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

Introduction:

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

LAUSD used multiple channels, media and venues to engage with our community of stakeholders. The District's efforts began in September and October with a series of Town Halls and a survey. These meetings and survey were supplemented by on-going town hall style meetings hosted by LAUSD and partner community organizations including the United Way, CLASS, Families in Schools and other parent/community affiliated organizations. A list of the meetings is attached as an appendix to this document.

Information/Input Sessions:

Board of Education Meetings

Educational Service Center Town Hall Meetings

District Education Service Center Meetings

Board Member Town Halls

Parent & Community Services Branch Meetings

Parent Advisory Committee

Student Advisory Committee

Community Advisory Committee (Special Education)

District English Learner Advisory Committee

Foster Youth Providers and DCFS meetings

Communities for Los Angeles Student Success (CLASS) meetings Labor Partner meetings

In addition to face-to-face meetings, the District has developed websites with additional information, surveys and training:

http://lcff.lausd.net , http://Achieve.lausd.net/budget

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

Impact on LCAP

After roughly 100 community meetings, organized internally or through community partners, the District has identified common recurring themes, which are identified below. These themes are reflected in the goals, action/services and investments of the District. Common themes included:

- Differentiated support for the Common Core State Standards (CCSS) initiative,
- · Increase the reclassification rate of English Learners,
- Effective teacher support and evaluation,
- Availability of instructional materials and adequate facilities,
- Increasing academic and social-emotional counselors and other support personnel
- Expansion of targeted support services for foster youth,
- Increased communication with and training for parents, and
- College and career readiness for all students.

Raw and aggregate data is available and attached in the appendix. Below is a high-level summary of survey responses.

10,483 total responses were tallied from the Town Halls and online survey instruments.

- 49% of respondents identified as employees or employee representatives. 38% identified as parent/guardians or as students.
- 79% of all respondents agreed or strongly agreed that "schools should have more autonomy over how they invest funds."
- The top 10 budget priorities ranked in descending order of priority as identified by respondents at the Town Halls and online survey:
 - o Increase employee salaries,
 - o Expand adult education,

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.

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

<u>Informational Sessions, Trainings, Program Reviews & Input Sessions:</u>

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:

- 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

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 quardians 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
- 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.

Information is based on preliminary review of survey data: SUBJECT TO CHANGE

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?



GOAL: (Goal #1 - 100% Graduati	ion	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 Nee	 To monitor and reduce drop-out rates Ensure that 12th graders have access to and/or vocational schools. 	uccessfully complete high school colleg			
Goal Applies		h Learners, Foster Youth, Low-Inco nts w/Disabilities, Long Term Englis			
	LCA	P Year 1 : 2015-16			
) 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%		
Expected	English Learners	All High Schools	21%		
Annual	African American Students	All High Schools	33%		
Measurable	Student w/Disabilities	All High Schools	21%		
Outcomes:	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 Benchm	ark – 1%
	African American Students		All Schools	2014-15 Benchm	ark – 1%
	Student w/Disabilities		All Schools	2014-15 Benchm	ark – 1%
	Foster Youth		All Schools	2014-15 Benchm	ark – 1%
	(1-E) Pero	centage of AP ex	am takers passing with a 3 or	above	
	All Students		All Schools	43%	
	(1-F) Percentage of students den	nonstrating colle	ge preparedness as measured		
	All Students		All Schools	2014-15 Benchm	
	Low-Income Students		All Schools	2014-15 Benchm	
	English Learners		All Schools	2014-15 Benchm	
	African American Students		All Schools	2014-15 Benchm	
	Student w/Disabilities		All Schools	2014-15 Benchm	
	Foster Youth		All Schools	2014-15 Benchm	
	(1-G) Percentage of students dem	onstrating colle	<u> </u>		
	All Students		All Schools	2014-15 Benchm	
	Low-Income Students		All Schools	2014-15 Benchm	
	English Learners		All Schools	2014-15 Benchm	
	African American Students		All Schools	2014-15 Benchm	
	Student w/Disabilities	All Schools		2014-15 Benchmark +1%	
	Foster Youth		All Schools	2 014-15 Benchm	ark +1%
		pplication for Fi	ree Student Aid (FAFSA) Con	-	
	For all 12 th Grade Students		Secondary Schools	61%	
	Actions/Services	Scope of	Pupils to be served with		Budgeted
		Service	of servi	ice	Expenditures
Programs & Ir	nterventions				
_	needs of all students and those students with				
	ch as Special Education or accessing student				
	ng and related services, using a multi-tiered system		_x_ALL		
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			ALL		
		LEA-Wide	OR:		\$34.7 million
		LEA-WIUE	Low Income pupilsEnglish Lo		(Base GF)
			Foster YouthRedesignated f		
			Other Subgroups:(Specify)		
Math Inter	ventions				
– AVID (Adva	ncement Via Individual Determination)				
 Internation 	al Baccalaureate				

	T		
 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		ALL	
Adult Basic Education			6240 :III:
- Adult Secondary Education		OR:	\$24.8 million
- Career Technical Education	LEA-Wide	_x_Low Income pupils _x_English Learners	(Supp./Conc.
Regional Occupation Centers/Programs		Foster YouthRedesignated fluent English proficient	GF)
Alternative Education and Work Centers (AEWCs)		Other Subgroups:(Specify)	
- Family Literacy			
		ALL	
<u>Teacher Retention and Support Program (REED)</u>			\$13.9 million
Increase Support to Sites with High Turnover and high			•
concentrations of unduplicated students. Supports include staffing,	37 Reed Schools	OR:	(Supp./Conc.
professional development augmentations and recruitment and		<u>x</u> Low Income pupils <u>English Learners</u>	GF)
retention enhancements. Also includes new teacher support and assistance (BTSA)		Foster YouthRedesignated fluent English proficient	
assistance (DTSA)		Other Subgroups:(Specify)	
		_ALL	
School Autonomy			\$159.1 million
Provide additional budget autonomy to schools to support the	School-wide	OR:	(Supp./Conc.
academic plan on each campus		_x_Low Income pupilsEnglish Learners	GF)
		Foster YouthRedesignated fluent English proficient	J 31)
		Other Subgroups:(Specify)	

Options Program Support at-risk youth with option educational setting		Options Schools	ALLOR:		\$57.5 million (Supp./Conc. GF)
Realigned After-School Program Support the realignment of after-school services to better serve atrisk and unduplicated youth in the District.		LEA-Wide	ALLOR:x_Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficient Other Subgroups:(Specify)		\$7.3 million (Supp./Conc. GF)
		LCAP Year 2: 2			_
		(1-A) Graduati	on 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	4 CIT 1	All Schools	51%	
		ercentage of High	School Students on-track for A		
	All Students Low-Income Students		All High Schools All Schools	50% 46%	
	English Learners		All Schools	26%	
Cynostad	African American Students		All Schools	40%	
Expected Annual	Student w/Disabilities		All Schools	26%	
Measurable	Foster Youth		All Schools	30%	
Outcomes:	(1-C) High School Drop-out Rate				
	All Students	(1 c) 11gn 5	All High Schools	5%	
	Low-Income Students		All High Schools	2014-15 Benchm	ark – 2%
	English Learners		All High Schools	2014-15 Benchm	
	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 Benchm	ark – 2%
		(1-D) Middle	School Drop-out Rate		
	All Students		All Schools	2014-15 Benchm	ark – 2%
	Low-Income Students		All Schools	2014-15 Benchm	ar <mark>k – 2%</mark>
	English Learners		All Schools	2014-15 Benchm	ar <mark>k – 2%</mark>

Student w/Disabilities		All Schools	2014-15 Benchm	nark – 2%
Foster Youth		All Schools	2014-15 Benchm	nark – 2%
(1-E)	Percentage of AP exa	m takers passing with a 3 o	or above	
All Students		All Schools	45%	
(1-F) Percentage of students	demonstrating colleg	ge preparedness as measure	ed by the EAP ELA asse	essment
All Students		All Schools	2014-15 Benchm	nark +2%
Low-Income Students		All Schools	2014-15 Benchm	nark +2%
English Learners		All Schools	2014-15 Benchm	nark +2%
African American Students		All Schools	2014-15 Benchm	nark +2%
Student w/Disabilities		All Schools	2014-15 Benchm	nark +2%
Foster Youth		All Schools	2014-15 Benchm	nark +2%
(1-G) Percentage of students	demonstrating colleg	ge preparedness as measure	ed by the EAP Math asso	essment
All Students		All Schools	2014-15 Benchm	nark +2%
Low-Income Students		All Schools	2014-15 Benchm	nark +2%
English Learners		All Schools	2014-15 Benchm	
African American Students		All Schools	2014-15 Benchm	
Student w/Disabilities		All Schools	2014-15 Benchn	
Foster Youth		All Schools	2 014-15 Benchm	nark +2%
	al Application for Fro	ee Student Aid (FAFSA) Co		
For all 12 th Grade Students		Secondary Schools	63%	
Actions/Services	Scope of Service	Pupils to be served wi of ser		
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	n			
of supports. These interventions and programs target student		W A11		
academic, socio-behavioral, mental, and related student needs in order to ensure students remain in school, or reenter or complete		_x_ALL		
school. These programs include Special Education, Student Health				
Human Services, Adult Education and Early Childhood Education.		OR:		\$34.7 million
Academic Interventions	LEA-Wide	Low Income pupilsEnglish	Learners	(Base GF)
 English Language Arts, English Language Development, and 		Foster YouthRedesignated fluent English proficient		
Math Interventions		Other Subgroups:(Specify)		
 AVID (Advancement Via Individual Determination) 				
 International Baccalaureate 				
 Accelerated Academic Literacy-Tier 3 ELA Intervention 				
Academic Literacy supplemental materials				

 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 pupilsx_English LearnersFoster YouthRedesignated fluent English proficientOther 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 pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther 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	\$172.1 million (Supp./Conc. GF)
Options Program Support at-risk youth with option educational setting	Options Schools	ALL	\$57.5 million (Supp./Conc. GF)

Realigned After-School Program Support the realignment of after-school services to better serve atrisk and unduplicated youth in the District.		calignment of after-school services to better serve at- collicated youth in the District. LEA-Wide OR: x_Low IncoFoster You				
		LCAP Year 3:				
		(1-A) Graduati	on Rate for All Schools			
	All Students		All Schools	73%		
	Low-Income Students		All Schools	74%		
	English Learners		All Schools	43%		
	African American Students		All Schools	71%		
	Student w/Disabilities		All Schools	62%		
	Foster Youth		All Schools	54%		
	(1-B) Percentage of High S		School Students on-track for	· A-G		
	All Students		All High Schools	55%		
	Low-Income Students		All High Schools	51%		
	English Learners		All High Schools	31%		
	African American Students		All High Schools	47%		
	Student w/Disabilities		All High Schools	31%		
Cara a ata al	Foster Youth		All High Schools	35%		
Expected		(1-C) High S	chool Drop-out Rate			
Annual Measurable	All Students		All High Schools	2%		
	Low-Income Students		All High Schools	2014-15 Benchmark – 3%		
Outcomes:	English Learners		All High Schools	2014-15 Benchm	nark – 3%	
	African American Students		All High Schools	2014-15 Benchm	nark – 3%	
	Student w/Disabilities		All High Schools	2014-15 Benchm	nark – 3%	
	Foster Youth		All High Schools	2014-15 Benchmark – 3%		
	(1-D) Middle School Drop-out Rate					
	All Students		All Schools	2014-15 Benchm	nark – 3%	
	Low-Income Students		All Schools	2014-15 Benchm	nark – 3%	
	English Learners		All Schools	2014-15 Benchm	nark – 3%	
	African American Students		All Schools	2014-15 Benchm	nar <mark>k – 3%</mark>	
	Student w/Disabilities		All Schools	2014-15 Benchm	nar <mark>k – 3%</mark>	
	Foster Youth		All Schools	2014-15 Benchm	nar <mark>k – 3%</mark>	
	(1-E) Per	centage of AP exa	m takers passing with a 3 or	above		
	All Students		All Schools	47%		

