior year LCAP:		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		Budgeted Expenditures	Actual Actions/Services		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**			**Pending Final budget**
Scope of service:	LEA-Wide		Scope of service:		
_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__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,		$597.4 million			**Pending Final budget**

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participation, trash, telephone, fleet maintenance and other related expenditures supporting operations of campuses and offices districtwide				

Scope of service:	LEA-Wide		Scope of service:	
_X_ALL			__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 highlighted a need to commit supports for ensuring our neediest students are taught in clear 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*	**Data Pending**

LCAP Year: 2014-15

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		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			**Pending Final budget**

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: __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			**Pending Final budget**

service:				
__ALL			__ALL	
OR: _X_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)_____	
Beginning Teachers Support and Assessment (BTSA)	$2 million			**Pending Final budget**
Scope of service:	37 School Sites		Scope of service:	
__ALL			__ALL	
OR: _X_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 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.			

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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: **$957 million**

Amount to spend in 15-16:

1. Determine aspirational target for supplemental and concentration by using the aspirational per student figures and multiplying by applicable student counts: **$1.19 billion**

2. What did we spend on programs and services which serve unduplicated students in FY 14-15?
    $847 million

3. Compare how much you spent in FY 14-15 to how much you should spend at full implementation and calculate the difference: (Step 1 minus Step 2) $1.19 B – $847 M = **$342 million**

4. How much funding is the state providing in FY 15-16 to help close the gap? (State provided)
    32.19% of the Gap will be funded at each school district in the state.

5. How much do we need to spend on proportionality in 15-16? (Step 3 multiplied by Step 4)
    $342 M x 32.19% = **$110 million**

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 | % |

Calculating the Proportional Increase:

6. What is the total FY 15-16 spending for supplemental and concentration? (Step 2 plus Step 5)
$847 M in FY 14-15 plus $110 M in FY 15-16 = **$957 million**

7. What is the districtwide total amount of funding received for LCFF? **$4.6 billion**, inclusive of base, supplemental, concentration, and add-on

8. What amount of the total is base funding? (Step 7 minus Step 6) $4.1 billion – $957 million =
$3.14 billion

9. What is the proportion of new funding that must be used to enhance and augment services to unduplicated students? (Step 6 divided by Step 8) $957 million as a percentage of $3.143 billion base funding is: $957 million / $3.14 billion = **30%**

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).

8-22-14 [California Department of Education]