All Schools All Schools	2014-15 Benchm 2014-15 Benchm	
A 11 C 1 1		
All Schools	2014-15 Benchm	ark +3%
All Schools	2014-15 Benchm	ark +3%
All Schools	2014-15 Benchm	ark +3%
All Schools	2014-15 Benchm	ark +3%
ege preparedness as measure	d by the EAP Math asse	essment
All Schools	2014-15 Benchm	
All Schools		
i	i i	ark +3%
	i	
		Budgeted
of ser	vice	Expenditures
Foster YouthRedesignated	d fluent English proficient	\$34.7 million (Base GF)
	All Schools All Schools ege preparedness as measure All Schools Pupils to be served with of server of	All Schools All Schools 2014-15 Benchm ege preparedness as measured by the EAP Math asse All Schools Fee Student Aid (FAFSA) Completion Rate Secondary Schools Pupils to be served within identified scope of service

 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 pupilsx_English LearnersFoster YouthRedesignated fluent English proficientOther 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 pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther 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	ALLOR:x_Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$172.1 million (Supp./Conc. GF)
Options Program Support at-risk youth with option educational setting	Options Schools	ALLOR:x_Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$57.5 million (Supp./Conc. GF)
Realigned After-School Program Support the realignment of after-school services to better serve atrisk and unduplicated youth in the District.	LEA-Wide	ALL	\$7.3 million (Supp./Conc. GF)

		Other Subgroups:(Specify)	
GOAL:	Goal #2 - Proficiency for All		Related State and/or Local Priorities: 12_x_34_x_567_X_8 COE only: 9 10 Local: Specify
Identified Ne	 To increase the number of students who score Prospands SBAC assessment To monitor and increase early literacy rates of puper of the increase the number of English Learners who concurriculum. To decrease the number of English learners demondary curriculum. To decrease the number of Long Term English Learners and Schools: All Schools 	pils achieve full English languagenstrating readiness to participartners	Language Arts on the SBAC assessment wel and higher level mathematics on the ge proficiency
Goal Applies	Applicable Pupil Subgroups: RFEP, English L		lish Learners, Foster Youth, Low- n-American Students, Students with
	LCAP Year 1: 2	2015-16	
	(2-A) Smart Balanced Assessment Consortium (SB		<u>, </u>
	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%
Expected	Foster Youth	All Schools	Established '14-'15 Benchmark +1%
Annual	Low-Income Students	All Schools	Established '14-'15 Benchmark +1%
Measurable Outcomes:	Latino Students	All Schools	Established '14-'15 Benchmark +1% Established '14-'15 Benchmark +1%
	African-American Students Students with Disabilities All Schools		Established '14-'15 Benchmark +1% Established '14-'15 Benchmark +1%
	(2-B) Smart Balanced Assessment Consortium	i	
	All Students	All Schools	Established '14-'15 Benchmark +1%
	Reclassified Fluent English Proficient Students (RFEP)	All Schools	Established '14-'15 Benchmark +1% Established '14-'15 Benchmark +1%
	Fnolish Learners	All Schools	Fstablished '14-'15 Renchmark +1%

	Foster Youth		All Schools	Established '14-'15 Be	enchmark +1%
	Low-Income Students		All Schools	Established '14-'15 Be	enchmark +1%
	Latino Students		All Schools	Established '14-'15 Be	enchmark +1%
	African-American Students		All Schools	Established '14-'15 Be	enchmark +1%
	Students with Disabilities		All Schools	Established '14-'15 Be	enchmark +1%
	(2-C) Percentage of 2 nd grade fluent	English students ((EO, IFEP, RFEP) demonst	rating proficiency in ea	rly literacy
	All Students		All Schools	TBD	
	Reclassified Fluent English Proficient Stud	lents (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 2 nd grade	e English Learners	s (ELD 1-2) demonstrating	proficiency in early liter	acy
	ELD 1-2 English Learners		All Schools	TBD	
	(2-E) Percentage of 2 nd grade		(ELD 3-5) demonstrating	proficiency in early liter	acy
	ELD 3-5 English Learners		All Schools	TBD	
		(2-F) English Lear	rner 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 A	Annual Progress on (California English Language	Development Test (CELD)	T) - (AMAO1)
	English Learners		All Schools	60	
		nglish Learners wl	ho have not reclassified in 5	years (LTEL)	
	Long Term English Learners		All Schools	24%	
		Youth with an ann	ually updated Comprehens	sive Academic Assessme	nt
	Foster Youth		All schools	85%	
	Actions/Services	Scope of	Pupils to be served wit	thin identified scope	Budgeted
	Actions/Services		of serv	/ice	Expenditures
Foster Youth	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		ALL		
					\$11.2 million
			OR:		(Supp./Conc.
-	youth. Individualized Learning Plan for each foster student.		Low Income pupilsEnglish		GF)
· ·	egarding foster youth school transfers, implement rastructure, and identify baseline data necessary to		<pre>_x_Foster YouthRedesignateOther Subgroups:(Specify)</pre>	a fluent English proficient	51,
_	youth transfer rate.		other subgroups.(specify)		
•	: !			•	

\$6.9 million

(Base GF)

Professional Development LEA-Wide $_{x}$ ALL Professional development of instructional staff will be conducted reflecting the priorities and topics below, which support the OR: implementation of Common Core State Standards, English Low Income pupils English Learners Language Development (ELD) standards, and the state's priorities as Foster Youth Redesignated fluent English proficient identified by the State Board of Education and California Other Subgroups:(Specify) 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

Support completion of the science fellowship

Strategies

Restorative Justice Practices

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_ALLOR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther 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 pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther 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 x ALL monitor student progress toward graduating high school college \$10.8 million and career ready. LEA-Wide Low Income pupils English Learners (Base GF) **Graduation checks** Foster Youth Redesignated fluent English proficient California High School Exit Exam (CaHSEE) assessments Other Subgroups:(Specify) 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

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 pupilsEnglish Learners _Foster YouthRedesignated 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 pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify) <u>Students with Disabilities</u>	\$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 pupilsx_English LearnersFoster YouthRedesignated fluent English proficientX_Other Subgroups:(Specify) <u>Students with Disabilities</u>	\$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 pupilsx_English LearnersFoster YouthRedesignated fluent English proficientX_Other Subgroups:(Specify) <u>Students with Disabilities</u>	\$21.8 million (Supp./Conc. GF)

English Learner Supports		ALL	
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	OR: Low Income pupils _x_English LearnersFoster YouthRedesignated 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 pupilsx_English Learners X_Foster YouthRedesignated 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 YouthRedesignated 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 pupilsx_English Learnersx_Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$25.1 million (Supp./Conc. GF)

	(2-A) Smart Balanced Assessment Consortium (SB	SAC) Assessment English I	Language Arts Proficiency Rate			
	All Students	All Schools	Established '14-'15 Benchmark +2%			
	Reclassified Fluent English Proficient Students (RFEP)	All Schools	Established '14-'15 Benchmark +3%			
	English Learners	All Schools	Established '14-'15 Benchmark +3%			
Expected	Foster Youth	All Schools	Established '14-'15 Benchmark +3%			
Annual	Low-Income Students	All Schools	Established '14-'15 Benchmark +3%			
Measurable	Latino Students	All Schools	Established '14-'15 Benchmark +3%			
Outcomes:	African-American Students	All Schools	Established '14-'15 Benchmark +3%			
o atoomico.	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%			

data tracking infr	egarding foster youth school transfers, implement rastructure, and identify baseline data necessary to youth transfer rate.		Other Subgroups:(Specify)		2.,
Augmentations to specialists, pupil services & attendyouth. Individua	Support Plan and Family Source Centers o counselors, psychiatric social workers, behavior services & attendance counselor aides, and pupil dance counselors specifically supporting foster lized Learning Plan for each foster student.	LEA-Wide	ALL OR:Low Income pupilsEnglish _x_Foster YouthRedesignate		\$12.2 million (Supp./Conc. GF)
	Actions/Services	Scope of Service	Pupils to be served with of services		Budgeted Expenditures
	Foster Youth	Coops of	All schools	100%	Dudgatad
	(2-I) Percentage of Foster	Youth with an ann	<u> </u>		nt
	Long Term English Learners		All Schools	22%	
		nglish Learners wl	no have not reclassified in 5		
	English Learners		All Schools		
		nnual Progress on C	California English Language Development Test (CELDT) - (AMAO1)		
	English Learners – More than 5 Years		All Schools	TBD	
	English Learners – Less than 5 Years		All Schools	TBD	
	English Learners	(2 1) English Deal	All Schools	20%	
	DED 3-3 Eligibil Leathers	(2-F) English Lea	rner Reclassification Rate	100	
	(2-E) Percentage of 2 nd grade English Learner ELD 3-5 English Learners		All Schools	TBD	
	ELD 1-2 English Learners	Fnglish Lagrage	1		
	(2-D) Percentage of 2 nd grade	e English Learners	All Schools	proficiency in early liter	racy
	Students with Disabilities	. T 12 . 1. T	All Schools	TBD	
	African-American Students		All Schools	TBD	
	Latino Students		All Schools	TBD	
	Low-Income Students		All Schools	TBD	
	Foster Youth		All Schools	TBD	
	English Learners		All Schools	TBD	
	Reclassified Fluent English Proficient Stud	lents (RFEP)	All Schools	TBD	
	All Students		All Schools	TBD	
	(2-C) Percentage o	f 2 nd grade student	s demonstrating proficienc	y in early literacy	
	Students with Disabilities		All Schools	Established '14-'15 Be	enchmark +2%
	African-American Students		All Schools	Established '14-'15 Be	enchmark +2%
	Latino Students		All Schools	Established '14-'15 Bo	
	Low-Income Students		All Schools	Established '14-'15 Be	
	Foster Youth		All Schools	Established '14-'15 Be	enchmark +2%

\$6.9 million

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

LEA-Wide

- 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

	(Base GF)
<u>x</u> ALL	
 OR:	
Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient	
Other Subgroups:(Specify)	

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 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_ALLOR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther 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 pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther 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 x ALL monitor student progress toward graduating high school college and career ready. \$10.8 million **Graduation checks** LEA-Wide OR: (Base GF) California High School Exit Exam (CaHSEE) assessments Low Income pupils ___English Learners Foster Youth Redesignated fluent English proficient Algebra EOC (End Of Course assessment) Other Subgroups:(Specify)_ 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

	T		
and progress – Technology			
realing logy			
Early Childhood Education - School Readiness Language Development Program - CAL-Safe	LEA-Wide	ALL OR:x_Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther 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 pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther 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 pupilsx_English Learners Foster YouthRedesignated fluent English proficientX_Other Subgroups:(Specify) <u>Students with Disabilities</u>	\$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 pupilsx_English Learners Foster YouthRedesignated fluent English proficientX_Other Subgroups:(Specify) <u>Students with Disabilities</u>	\$21.8 million (Supp./Conc. GF)

For all all 1 and 100	au Constanta		All		
English Learners multi-tiered syste English Learners,	of the English Learner Master Plan supporting and Standard English Learners. Services provide a em of supports for English Learners, Standard , and struggling readers, inclusive of reclassified oficient students (RFEPS)	LEA-Wide	ALL OR:Low Income pupils _x_English LearnersFoster YouthRedesignated fluent English proficient _X_Other Subgroups:(Specify) Standard English Learners		\$27.4 million (Supp./Conc. GF)
Ensure school-sit technology availa	Technology Support tes receive the support to enhance and utilize able at their site as well as provide PD to teachers to enhance instruction.	LEA-Wide	ALL OR:x_Low Income pupilsx_EnglX_Foster YouthRedesignateOther Subgroups:(Specify)		\$14.5 million (Supp./Conc. GF)
Targeted Instruct services, commo reduction for mid	ructional Support tional and administrative supports for library on core-aligned arts plan integration, class size ddle and high school math and English classes, expansion and adult education supports	LEA-Wide	ALL OR:x_Low Income pupilsx_Englx_Foster YouthRedesignatOther 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 LEA-Wide LEA-Wide ALL OR: x_Low Income pupils _x_English Learners x_Foster YouthRedesignated fluent En_Other Subgroups:(Specify)			\$25.1 million (Supp./Conc. GF)		
	(2-A) Smart Balanced Assessme	LCAP Year 3:		anguaga Ants Drofician	ov Doto
	All Students	ent Consol dum (S.	All Schools	Established '14-'15 B	
Reclassified Fluent English Proficient Students (RFEP)		All Schools	Established '14-'15 B		
English Learners		All Schools	Established '14-'15 B		
	Foster Youth		All Schools	Established '14-'15 Be	
Expected			All Schools	Established '14-'15 B	enchmark +4%

	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	Low-Income Students	All Schools	Established '14-'15 Benchmark +4%
Annual	Latino Students	All Schools	Established '14-'15 Benchmark +4%
Measurable	African-American Students	All Schools	Established '14-'15 Benchmark +4%
Outcomes:	Students with Disabilities	All Schools	Established '14-'15 Benchmark +4%
	(2-B) Smart Balanced Assessment Consortiur	n (SBAC) Assessment Mat	hematics 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%
	Factor Vauth	All Schools	Fetablichad 111_15 Ranchmark ±3%

Low-Income Students			All Schools	Established '14-'15 Be	enchmark +3%
Latino Students				Established '14-'15 Benchmark +3%	
African-American Students			All Schools	Established '14-'15 Be	enchmark +3%
Students with Disabilities			All Schools	Established '14-'15 Be	enchmark +3%
(2-C) Percent	tage of	f 2 nd grade student	s demonstrating proficienc	y in early literacy	
All Students	All Students		All Schools	TBD	
Reclassified Fluent English Proficier	nt Stud	ents (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 2 nd	grade	English Learners	(ELD 1-2) demonstrating	proficiency in early liter	acy
ELD 1-2 English Learners			All Schools	TBD	
(2-E) Percentage of 2 nd	(2-E) Percentage of 2 nd grade English Learne			proficiency in early liter	acy
ELD 3-5 English Learners			All Schools	TBD	
		(2-F) English Lear	rner Reclassification Rate		_
English Learners	English Learners		All Schools	22%	
English Learners – Less than 5 Years			All Schools	TBD	
English Learners – More than 5 Year	rs		All Schools	TBD	
(2-G) Rate of English Learners Ma	king A	nnual Progress on C	California English Language I	Development Test (CELD)	Γ) – (AMAO1)
English Learners			All Schools	64%	
(2-H) Rate	e of En	glish Learners wl	no have not reclassified in 5	years (LTEL)	
Long Term English Learners			All Schools	20%	
(2-I) Percentage of Fo	oster Y	outh with an ann	ually updated Comprehens	sive Academic Assessme	nt
Foster Youth			All schools	100%	
A ationa/Comicae		Scope of	Pupils to be served with	thin identified scope	Budgeted
Actions/Services		Service	of ser	vice	Expenditures
Foster Youth Support Plan and Family Source Center	ers_		ALL		
Augmentations to counselors, psychiatric social workers, behavior specialists, pupil services & attendance counselor aides, and pupil					
					\$12.2 million
services & attendance counselors specifically supporting foster		LEA-Wide	OR:Low Income pupilsEnglish	Loarnors	(Supp./Conc.
youth. Individualized Learning Plan for each foster student. Develop MOUs regarding foster youth school transfers, implement			LOW income pupilsEnglish _x_Foster YouthRedesignate		GF)
data tracking infrastructure, and identify baseline data necessary			Other Subgroups:(Specify)	La naciit English proficient	,
minimize foster youth transfer rate.	ary to				
minimize toster youth transfer rate.					1

Professional Development LEA-Wide X ALL \$6.9 million Professional development of instructional staff will be conducted (Base GF) reflecting the priorities and topics below, which support the OR: implementation of Common Core State Standards, English Low Income pupils English Learners Language Development (ELD) standards, and the state's priorities as Foster Youth Redesignated fluent English proficient identified by the State Board of Education and California Other Subgroups:(Specify) 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

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	\$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. X ALL Teachers and instructional staff Implementation of shifts in Mathematics and ELA \$1,850.7 Interdisciplinary instruction OR: LEA-Wide million Low Income pupils English Learners Use of technology in the classroom to support effective (Base GF) Foster Youth Redesignated fluent English proficient teaching and learning via the Instructional Technology Other Subgroups:(Specify) 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 X ALL Development for English Learners and access to core for reclassified English proficient students. Assessment results are utilized to \$10.8 million modify instructional practice during the school year to meet the LEA-Wide OR: (Base GF) need of all students, including students who are struggling Low Income pupils English Learners (intervention) and students in need of enrichment (advanced _Foster Youth ___Redesignated fluent English proficient learning). Graduation checks and student placement assessments Other Subgroups:(Specify) monitor student progress toward graduating high school college and career ready. Graduation checks California High School Exit Exam (CaHSEE) assessments

 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 			
		ALL	
Early Childhood Education		 OD:	ĊEC C maillion
School Readiness Language Development Program	LEA-Wide	OR: _x_Low Income pupilsEnglish Learners	\$56.6 million
- CAL-Safe		Foster YouthRedesignated fluent English proficient	(Base GF)
		Other Subgroups:(Specify)	
Special Education			
 Integration of students in General Education settings 			
 Infant and Preschool Program 			
- Special Day Program			
Resource Specialist Program		<u>X</u> ALL	
Extended School Year			\$401.3 million
- Transition Services	154 147 1	OR:	
 Special Education Service Centers 	LEA-Wide	Low Income pupilsEnglish Learners	(Base GF)
 Language and Speech 		Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify) Students with Disabilities	
Occupational Therapy/Physical Therapy		Other Subgroups.(Specify) <u>Students with Disublines</u>	
 Educationally Related Intensive Counseling Services (ERICS) 			
- Transportation			
 English Learner, Standard English Learner, and Long Term 			
English Learner Supports			
Targeted Special Education Supports		_ALL	\$449.9 million
Ensuring the Success of Students with Disabilities: Percentage of		<u> </u>	(Supp./Conc.
General Fund Support for Special Education services serving all	LEA-Wide	OR:	
students, inclusive of unduplicated students.		<u>x</u> Low Income pupils <u>x</u> English Learners	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 YouthRedesignated fluent English proficient _X_Other Subgroups:(Specify) <u>Students with Disabilities</u>	\$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 LearnersFoster YouthRedesignated 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 pupilsx_English LearnersX_Foster YouthRedesignated fluent English proficientOther 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	rative supports for library plan integration, class size of math and English classes, LEA-Wide ALL OR:x_Low Income pupilsx_English Learner		\$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 pupilsx_English Learnersx_Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$25.1 million (Supp./Conc. GF)

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 _____

	Schools: All Schools				
Goal Applies	s to: Applicable Pupil Subgroups:	i	Foster Youth, Low-Income St	tudents, African-Americ	an Students,
		Students with Disa	abilities		
		LCAP Year 1:	2015-16		
	(3-A) The percent of stu	dents attending 173	3-180 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%	
Expected	African-American Students		All Schools	62%	
Annual	Students with Disabilities		All Schools	67%	
Measurable		ge rate of Students	Missing 16 days or more eac	-	
Outcomes:	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 Healt	th and Human Services	LEA-Wide	x ALL		\$17.5 million
Nursing Ser		LEA WIGC			•
Asthma Pro					(Base GF)
	able Disease/Immunization Program		OR:		
 City Partner 	rships - Youth WorkSource Centers/Family Source		Low Income pupilsEnglish Log Foster YouthRedesignated f		
Centers			Poster FouthRedesignated F		
_	Delinquent, At-Risk Youth Program Elmprovement Program				
AttendanceThe Diplom					
 School Mer 					
 Crisis Couns 	seling and Intervention Services				
	essment, Suicide Prevention, Trauma Services,				
Disaster Re	•				
N/00+0111	aith Cillics				
Mental HeaNutrition For	ducation Obesity Program				
– Nutrition Ed	ducation Obesity Program enters and School-based Health Centers				
– Nutrition Ed	enters and School-based Health Centers				
Nutrition EcWellness CeMedical SerHealthy Sta	enters and School-based Health Centers rvices				

Targeted Sup	ports to Increase Student Engagement at highest need	LEA-Wide	ALL		\$72.6 million
	ded to school sites to receive clerical support, e, custodial, maintenance, nurses, psychologists and ort personnel		OR: X_Low Income pupils _X_English X_Foster YouthRedesignated Other Subgroups:(Specify)		(Supp./Conc. GF)
		LCAP Year 2: 2			
	(3-A) The percent of stud		/3-180 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%	
Expected	African-American Students		All Schools	65%	
Annual	Students with Disabilities		All Schools	70%	
Measurable	(3-B) Percentag	e rate of Students	Missing 16 days or more eac	ch school year	
Outcomes:	Outcomes: 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 with of serv	•	Budgeted Expenditures
 Nursing Ser Asthma Pro Communication City Partnet Centers Neglected, Attendance The Diplom School Mer Crisis Coun Threat Asset Disaster Re Mental Hea 	ogram able Disease/Immunization Program rships - Youth WorkSource Centers/Family Source Delinquent, At-Risk Youth Program e Improvement Program ha Project htal Health seling and Intervention Services essment, Suicide Prevention, Trauma Services, covery	LEA-Wide	_x_ALL OR:Low Income pupilsEnglish LFoster YouthRedesignatedOther Subgroups:(Specify)		\$17.5 million (Base GF)

- Medical Ser					
Healthy StaChildren's H	rt Health Access and Medi-Cal Program				
	ollment, Placement, and Assessment Center				
Targeted Supr	ports to Increase Student Engagement at	LEA-Wide	ALL		
campuses of h		227. 77.00			
	led to school sites to receive clerical support,		 OR:		\$77.6 million
_	, custodial, maintenance, nurses, psychologists and		X_Low Income pupils _X_English Lear	rners	(Supp./Conc.
additional suppo	rt personnel		X_Foster YouthRedesignated fluer	nt English proficient	GF)
			Other Subgroups:(Specify)		
		LCAP Year 3:			
	(3-A) The percent of stud		3-180 days each school year (96	% attendance rate)	
	All Students	8	All Schools	73%	
	Low-Income Students		All Schools	77%	
	English Learners		All Schools	76%	
	Foster Youth		All Schools	64%	
Expected	African-American Students		All Schools	68%	
Annual	Students with Disabilities		All Schools	73%	
Measurable	(3-B) Percentag	e rate of Students	Missing 16 days or more each s	chool year	
Outcomes:	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 of service	identified scope	Budgeted Expenditures

Student Health and Human Services	LEA-Wide	_x_ALL	
 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 		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther 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	OR: X_Low Income pupils _X_English Learners X_Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	\$77.6 million (Supp./Conc. GF)
		Related State and/or	Local Priorities:

1__2__3<u>_x</u>_4_5__6<u>_x</u>_7

	Engagement			Local: Specify	_
Identified Nee	 To increase the number of par To train parents on how to sup To increase student engageme 	port learning at ho			
Goal Applies	Schools: All Schools	English Learners	, Foster Youth, Low-Income sabilities, All Parents	Students, African-Americ	can Students,
		LCAP Year 1:	2015-16		
	(4-A) Percentage of student	s who feel a part o	of their school (question on	School Experience Surv	ey)
	All Students		All Schools	79%	
		of parents comple	ting the School Experience	<u> </u>	
	All Parents		All Schools	40%	
Expected	(4-C) Percentage of parents trained on a	cademic initiatives	T**	•	school annually
Annual	All Parents		All Schools	45%	
Measurable	Elementary School Parents		All elementary schools	Set Benchn	
Outcomes:	Middle School Parents		All middle schools	Set Benchn	nark
	High School Parents	igh School Parents		Set Benchmark	
	(4-D) Percentage of parents that state th		parent center "provides resport my child's learning"	ources (information, clas	sses, etc.) useful
	All Parents		All Schools	'14-'15 Benchm	ark + 2%
	Actions/Services	Scope of Service	Pupils to be served w		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	Lavortana and the Carallela Language		\$0.7 million (Base GF)
Targeted Pare Provide more res	ntal Involvement ources to support parent engagement at the local rental engagement, training, and workshops t	LEA-wide	ALL OR:X_Low Income pupilsX_Eng	lish Learners	\$4.6 million (Sup/Conc. GF

			Other Subgroups:(Specify)		
		LCAP Year 2: 2	<u> </u> 016-2017		
	(4-A) Percentage of student	s who feel a part o	f their school (question on	School Experience Surv	rey)
	All Students		All Schools	81%	
	(4-B) Percentage	of parents complet	ting the School Experience	Survey annually	
E (l	All Parents		All Schools	45%	
Expected	(4-C) Percentage of parents trained on a	cademic initiatives	by providing a minimum of	four workshops at each s	school annually
Annual Measurable	All Parents		All Schools	55%	
Outcomes:	Elementary School Parents		All elementary schools	2015-16 Benchn	
Outcomes.	Middle School Parents		All middle schools	2015-16 Benchm	
	High School Parents		All High Schools	2015-16 Benchn	
	(4-D) Percentage of parents that state th	_	arent center "provides reso ort my child's learning"		, ,
	All Parents		All Schools	2014-15 Benchm	
	Actions/Services	Scope of Service	Pupils to be served with of served		Budgeted Expenditures
Supporting Comm Master Plan requ parents notification reclassification. 1	aining, learning opportunities and workshops: non Core State Standards literacy at home, EL irements and progress monitoring, and provide on of student EL Program placement, progress and 0% of Common Core State Standards funds for ent in the implementation of the Common Core	LEA-wide	_x_ALL		\$0.7 million (Base GF)
Provide more res	ntal Involvement ources to support parent engagement at the local rental engagement, training, and workshops t	LEA-wide	ALL OR: _X_Low Income pupils _X_Engli _X_Foster YouthRedesignateOther Subgroups:(Specify)		\$5.3 million (Sup/Conc. GF)

		LCAP Year 3:	2017-18				
	(4-A) Percentage of student	s who feel a part o	f their school (question on S	School Experience Surv	ey)		
	All Students		All Schools	83%			
	(4-B) Percentage	of parents complet	ing the School Experience S	Survey annually			
	All Parents		All Schools	50%			
Expected	(4-C) Percentage of parents trained on a	cademic initiatives	by providing a minimum of f	our workshops at each s	school annually		
Annual	All Parents		All Schools	65%			
Measurable Outcomes:	Elementary School Parents		All elementary schools	2015-16 Benchm	ark +10%		
Outcomes.	Middle School Parents		All middle schools	2015-16 Benchm	ark +10%		
	High School Parents		All High Schools	2015-16 Benchm			
	(4-D) Percentage of parents that state th	(4-D) Percentage of parents that state that their school's parent center "provides resources (information, classes, etc.) useful					
	- 117	to help me supp	ort my child's learning"				
	All Parents	0	All Schools	2014-15 Benchm			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures		
Supporting Comm Master Plan requ parents notification reclassification. 1	vement aining, learning opportunities and workshops: non Core State Standards literacy at home, EL irements and progress monitoring, and provide on of student EL Program placement, progress and 0% of Common Core State Standards funds for ent in the implementation of the Common Core	LEA-wide	_x_ALLOR:Low Income pupilsEnglish Foster YouthRedesignatedOther Subgroups:(Specify)	fluent English proficient	\$0.7 million (Base GF)		
Provide more res	ntal Involvement ources to support parent engagement at the local rental engagement, training, and workshops t	LEA-wide	ALL OR: _X_Low Income pupils _X_Englis _X_Foster YouthRedesignated _Other Subgroups:(Specify)		\$5.3 million (Sup/Conc. GF)		

GOAL:

Goal #5 - Ensure School Safety

1__ 2__ 3__ 4__ 5__ 6_x_ 7__8_x_ COE only: 9__ 10__ Local: Specify ______

Identified Ne	 To sustain the low number of subgroups To reduce or maintain low positive subgroups Maintain safe and positive subgroups 	of instructional days	s while providing for targeted reduct lost to suspension while providing fo		
Goal Applies	Schools: All Schools s to: Applicable Pupil Subgroups:	English Learners	, Foster Youth, Low-Income Student	s African American Students	
Coai Applica	Applicable i upil Gubgi Gups.		sabilities, All Parents	5, / Milean-/ Mileilean Students,	
	!	LCAP Year 1:			
			tudent Suspension Rate		
	All Students	(e 11) single s	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 Instru	ectional Days Lost to Suspension		
	All Students		All Schools	8,100	
	Low-Income Students		All Schools	6,550	
	English Learners		All Schools	1,800	
Expected	Foster Youth		All Schools	197	
Annual	African-American Students		All Schools	1,391	
Measurable	Students with Disabilities		All Schools	1,497	
Outcomes:		(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	D 6 4 3	All Schools	81%	
	, , ,	Percentage of stude	nts who feel safe on school grounds		
	All Students	Scope of	All Schools	82%	
	Actions/Services	Scope of	Pupils to be served within id	entified scope Budgeted	

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 Lear _x_Foster YouthRedesignated fluer _Other Subgroups:(Specify)	nt English proficient	\$4.5 million (Supp./Conc GF)
School Police		LEA-wide	X_ALL OR: Low Income pupilsEnglish LearneFoster YouthRedesignated fluenOther Subgroups:(Specify)	t English proficient	\$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 pupilsX_English LearnersX_Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		\$13 million (Supp./Conc. GF)
		LCAP Year 2: 2			
	All Students	(5-A) Single St	udent Suspension Rate 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%	
Expected	I and the second	Number of Instru	ctional Days Lost to Suspension		
Annual	All Students		All Schools	8,050	
Measurable	Low-Income Students		All Schools	6,500	
Outcomes:	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) I	Expulsion Rate		
	All Students		All Schools	.03%	
	(5-D) Number of Sch	ools that have fully	implemented the Discipline For	andation Policy	
	· · · · · · · · · · · · · · · · · · ·		1		

Elementary Schools	Elementary Schools		All Schools 84%	
Middle Schools		All Schools	69%	
High Schools		All Schools 64% All Schools 64%		
Span Schools	Span Schools		64%	
Options Schools		All Schools	94%	
Special Education Center		All Schools	89%	
(5-E) Pe	ercentage of studer	ts who feel safe on school g	rounds	
All Students		All Schools	84%	
Actions/Services	Scope of Service	Pupils to be served wit	_	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_Engli:x_Foster YouthRedesignateOther Subgroups:(Specify)		\$6.5 Million (Supp./Conc. GF)
School Police	LEA-wide	X_ALL OR:Low Income pupilsEnglishFoster YouthRedesignatedOther 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		ALL		\$13 million (Supp./Conc. GF)
	LCAP Year 3:			
	(5-A) Single St	udent Suspension Rate		
Expected All Students		All Schools	.7%	
Annual Low-Income Students		All Schools	.7%	
Measurable English Learners		All Schools	.7%	
Outcomes: 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) I	Expulsion Rate					
	All Students		All Schools	.02%				
	(5-D) Number of Sch	ools that have fully	implemented the Discipline	e Foundation Policy				
	All Students		All Schools	88%				
	Elementary Schools		All Schools	93%				
	Middle Schools		All Schools	78%				
	High Schools		All Schools	All Schools 73%				
	Span Schools		All Schools					
	Options Schools		All Schools 95% All Schools 95%					
	Special Education Center							
		ercentage of studen	ts who feel safe on school gr					
	All Students		All Schools	84%				
	Actions/Services	Scope of Service	Pupils to be served with of serv	_	Budgeted Expenditures			
			ALL					
Focus on Schoo	nte and Restorative Justice Program of Climate and Student Engagement at campuses of assed on unduplicated student concentrations.	School-wide	OR: _x_Low Income pupils _x_Englis _x_Foster YouthRedesignatedOther Subgroups:(Specify)	fluent English proficient	\$6.5 Million (Supp./Conc. GF)			
School Police	<u>a</u>	LEA-wide	X_ALL OR:Low Income pupilsEnglish IFoster YouthRedesignatedOther Subgroups:(Specify)	earners fluent English proficient	\$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 pupilsX_English LearnersX_Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		\$13 million (Supp./Conc. GF)		
GOAL:	Goal #6 – Provide fo	or Basic S	ervices	Related State and/or L 1_x_2_3_4_5_x_6_ COE only: 9_ Local: Specify	_ 78 _ 10		
Identified Ne	ed: • To provide and maintain Basic	c Services for stude	nts and schools		_		
Goal Applies	to: Schools: All Schools Applicable Pupil Subgroups:	All students					
		LCAP Year 1:	2015-16				
	(6-A) Percentage of teachers the	at are appropriate	ly credentialed for the stud	lents they are assigned to	teach		
	All Students		All Schools	100% Comp	liant		
	(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%				
Expected	(6-D) Percentage of schools providing students with standards based instructional materials by meeting Williams Act requirements						
Annual	All Students		All Schools	100% Comp	liant		
Measurable	(6-E) Percentage of facilities that are in good repair						
Outcomes:	All Students		All Schools 99% Compliant				
		ndividual Gradua	tion Plan (IGP) Completion		11		
	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 Foster Youth		All High Schools All High Schools	100% Compliant 100% Compliant			
	roster routil	Soons of	Pupils to be served wi	i			
	Actions/Services	Scope of Service	of ser		Budgeted Expenditures		

		<u>X_</u> ALL		
Facilities, Maintenance and Operations	LEA-wide	OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$230.8 million (Base GF)	
		<u>X_ALL</u> OR:	\$71.1 million	
Transportation	LEA-wide	Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	(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				
		<u>X_</u> ALL230769811		
 Response to Instruction and Intervention Experts Arts Teachers 		OR:		
Common Core State Standards Directors & Facilitators	LEA-wide	Low Income pupilsEnglish Learners	\$491.7 million	
- Content specialists		Foster YouthRedesignated fluent English proficient	(Base GF)	
- Counseling Coordinators		Other Subgroups:(Specify)		
 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		<u>X</u> ALL		
Includes utilities, rentals, insurance, certificates of participation, trash, telephone, fleet maintenance, food services and other related expenditures supporting operations of campuses and	LEA-wide	OR: Low Income nunils English Learners	\$289.6 million (Base GF)	

			Other Subgroups:(Specify)		
Central Office	and Education Service Centers		<u>X_</u> ALL		
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	OR:Low Income pupilsEnglish LeaFoster YouthRedesignated fluentOther Subgroups:(Specify)	English proficient	\$192.5 million (Base GF)
Local Control	Accountability Plan Support		_ALL		
Administrative support for developing and coordinating the implementation of the District's Local Control Accountability Plan		LEA-Wide	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 Maj	or Maintenance		_ALL		4
Targeted maintenance to school sites with greatest need.		LEA-Wide	OR:_X_Low Income pupils _X_English Learners X_Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)		\$15.0 million (Supp./Conc. GF)
		LCAP Year 2: 2	2016-2017		
		at are appropriat	ely credentialed for the students th		
	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		
Expected		ners completing tl	ne Teacher Growth and Developm		2)
Annual	All On-Roster Teachers		- I	All Schools 20%	
Measurable		centage of school	based staff attending 96% or abo		
Outcomes:	All Employees	1 4 41 4 1	All Schools 78%		
	,	dents with standard	ds based instructional materials by meeting Williams Ac		
	All Students	E) Dancontage of f	All Schools acilities that are in good repair	100% Comp	Dilant
	All Students	i rercentage of the	All Schools	99% Comp	liant
		ndividual Gradus	ation Plan (IGP) Completion Rate	7770 Comp	TIAIIL
	All Students	nariadai Gradua	All High Schools	100% Com	oliant
	1 111 0 100 0 1110		100% Compliant 100% Compliant		

Long-Term English Learners	All High Schools	100% Comp	<u>. </u>		
Foster Youth		All High Schools 100% Con		<u> </u>	
Actions/Services	Scope of Service	Pupils to be served wit of serv	-	Budgeted Expenditures	
Facilities, Maintenance and Operations	LEA-wide	X_ALL OR:Low Income pupilsEnglishFoster YouthRedesignatedOther Subgroups:(Specify)	\$230.8 million (Base GF)		
Transportation	LEA-wide	X_ALL OR:Low Income pupilsEnglishFoster YouthRedesignatedOther 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_ALLOR:Low Income pupilsEnglishFoster YouthRedesignatedOther Subgroups:(Specify)		\$491.7 million (Base GF)	

Specialists					
<u>Support</u>					
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 pupilsEnglish LearneFoster YouthRedesignated fluentOther Subgroups:(Specify)		\$289.6 millior (Base GF)
Central Office	and Education Service Centers		X_ALL		
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. Local Control Accountability Plan Support Administrative support for developing and coordinating the implementation of the District's Local Control Accountability Plan		LEA-wide	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		\$192.5 million (Base GF)
		LEA-Wide OR: X_Low Income pupils X_English Learners X_Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)		ed fluent English proficient	\$0.14 million (Supp./Conc. GF)
On-going Maj	or Maintenance		_ALL		Ć45 0 million
Targeted maintenance to school sites with greatest need.		LEA-Wide	OR:_X_Low Income pupils _X_English Learners _X_Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)		\$15.0 million (Supp./Conc. GF)
		LCAP Year 3:	2017-18		-
	(6-A) Percentage of teachers the	at are appropriat	ely credentialed for the stud	ents they are assigned t	o teach
	All Students		All Schools	100% Comp	oliant
Evacated	Low-Income Students		All Schools	100% Compliant	
Expected Annual Measurable	English Learners	All Schools	100% Comp		
	Foster Youth		All Schools	100% Сот	
Outcomes:	African-American Students		All Schools	100% Compliant	
	Students with Disabilities	All Schools	100% Compliant		

(6-C)	Percentage of school	based staff attending 96%	or above	
All Employees		All Schools	80%	
(6-D) Percentage of schools providing	students with standard			
All Students		All Schools	100% Comp	oliant
	(6-E) Percentage of f	acilities that are in good rep		
All Students		All Schools	99% Comp	liant
	F) Individual Gradua	ation Plan (IGP) Completion		
All Students		All High Schools	100% Comp	
English Learners		All High Schools	100% Comp	
Low-Income Students		All High Schools	100% Comp	
Long-Term English Learners		All High Schools	100% Comp	
Foster Youth		All High Schools	100% Comp	
Actions/Services	Scope of Service	Pupils to be served wi		Budgeted
	Service	X_ALL	vice	Expenditures
Facilities, Maintenance and Operations	LEA-wide	OR:Low Income pupilsEnglishFoster YouthRedesignatedOther Subgroups:(Specify)	\$230.8 million (Base GF)	
Transportation	LEA-wide	X_ALLOR:Low Income pupilsEnglishFoster YouthRedesignatedOther 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	LEA-wide	X_ALL OR:Low Income pupilsEnglishFoster YouthRedesignatedOther 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 pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther 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 pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$192.5 millior (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	\$0.14 million (Supp./Conc. GF)
On-going Major Maintenance Targeted maintenance to school sites with greatest need.	LEA-Wide	ALL	\$15.0 million (Supp./Conc. GF)

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	.U.	Schools upil Subgroups:			Foster Youth			
	Foster Youth	All schools		65%	T COLOT T COLLT	Foster Youth	All schools	Data Pending
	Elementary Foster Youth	Elementary Academic Assessmen	t	65%		Elementary Foster Youth	Elementary Academic Assessment	Data Pending
Expected Annual Measurable Outcomes:	Middle School Foster Youth	Middle Individual Culminatio	n Plan	65%	Actual Annual Measurable Outcomes:	Middle School Foster Youth	Middle Individual Culmination Plan	Data Pending
	High School Foster Youth	High Individual Graduation	n Plan	n 100%		High School Foster Youth	High Individual Graduation Plan	Data Pending
	Foster Youth (16 – 19 year olds)	High Independent Living Pl			100%		Foster Youth (16 – 19 year olds)	High Independent Living Plan
			LC	CAP Ye	ar: 2014-15			
	Planned Act	tions/Services				Actual Act	tions/Services	Estimated
			Budge Expend					Actual Annua Expenditures
Centers, includ psychiatric soci services & atterservices & atterservices & attersupporting fost for each foster	upport Plan and Faming augmentations to all workers, behavion and ance counselors so are youth. Individuation of the counselors of the cou	co counselors, r specialists, pupil des, and pupil specifically lized Learning Plan	\$9.9 m	illion				Pending Final budget

tracking infrastructure, and identify baseline data			
necessary to minimize foster youth transfer rate.			
Scope of		Scope of	
service:		service:	
ALL		ALL	
OR:		OR:	
Low Income pupilsEnglish Learners		Low Income pupilsEnglish Learners	
x_Foster YouthRedesignated fluent English proficient		Foster YouthRedesignated fluent English proficient	
Other Subgroups:(Specify)		Other Subgroups:(Specify)	
The goal of	I ALICD is to	complete a comprehensive condensis accessment for	CEO/ of the

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 gathe 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 academi achievement of foster youth. The Pupil Services - Foster Youth Achievement Program ha 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 Youtl 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 academiassessment. Verification of the independent living plan for foster youth can be accomplished by LAUSD however establishing a metric and targets for an action that is outside the control of the District was not an appropriate addition to the 1st year targets in the District's LCAP. For these reasons, the ILP metric has been removed. The Independent Living Plan is a California Department of Social Services document, which is completed by the Department of Children and Family Services (DCFS) County Social Workers and the County of Los Angeles Probation Department, Probation Officers. DCFS County Social Workers and Probation Officers are responsible for completing the Independent Living Plan in conjunction with eligible foster yout and their caregivers. Please see appendix A for the LCAP program update.

Original		Related State and/or Local Priorities:
GÖAL		1 2 3 4 <u>_x</u> 5 <u>_x</u> 67 <u>_x</u>
from prior	2) Increase graduation rate for all students	8
vear		COE only: 9 10
LCAP:		Local : Specify

Goal Annline Schools: All Schools

to:	to: Applicable Pupil Subgroups:			English Learners, Foster Youth, Low Income Students, African American Students, Students w/ Disabilities			
	All Students English Learners		68%	T IMPORTAGE	All Students English Learners		Data Pending Data Pending
Expected	Foster Youth	Applicabl	46%	Actual	Foster Youth		Data Pending
Annual Measurable Outcomes:	Low Income Students African American Students	e to all high schools	71% 58%	Annual Measurable Outcomes:	Low Income Students	Applicable to all high schools	Data Pending
	Students w/ Disabilities		45%		African American Students		Data Pending
					Students w/ Disabilities		Data Pending
	Planned Actions/Services	LC	AP Ye	ar: 2014-15	Actual Ac	tions/Services	
		Budge Expend			7 (0 (0 (0))		Estimated Actual Annual Expenditures
	m - Support college and career ugh the expansion of options schools.	\$57.8 m	illion				Pending Final budget
Scope of service:	LEA-Wide			Scope of service:			-
X_Foster Youth _	oils <u>X</u> English Learners _Redesignated fluent English proficient (Specify)			Foster Youth	upilsEnglish Lear Redesignated flue ups:(Specify)	nt English proficient	
are critical to the Differentiation, pe student's ability to provide aspects of	ectices and delivery of instructional content engagement and learning of every student. ersonalization and pacing all impact a punderstand and learn. The elements below if the critical elements of good instruction	Please expendit Goal	ure for				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 Scope of LEA-Wide X ALL OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)		Scope of service:ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
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

programs include Special Education, Student Health X:				
- Math Placement Assessment Literacy intervention assessment Literacy intervention assessment K. 2 assessments in foundational reading and math Diagnostic assessments (Significantly Disproportionate Coordinated Early Intervening Services, or CEIS) - Progress someintoring 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: X_ALL OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated 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-liered 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,	 California High School Exit Exam (CaHSEE) assessments 			
- 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: - ALL - OR: - Low Income pupils _ English Learners - Foster Youth _ Redesignated fluent English proficient - Other Subgroups:(Specify) Programs & Interventions Targeted to the 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 candemic, 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 Kadaemic Interventions - English Language Arts, English Language Development,	 Algebra EOC (End Of Course 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:	 Math Placement Assessment 			
- 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: X_ALL OR: Low Income pupilsEnglish Learners _ Foster YouthRedesignated fluent English proficient _ Other Subgroups:(Specify)	 Literacy intervention assessment 			
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- 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: X ALL OR: Low Income pupils _English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:(Specify)	 Diagnostic assessments (Significantly Disproportionate 			
- 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: X_ALL OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated 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,	Coordinated Early Intervening Services, or CEIS)			
- 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: X_ALL OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated 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,	 Progress monitoring assessment tools 			
Standards in ELA and Math California English Language Development Test Proficiency and progress Technology Scope of Service: X_ALL OR: Low Income pupilsEnglish Learners _Foster YouthRedesignated 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, Student Health & Human Services, Adult Education, Student Health & Human Services, Adult Education and Early Childhood Education. Academic Interventions English Language Arts, English Language Development,	 English language development assessment tools 			
- California English Language Development Test Proficiency and progress - Technology Scope of Service: X_ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated 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,	- Interim assessments aligned to the Common Core State			
Proficiency and progress Technology Scope of Service: X_ALL OR: Low Income pupilsEnglish Learners Foster YouthRedesignated 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,	Standards in ELA and Math			
Scope of service: X_ALL OR: Low Income pupilsEnglish Learners _Foster YouthRedesignated 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,	California English Language Development Test			
Scope of service: X_ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Proficiency and progress			
service: X ALL OR: Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify) 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,	- Technology			
service: X ALL OR: Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify) 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,	Scope of		Scope of	
X_ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated 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,	I FA-WIGE			
OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)				-
Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)				-
Foster YouthRedesignated fluent English proficientOther 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,				
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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,				
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,	Programs & Interventions			
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,	Targeted to the needs of all students and those students			
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,	with specific needs such as Special Education or accessing			
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,	student health, counseling and related services, using a			
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,	multi-tiered system of supports. These interventions and			
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,	programs target student academic, socio-behavioral, mental,			
programs include Special Education, Student Health & Human Services, Adult Education and Early Childhood Education. Academic Interventions - English Language Arts, English Language Development,	and related student needs in order to ensure students			
Fir Human Services, Adult Education and Early Childhood Education. Academic Interventions - English Language Arts, English Language Development,	remain in school, or reenter or complete school. These	¢28 6 Million		Pending
Human Services, Adult Education and Early Childhood Education. Academic Interventions - English Language Arts, English Language Development,	programs include Special Education, Student Health &	J36.0 IVIIIIIVII		_
Academic Interventions - English Language Arts, English Language Development,	Human Services, Adult Education and Early Childhood			Final budge
– English Language Arts, English Language Development,	Education.			
	Academic Interventions			
	 English Language Arts, English Language Development, 			
 AVID (Advancement Via Individual Determination) 	 AVID (Advancement Via Individual Determination) 			

 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		Scope of	
service:		service:	
		_ALL	
_X_ALL OR:		OR:	c
Low Income pupilsEnglish Learners		Low Income pupilsEnglish Learners	S
Foster YouthRedesignated fluent English proficient		Foster YouthRedesignated fluent English proficientOther	
Other Subgroups:(Specify)		Subgroups:(Specify)	
Student Health and Human Services			
 Nursing Services 			
 Asthma Program 			
 Communicable Disease/Immunization Program 			
City Partnerships - Youth WorkSource Centers/Family Courtnerships - Youth WorkSource Centers/Family	Please see		Pending
Source Centers	expenditure for		Final budge
Neglected, Delinquent, At-Risk Youth Program Attendance Improvement Program	Goal #10		i illai buuge
Attendance Improvement ProgramThe Diploma Project			
- School Mental Health			
 Crisis Counseling and Intervention Services 			
- Throat Accomment Suicide Drovention Trauma Corvices			

 Wellness Center Medical Service Healthy Start Children's Healthy School Enrollme Scope of Service: X_ALL OR: Low Income pupils Foster Youth 	Clinics ation Obesity Program ers and School-based Health Centers		Scope of service: ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Adult Basic EduAdult SecondarCareer TechnicRegional Occup	cond Language ucation ry Education cal Education pation Centers/Programs ucation and Work Centers (AEWCs)	\$16.3 million		Pending Final budge
Scope of service: X ALL OR: Low Income pupils Foster Youth Re	LEA-Wide		Scope of service: ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	_
	& Regional Occupation supporting targeted youth	\$25 million		Pending Final budge
Scope of service:	All Schools		Scope of service:	

OR: X Low Income pupils X English Learners X Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Arts Program – Core arts program	\$18.6 million		Pending Final budge
Scope of All Schools service:		Scope of service:	All Schools
X_ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Arts Plan – Development of strategic expansion and access to arts curriculum for neediest students	\$2.5 million		Pending Final budge
Scope of service:		Scope of service:	
ALL OR: X_Low Income pupils _X_English Learners _X_Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Cal-Safe program for school aged families	\$40.7 million		Pending Final budge
Scope of LEA-Wide service:		Scope of service:	
X_ALL OR: _Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	_

Targeted Student Popula budget autonomy and implan.	ntion Funds to support	\$154.1 million		Pending Final budget
Scope of service: ALL OR: X_Low Income pupilsEngliFoster YouthRedesignatOther Subgroups:(Specify)_	ted fluent English proficient		Scope of service: ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Coal Applica Cabaala: All Cabaala

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 budge 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, severa 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
I CAP

3) Increase secondary students completing an annual Individual Graduation Plan (IGP)

Relate	d State	e and/c	r Lo	cal Pi	riorities:
1_ 2_	_ 3_	4_x_	5_	_ 6	7_x_
		8_x	_		
	COE	only:	9	10	
Local:		-			
Specify					

to:	\\\				English Learners, Low Income Students, Long Term English Learners , Foster Youth			
	All Students		59%		All Students		Data Pending	
	English Learners		54%		English Learners		Data Pending	
Expected Annual	Low Income Students	Applicabl e to all	59%	Actual Annual	Low Income Students	Applicable to all high	Data Pending	
Measurable Outcomes:	Long Term English Learners	high schools	XX%	Measurable Outcomes:	Long Term English	schools	Data Pending	
	Foster Youth				Learners			
			XX%		Foster Vouth		Data Pending	

LCAP Year : 2014-15						
Planned Actions/Services		Actual Actions/Services				
	Budgeted Expenditures		Estimated Actual Annual Expenditure			
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	\$521.3 million		Pending Final budge			
Support						
Teacher Growth and Development Cycle Scope of LEA-Wide		Scope of service:				
X_ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther 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

schools. C developme provided a for the foll	Counselors have ent throughout the round graduation lowing academic	received and will continue to re school year as well as an on requirements. The targets	
Original GOAL from prior year LCAP: 4) Increase 12 th grade students with a c	completed Federa	l Application for Free Student	Related State and/or Local Priorities: 1 2 3 4_x_ 5 6 7
Goal Applies Schools: All High Schools		A11 10th C	
to: Applicable Pupil Subgroups:		All 12 th Grade Students	
Expected Annual Measurable Outcomes: All 12 th Grade Students Applicable to all high	gh schools 65%	Actual Annual All 12 th Grade Measurable Outcomes:	Applicable to all high schools Data Pending
	LCAP Ye	ar: 2014-15	
Planned Actions/Services		Actual A	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 WorkersTargeted Student Population Advisors & In	nstructional					
Specialists	istractional					
Support						
Teacher Growth and Development Cycle						
Scope of service: LEA-Wide			Scope of service:			
_X_ALL		<u></u> .	ALL			
OR:Low Income pupilsEnglish Learners			OR:	upilsEnglish Learners		
Eow income publisEnglish LearnersFoster YouthRedesignated fluent English	h proficient		Eow income p Foster Youth	Redesignated fluent En	glish proficient	
Other Subgroups:(Specify)	-		Other Subgrou	ups:(Specify)		
	District wide or	rofossional do	volonment for	academic counselors	focused on college	o and careo
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? Original	readiness. The including FAFS to be able to recollege access college going selection. The Commission (6)	e professional SA application meet financial s programs (c culture. The District will c	development and deadline l obligations. online and oth list of appro- continue to us nitor the prog	activities included fines, scholarships, and of the District is entering nerwise) that will engued programs will be the data provided ress of the FAFSA applicated information as it	ancial information other opportunities g into a formal bid age students in a provided to school by the California Supplications. Curren	for students for students d to approve ll aspects o ools for thei Student Aids t targets wi e.
GOAL	a Proficient and	abaya an tha (CCSS/SBAC b	onohmork 1_	2 3 4 <u>_x</u> 5	6 7 8
from prior English language arts score			CCSS/SDAC D	енсинатк	COE only: 9	10
year	es established in	2014 2010		Loc	cal : Specify	
LCAP:	1					-
Goal Applies Schools: All Schools Applicable Pupil Subg			Reclassified Flue	ent English Proficient Student	s Fnalish Learners Fosti	er Youth Low-
to:	jioups.		_	s, Latino Students, African An	_	
		Benchmark	Disabilities	All Students		
Expected All Students		20110111110111	Actual	7 0		Awaiting
Annual	Applicable to all	Benchmark	Annual	Reclassified Fluent English	Applicable to all	Results to
Measurable Reclassified Fluent English Proficient	schools		Measurabl e	Proficient Students	schools	Establish
Outcomes: Students		Benchmark	Outcomes:	English Learners		Benchmar

English Learners	Benchmark	Foster Youth	
Foster Youth	Benchmark	Low Income Students	
Low Income Students Latino Students African American Students Students w/ Disabilities	Benchmark Benchmark Benchmark	Latino Students African American Students Students w/Disabilities	
	LCAP Year		
Planned Actions/Services	Budgeted Expenditures	Actual Actions/Se	ervices Estimated Actual Annual Expenditures
Professional Development Professional development of instructional staff will be conducted reflecting the priorities and topics below, which support the implementation of Common Core State Standards, English Language Development (ELD) standards, and the state's priorities as identified by the State Board of Education and California Department of Education. Priority topics in the LCAP year and forward include: - Standards-Focused Professional Development improving instructional capacity in all content areas. - Alternatives to suspension - Positive Behavior Support Systems - Student placement of EL, SEL, and LTEL students - Long Term English Learners (LTEL) Courses and LTEL Designees. - Common Core State Standards English Language Arts shifts, mathematics and supplemental programs - Response to Instruction and Intervention (RtI²) - Effective use of technology in the classroom for teaching	\$4.9 million		Pending Final budget

 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 Scrope of LEA-Wide		Scope of service:	
Service: X ALL OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)		service: ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther 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 budge

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 (CCTR)		
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 LEA-Wide	Scope of	
service:	service:	
_X_ALL	ALL	
OR:	OR:	
Low Income pupilsEnglish Learners	Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient	
Foster YouthRedesignated fluent English proficient	Other	
Other Subgroups:(Specify)	Subgroups:(Specify)	
<u>Instruction</u>		
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		Pending
ability to understand and learn. The elements below provide \$1,798.7 million		Final budget
aspects of the critical elements of good instruction while bringing		i iliai baagei
the District's curricula and content into alignment with the		
Common Core State Standards. The District will leverage new		
models, technology and recovered for the greatest impact and		I

 Teachers and instructional staff 			
reachers and instructional starr			
 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		Scope of	
service: LEA-Wide		service:	
_X_ALL		_ALL	
OR:		OR:	
Low Income pupilsEnglish Learners		Low Income pupilsEnglish Learners	
		Footer Vouth Dedeciment of fluent English profisions	
Foster YouthRedesignated fluent English proficient		Foster YouthRedesignated fluent English proficient	
		Other	
Foster YouthRedesignated fluent English proficient			
Foster YouthRedesignated fluent English proficient		Other	
Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		Other	
Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify) Assessment Academic assessments enable schools and teachers to monitor student attainment of the Common Core State		Other	
Foster YouthRedesignated fluent English proficientOther 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		Other	
Foster YouthRedesignated fluent English proficientOther 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		Other	
Foster YouthRedesignated fluent English proficientOther 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	Please see	Other	Dandina
Foster YouthRedesignated fluent English proficientOther 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	Please see expenditure for	Other	Pending Final hudget
Foster YouthRedesignated fluent English proficientOther 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		Other	Pending Final budget
Foster YouthRedesignated fluent English proficientOther 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	expenditure for	Other	
Foster YouthRedesignated fluent English proficientOther 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	expenditure for	Other	
Foster YouthRedesignated fluent English proficientOther 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	expenditure for	Other	
Foster YouthRedesignated fluent English proficientOther 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	expenditure for	Other	

- ,	End Of Course assessment)					
 Math Placement 	nt Assessment					
 Literacy interv 	vention assessment					
 K-2 assessmen 	its in foundational reading and math					
 Diagnostic asset 	essments (Significantly Disproportionate					
Coordinated E	arly Intervening Services, or CEIS)					
 Progress moni 	toring assessment tools					
 English langua 	ge development assessment tools					
 Interim assess 	ments aligned to the Common Core State					
Standards in E	LA and Math					
 California Eng 	lish Language Development Test					
Proficiency an	d progress					
- Technology						
Scope of	LEA-Wide		Scope of			
service:	LLA-Wide		service:			
_X_ALL			ALL			
OR:			OR:			
	ilsEnglish Learners			pupilsEnglish Learne		
Foster Youth	Redesignated fluent English proficient		Other	Redesignated fluent	English proficient	
Other Subgroups	s:(Specify)		Other Subgroups:(Sp	ecify)		
			3 1 1 (1)	,,		
Special Education	1					
-	students in General Education settings					
Infant and Pres						
 Special Day Pro 	_					
 Resource Speci 						
 Extended School 	_					
 Transition Serv 		\$265.3 million				Pending
	on Service Centers	9203.3 mmon				Final budge
 Special Education Language and S 						. mai baage
	speech herapy/Physical Therapy					
•						
•	Related Intensive Counseling Services (ERICS)					
- Transportation						
=	r, Standard English Learner, and Long Term					
English Learner	Supports			Ī		
Scope of	LEA-Wide		Scope of			
service:	22		service:			

OR:Low Income pupFoster YouthOther Subgroup	oilsEnglish Learners _Redesignated fluent English proficient s:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Disabilities: General	Insuring the Success of Students with Fund Support for Special Education services inclusive of unduplicated students	\$452.6 million		Pending Final budge
Scope of service:	LEA-Wide		Scope of service:	
X Foster Youth	upils _X_English Learners Redesignated fluent English proficient ups:(Specify) <u>Students w/</u>		ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	-
Address over-referra	al and identification of students with	\$22.4 million		Pending Final budge
X_Foster Youth	LEA-Wide upils _X_English Learners _Redesignated fluent English proficient ups:(Specify) Students w/		Scope of service: ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	-
School Technolog	gy Support	\$1.8 million		Pending Final budge
Scope of service:ALL OR:	LEA-Wide		Scope of service: ALL OR:	-
_X_Low Income pu Foster Youth	upilsEnglish Learners _Redesignated fluent English proficient s:(Specify)		Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	
In atmosphic mod To a	hadaar Cunnant ()/IC)	\$2.5 million		Pending

Scope of service: ALL OR:X_Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	_	Scope of service: ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
School Readiness Language Development Program Scope of LEA-Wide X ALL	\$35.5 million	Scope of service:	Pending Final budget
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	-	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Class Size Reduction in Middle School/High School Math & English Language Arts Scope of School-Wide ALL OR:X_Low Income pupilsX_English LearnersX_Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$13.1 million	Scope of service: ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Pending Final budget
Library Support - Elementary Schools: Library Aides - Middle Schools: Library Media for Teachers	\$7.5 million		Pending Final budget
Scope of School-Wide ALL		Scope of service:ALL	

Local : Specify

	e pupils <u>X</u> English Learners h <u>Redesignated fluent Engl</u> eups:(Specify)	ish proficient -	OR:Low Income pupilsEnglish LeaFoster YouthRedesignated fluOther Subgroups:(Specify)		
Administrative	Support – Elementary Sch	ools			Donalis a
 Principals 		\$7 million			Pending
 Assistant 	Principals				Final budget
Scope of service:	School-Wid	е	Scope of service:		
ALL	<u>'</u>		ALL		
OR: _X_Low Income _X_Foster Yout _Other Subgro	pupils _X_English Learners hRedesignated fluent Engl ups:(Specify)	ish proficient	OR:Low Income pupilsEnglish LeaFoster YouthRedesignated fluOther Subgroups:(Specify)		
Targeted Supp	ort for Middle and SPAN Sc	hools \$7 million			Pending Final budget
Scope of service:	School-Wid	е	Scope of service:		
ALL			ALL		
OR: X_Low Income X_Foster Yout Other Subgro	e pupils _X_English Learners hRedesignated fluent Engl pups:(Specify)	ish proficient -	OR:Low Income pupilsEnglish LeaFoster YouthRedesignated fluOther Subgroups:(Specify)		
and expendi result of re	es in actions, services, tures will be made as a viewing past progress changes to goals?	benchmark levels until it is remain unchanged. This go 2015-16 LCAP revisions. S	their round of testing in April 20 provided to the District. The coal will be incorporated in the pecifically for ELA, it is recommentar progress in proficiency via Program update.	current targets set for #2-Proficiency for # mended that an addit	or this goal wil All goal for the ional metric be
Original				Related State and/or	
11/1/11/1/1/1/1	6) Increase students scorin Mathematics scores establi	g Proficient and above on the (shed in 2014-2015	CCSS/SBAC benchmark	1 2 3 4_x_ 5 COE only: 9	

year LCAP:

Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups:			t English Proficient Students, English Learne Latino Students, African American Students	
Expected Annual Measurable Outcomes:	All Students Reclassified Fluent English Proficient Students English Learners Foster Youth Applicable to al schools Low Income Students Latino Students African American Students Students w/ Disabilities	Benchmark Benchmark Benchmark Benchmark Benchmark Benchmark Benchmark Benchmark	Actual Annual Measurable Outcomes:		Awaiting ble to all Results t ools Establish Benchma
	Planned Actions/Services	LCAP Ye	ar: 2014-15	Actual Actions/Services	
	1 Idillied / Idiollo/Col viocs	Budgeted Expenditures		/ totali / totiono/ oci vioco	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 Please see Standards, English Language Development (ELD) standards, **Pending** expenditure and the state's priorities as identified by the State Board of Final budget Education and California Department of Education. Priority for Goal #5 topics in the LCAP year and forward include: Standards-Focused Professional Development improving instructional capacity in all content

- Alternative	s to suspension		
- Positive Be	havior Support Systems		
- Student pla	cement of EL, SEL, and LTEL students		
 Long Term 	English Learners (LTEL) Courses and		
LTEL Desig	nees.		
- Common C	ore State Standards English Language Arts		
shifts, matl	nematics and supplemental programs		
 Response t 	o Instruction and Intervention (RtI ²)		
- Effective us	se of technology in the classroom for teaching		
and learnin	g		
- Assessmen	t of student progress		
- Writing, sp	eaking, and listening standards		
 Content sta 	ndards integration		
- Integration	of the Arts		
- Teacher Gr	owth and Development Cycle		
- Strategies f	or students with disabilities (SWD) in		
General Ed	ucation settings.		
 Access to the 	e core strategies for English Learners		
and Standa	rd English Learners		
- Implement	ation of Safe Schools Plans for Student		
Discipline:			
	cipline Training kit		
- Instruction			
-	sional Teacher Training		
	nglish Language Development Standards		
and Strateg			
	Justice Practices		
	develop a trainer-of-trainer cadre of 69		
	d administrators to build school capacity		
	nt the Next Generation Science Standards		
Scope of	LEA-Wide	Scope of	
service:	EE/ Wide	service:	
X_ALL		ALL	
OR:		OR:	
	oupilsEnglish Learners	Low Income pupilsEnglish Learners	
	Redesignated fluent English proficient ups:(Specify)	Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
	apo.(opoony)		

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 standardsaligned 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	expenditure for Goal #5		Final budget
- Textbooks & Instructional Materials Scope of LEA-Wide		Scope of service:	
X_ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Instruction The methods practices and delivery of instructional content are	Please see		Pending Final hudget

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 Scope of Service: X ALL OR:	for Goal #5	Scope of service:ALL OR:	
Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	
Assessment Academic assessments enable schools and teachers to monitor student attainment of the Common Core State	Please see		Pending
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	expenditure for Goal #2		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: X ALL OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		Scope of service:ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther 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

(ERICS) - Transportation - English Learner English Learner	r, Standard English Learner, and Long Term			
Scope of service: X_ALL OR:	LEA-Wide		Scope of service:ALL OR:	
_Low Income pupil _Foster Youth	lsEnglish Learners Redesignated fluent English proficient s:(Specify)		Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	
Instructional Tech	nnology Support (VLC)	Please see expenditure for Goal #5		Pending Final budget
	All Schools IsEnglish Learners edesignated fluent English proficient Specify)		Scope of service: ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
School Technolog	sy Support	Please see expenditure for Goal #5		Pending Final budget
Scope of service:ALL	LEA-Wide		Scope of service:ALL	
Foster Youth	ipilsEnglish Learners Redesignated fluent English proficient s:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Math & English La	ion in Middle School/High School anguage Arts	Please see expenditure for Goal #5		Pending Final budget
Scope of	. =		Scope of	

	ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Please see expenditure for Goal #5		Pending Final budget
	Scope of service:ALL	
	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Please see expenditure for Goal #5		Pending Final budget
-	Scope of service:ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Please see expenditure for Goal #5		Pending Final budget
	Scope of service:	_
	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
	Please see expenditure for Goal #5 Please see expenditure for Goal #5	OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)

result of revi	ewing past progress	remain unc	hanged. This g	oal will be inc	ne District. The coorporated in the sendix C for the LC	#2-Pro	oficiency for Al	ll goal for the
	Increase the number of E nd who reclassify as Fluent			nual progress in	learning English			_ 6 7 8
Goal Applies	Schools: All Schools				- 6.			
to:	Applicable Pupil Subgr	oups:	1	English Learners, E	nglish Learners less tha	n 5 year	rs, English Learners i	
	English Learners		16%		English Learners			Data Pending
Expected Annual Measurable	English Learners, less than 5 years Ap	pplicable to all schools	Benchmark	Actual Annual Measurable	English Learners, less than 5 years	Арр	olicable to all schools	Data Pending
Outcomes:	English Learners, more than 5 years		Benchmark	Outcomes:	English Learners, more than 5 years			Data Pending
			LCAP Yea	ar: 2014-15				
	Planned Actions/Se	rvices			Actual Act	ions/S	Services	
			Budgeted Expenditures					Estimated Actual Annual Expenditures
assist in interver improve English Academic Litera to assist and dev	aches: English Learner Coac ntion and program develop learner outcomes, Accelera cy, Standard English Learne velop strategies to support i s, Family Literacy Program	ment to ated er Coaches	\$8.4 million					Pending Final budget
Scope of service:	187 schools			Scope of service:				
ALL				ALL				

	oils _X_English Learners CRedesignated fluent English proficient s:(Specify)		OR: Low Income pupils _X_English LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
English Learner N Support	Master plan implementation and	\$20.1 million		Pending Final budget
	LEA-Wide Dils _x_English Learners Redesignated fluent English proficient s:(Specify)		Scope of service: ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
 Infant and Pres Special Day Pro Resource Spec Extended Scho Transition Serv Special Educat Language and Occupational T Educationally B (ERICS) 	students in General Education settings school Program ogram vialist Program vices ion Service Centers Speech Therapy/Physical Therapy Related Intensive Counseling Services	Please see expenditure for Goal #5		Pending Final budget
Scope of service: _X_ALL OR:Low Income pupFoster YouthOther Subgroup	LEA-Wide DilsEnglish Learners Redesignated fluent English proficient s:(Specify)		Scope of service: ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	

and expended result of results of result	ges in actions, servious ditures will be made a eviewing past progre r changes to goals?	as a the #2-Prof				This goal will be incons. Please see app	
Original GOAL from prior year LCAP: Related State and/or Lo 1 2 3 4 x 5 COE only: 9 Local: Specify Local: Specify						5 6 7 8 0 10	
Goal Appli		Schools					
to:	Applicable Pupi	Il Subgroups:		English Learners	I		
Expected Annual Measurable Outcomes:		Applicable to all scho	pols Benchmark	Actual Annual Measurable Outcomes:	English Learners	Applicable to all scho	No Benchmark (revisiting Measure)
			LCAP Ye	ar: 2014-15			
	Planned Acti	ions/Services			Actual Ac	tions/Services	
			Budgeted Expenditures				Estimated Actual Annual Expenditures
assist in inter improve Eng Academic Lit to assist and	Coaches: English Learr vention and program of lish learner outcomes, eracy, Standard English develop strategies to starts, Family Literacy Pr	development to Accelerated n Learner Coaches support native	Please see expenditure for Goal #7				Pending Final budget
187 schools	LEA-	-Wide		Scope of service:	Scope of service	e:	All Schools

	s _X_English Learners Redesignated fluent English proficient (Specify)		OR:Low Income pupils _X_English LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
English Learner N Support	Naster plan implementation and	Please see expenditure for Goal #7		Pending Final budget
Scope of service:	LEA-Wide		Scope of service: _ALL	
	s <u>x</u> English Learners edesignated fluent English proficient (Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
 Infant and Pres Special Day Pro Resource Spec Extended Scho Transition Serv Special Educati Language and S Occupational T Educationally F (ERICS) Transportation 	students in General Education settings school Program organ italist Program ol Year vices iton Service Centers Speech Therapy/Physical Therapy Related Intensive Counseling Services or, Standard English Learner, and Long Term	Please see expenditure for Goal #5		Pending Final budget
Scope of service:	LEA-Wide		Scope of service:	
	ilsEnglish Learners Redesignated fluent English proficient s:(Specify)		ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	

This initial target for measuring the basic skill acquisition of English learners was premised or 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 or 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.

					d and utilized a			c for staff and
0::1		stakeholde	rs. Please see a	appendix D for	the LCAP progra		date. Related State and/o	r I and Deignitian
Original						K		
GOAL from prior) Dooroogo the number	of Long Town	English I sannan	a (I TEI)		1-		5 6 7 8
from prior 9) Decrease the number	of Long Term	English Learner	S(LIEL)			COE only: 9) 10
LCAP:						Loc	cal : Specify	-
Goal Applies								
to:	Applicable Pupil Su	ubgroups:		Long Term English	h 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 Ye	ar : 2014-15				·
	Planned Actions	s/Services			Actual A	ctions	S/Services	
			Budgeted Expenditures					Estimated Actual Annual Expenditures
assist in interve improve English Academic Liter to assist and de	paches: English Learner (ention and program deve h learner outcomes, Acc acy, Standard English Le evelop strategies to supp rs, Family Literacy Progra	elopment to celerated carner Coaches port native	Please see expenditure for Goal #7					Pending Final budget
187 schools	LEA-Wid	de		Scope of service:				
ALL				ALL				

	ils _X_English Learners _Redesignated fluent English proficient s:(Specify)			upilsEnglish Learners Redesignated fluent English proficient ups:(Specify)	
English Learner M Support	Master plan implementation and	Please see expenditure for Goal #7			Pending Final budget
Scope of service: X_ALL OR:	All Schools		Scope of service: X_ALL OR:	All Schools	
Low Income pup	ilsEnglish Learners Redesignated fluent English proficient s:(Specify)		Low Income p	upilsEnglish Learners Redesignated fluent English proficient ups:(Specify)	
 Infant and Pres Special Day Pro Resource Speci Extended School Transition Serv Special Educati Language and Solutional Toler Educationally Robotics (ERICS) Transportation English Learner English Learner 	students in General Education settings school Program of Section Services on Service Centers Speech Cherapy/Physical Therapy Selated Intensive Counseling Services	Please see expenditure for Goal #5			Pending Final budget
Scope of service:	LEA-Wide		Scope of service:		
_X_ALL OR:Low Income pupFoster YouthOther Subgroups	ilsEnglish Learners Redesignated fluent English proficient s:(Specify)		_X_ALL OR:Low Income pFoster YouthOther Subgrou	upilsEnglish Learners Redesignated fluent English proficient ups:(Specify)	

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 Sc Applicable Pupil S	chools Subgroups:		Low Income Stude Students w/ Disab	nts, English Learners, Foste ilities	r Youth, African Americ	an Students,
Expected Annual Measurable Outcomes:	All Students Low Income Students English Learners Foster Youth African American Students Students w/ Disabilities	Applicable to all schools	70% 71% 70% 55% 59%	Actual Annual Measurable Outcomes:	All Students Low Income Students English Learners Foster Youth African American Students Students w/ Disabilities	Applicable to all schools	Data Pending Data Pending Data Pending Data Pending Data Pending Data Pending

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures	Estimat Actua Annua Expendit	al al
 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	Pendir Final bud	_

 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 LEA-Wide X ALL OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify) 		Scope of service: ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Programs & Interventions Targeted to the needs of all students and those students with specific needs such as Special Education or accessing student health, counseling and related services, using a multi-tiered system of supports. These interventions and programs target student academic, socio-behavioral, mental, and related student needs in order to ensure students remain in school, or reenter			
or complete school. These programs include Special Education, Student Health & Human Services, Adult Education and Early Childhood Education. Academic Interventions - English Language Arts, English Language Development, and Math Interventions - AVID (Advancement Via Individual Determination) - International Baccalaureate - Accelerated Academic Literacy-Tier 3 ELA Intervention - Academic Literacy supplemental materials - Long-Term English Learner courses	Please see expenditure for Goal #2		Pending Final budget
 Significantly Disproportionate Coordinated Early 			

 Arts Integration 				
 Options Progra 				
	ge Development and access to core			
interventions				
- Social-Emotion	=			
- Linked Learning				
Structural & Proces				
	chool models grant school-level flexibility in			
	udget, instruction, curriculum and others & Portfolio Schools provide student and			
	n personalized education offerings and			
•	entions/supports.			
Scope of			Scope of	
service:	LEA-Wide		service:	
_x_ALL			ALL	
OR:			OR:	
	ilsEnglish Learners		Low Income pupilsEnglish Learners	
Foster Youth Other Subgroups	Redesignated fluent English proficient		Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Other Subgroups	s.(Specify)		Other Subgroups.(Specify)	
Focus on School (Climate and Student Engagement at			
campuses of high	est need, based on unduplicated			
•	ations by providing socio-behavioral,			
	vioral and other supports.			
Staffing augment	ations include:			
- Psychiatric Socia				
- Psychologists				
- Nurses		\$35.7 million		Pending
- Occupational an	d Physical Therapists			Final budget
- Speech & Langu	age Therapists			
- Administrative &	& Clerical Support			
- Ancillary Service	• •			
- Maintenance &	Operations			
- Custodial				
- Counseling Time				

	LEA-Windowski LEA-Windowski Learner Redesignated fluent Errops:(Specify)	S		Foster Youth	upilsEnglish Learners Redesignated fluent E ups:(Specify)_	nglish proficient	
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 student attendance improvement. For the first time this year, non-submittal is being counted as a absence when calculating student and school attendance rates thereby it is expected there we 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.						cont continued counted as ar ected there will as the Distriction as the B for the	
Original GOAL from prior year LCAP:	1) Decrease students m	issing 16 days or n	nore each sch	ool year	1_	Related State and/or 2345_ COE only: 9_ cal : Specify	<u>(</u> 6 7 8 _ 10
Goal Applies to:	Schools: All Sch Applicable Pupil Sch			Low Income Stude Students w/ Disab	nts, English Learners, Foste ilities	· Youth, African America	an Students,
	All Students		11%		All Students		Data Pending
Expected Annual Measurable Outcomes:	English Learners Foster Youth African American Students Students w/ Disabilities	Applicable to all schools	11% 11% 20% 19% 15%	Actual Annual Measurable Outcomes:	Low Income Students English Learners Foster Youth African American Student Students w/ Disabilities	Applicable to all schools	Data Pending Data Pending Data Pending Data Pending Data Pending
	Planned Actions	/Services	LCAP Yea	ar: 2014-15	Actual Action	s/Services	

	Budgeted Expenditures		Estimated Actual Annual Expenditures
- 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 Scope of Service: x ALL OR: Low Income pupilsEnglish Learners _ Foster YouthRedesignated fluent English proficient _ Other Subgroups:(Specify)	Please see expenditure for Goal #10	Scope of service: ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Pending Final budget
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

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		Scope of	
service: LEA-Wide		service:	
x ALL		ALL	-
OR:		 OR:	-
Low Income pupilsEnglish Learners		Low Income pupilsEnglish Learners	
Foster YouthRedesignated fluent English proficient		Foster YouthRedesignated fluent English proficient	
Other Subgroups:(Specify)		Other Subgroups:(Specify)	
Focus on School Climate and Student Engagement at			
campuses of highest need, based on unduplicated	Please see		
student concentrations by providing socio-behavioral,	expenditure		Pending
psychiatric, behavioral and other supports.	for Goal #10		Final budget
Staffing augmentations include:			
- Deveniatric Social Morkers			

- Psychologists							
- Nurses							
- Occupational a	and Physical Therapists	1					
- Speech & Lang	guage Therapists						
- Administrative	& Clerical Support						
- Ancillary Servi	ces						
- Maintenance 8	& Operations						
- Custodial							
- Counseling Tin	ne						
Scope of	1	'ido		Scope of			
service:	LEA-W	ide		service:			
ALL				ALL			
OR:	oupils x English Learne	are .		OR:	upilsEnglish Learnei	e	
	Redesignated fluent E				Redesignated fluent I		
Other Subgrou	ps:(Specify)	7		Other Subgrou	ups:(Specify)		
		Although we h	ave seen ste	eady decreases	over the last three	vears in the nerce	ent of students
What change	s in actions, services				s have systems in p		
	ures will be made as				ear, non-submittal		
•	iewing past progress				endance rates there		
and/or cl	hanges to goals?		_		e as the District ass		
		received after	June 2015. F	Please see app	endix B for the LCA		
Original						Related State and/or	
GOAL from prior 12	2) Increase the number	or of narents comple	ting the Scho	ol Evnerience S	urvov annually	1 2 3 <u>_x</u> 4	5 6 7
year	2) Therease the number	or parents comple	ting the beno	of Experience 5	arvey annuary	COE only: 9_	10
LCAP:					L	ocal : Specify	-
Goal Applies	Schools: All Sc	hools			i i		
to:	Applicable Pupil S	ubgroups:					
Expected				Actual			
Annual	4// 5	Applicable to all	250/	Annual	4# 5	Applicable to all	5 4 5 "
Measurable	All Parents	schools	35%	Measurable	All Parents	schools	Data Pending
Outcomes:				Outcomes:			

		LCAP Ye	ar : 2014-15	
	Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
Parental Involver	ment Funds	\$.2 million		Pending Final budget
Scope of service:	LEA-Wide		Scope of service:	
_X_ALL			ALL	
Foster Youth	ilsEnglish Learners _Redesignated fluent English proficient os:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Early Childhood a	and Family Literacy Grant Support	\$0.25 million		Pending Final budget
Scope of service:			Scope of service:	
OR: X Low Income po	upils _X_English Learners Redesignated fluent English proficient os:(Specify)		OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	
Parental Engage participation at	gement efforts to increase parent school sites.	Please see goal #13 for Budgeted Expenditure		Pending Final budget
Scope of service:	LEA-Wide		Scope of service:	
	upils <u>X</u> English Learners Redesignated fluent English proficient s:(Specify)		ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	

Coal Applies Cobools: All Cobools

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 Engagemen 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 _____

to:	Applicable Pupil S						
Expected Annual Measurable Outcomes:	All Parents Parents of English Learners Parents of Low Income Foster Youth Guardians	Applicable to all schools	35% Xx% Xx% Xx%	Actual Annual Measurable Outcomes:	All Parents Parents of English Learners Parents of Low Income Foster Youth Guardians	Applicable to all schools	Data Pending (Goal Language revised)
			ICADV	ar 2014 15			

LCAP Year: 2014-15

	Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Parental Engager participation at s	ment efforts to increase parent school sites.	\$6.4 million			Pending Final budget
Scope of service:	LEA-Wide		Scope of service:		
ALL			ALL		

	s _X_English Learners Redesignated fluent English bgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Parental Involvemen	nt Funds	Please see goal #12 for Budgeted Expenditure		Pending Final budget
Scope of service:	LEA-Wide		Scope of service:	
	English Learners edesignated fluent English proficient Specify)		ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Early Childhood and	l Family Literacy Grant Support	Please see goal #12 for Budgeted Expenditure		Pending Final budget
Scope of service:	LEA-Wide		Scope of service:	
	s _X_English Learners Redesignated fluent English bgroups:(Specify)		ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	

Workshop materials on a variety of academic topics were developed for schools to use wher presenting to their parents. Parent and Community Engagement coaches trained school staf 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 reac "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 v 5 v 6 7

from prior ac year LCAP:	ccountability for student	t outcomes.				COE only: 9	10
Goal Applies to: Expected Annual Measurable Outcomes:	Schools: All Scho Applicable Pupil Sub 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:		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.
	<u> </u>		LCAP Yea	ar: 2014-15			Cililate.
	Planned Actions/S	Services			Actual Act	ions/Services	
			Budgeted Expenditures				Estimated Actual Annual Expenditures
Branch (PCSS number of stud opportunities f	ommunity and Student S b) has worked to increase dent governance and er for high school students b) existing student gover	se the ngagement by creating	Please see goal #12 for Budgeted Expenditure				Pending Final budget

regularly meets with Associated Student Presidents. During these meetings, up given by District employees on present future goals and initiatives. Time is alloquestions, dialogues and recommenda Additional governance and engagement opportunities have been opened up for that were not in existence, e.g. Supering Student Advisory Council, Board Districts	odates are tand of the formula of th				
Advisory Councils, Student Focus Ground addition, student participation on various committees, such as the Technology Council and the Ethnic Studies Committee, has increased.	us District Committee				
Scope of service: LEA-Wide		Scope of service:		_	
OR: _x_Low Income pupils _x_English Learners _x_Foster YouthRedesignated fluent Engli _Other Subgroups:(Specify)	sh proficient	OR:Low Income pupils	Redesignated fluent Eng	lish proficient	
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 e not capture data on stude the LCAP include new goa school site and capture the their schools and the Distri	nt sentiments on talls to measure the representage of all	their experience wit response of student students that partic	th LAUSD. It is ts who feel prou cipate in providi	recommended and to be at their ng feedback to
			l Re	lated State and/or	Local Priorities

Original GOAL from prior year LCAP:	· ′	ctive and fair hand the reform of s	Related State and/o 1 2 3 4 5_ COE only: 9 Local : Specify	6 <u>_x</u> _ 7 8			
Goal Applies to:	Schools: All S Applicable Pupi	chools I Subgroups:					
Expected Annual	All Students	Applicable to all	Establish Benchmark	Actual Annual	All Students	Applicable to all	66 schools

Outcomes:				Outcomes:			DFP review
			1.015.14				
		_	LCAP Y	ear: 2014-15			
	Planned Actions/S	Services			Actual Actio	ns/Services	
			Budgeted Expenditures				Estimated Actual Annual Expenditures
support implem	and Restorative Justice Co entation of the Discipline of Climate Bill of Rights.		\$4.2 Million				Pending Final budget
Scope of service:	LEA-Wid	le		Scope of service:			
ALL OR: _X_Low Income p _X_Foster YouthOther Subgroup	oupils <u>X</u> English Learners Redesignated fluent Eng ps:(Specify)	ylish proficient			oupilsEnglish Learner Redesignated fluent E ups:(Specify)		-
Targeted Suppor	rt with School Police		\$13.1 Million				Pending Final budget
Scope of service:	LEA-Wio	le		Scope of service:			
ALL				ALL			
OR: X_Low Income p X_Foster Youth Other Subgroup	oupils <u>X</u> English Learners <u>Redesignated fluent Eng</u> ps:(Specify)	ylish proficient			oupilsEnglish Learner Redesignated fluent E ups:(Specify)		
What changes and expenditu result of revie and/or ch	s in actions, services, res will be made as a ewing past progress nanges to goals?	the District' Percentage increase ir measured t	s efforts and be of Students Wh the percentagoy the number o	a indicates a 21 tter gauge posi no Feel Safe or ge of schools f schools receiv	I-point improvement. tive changes, we red n School Grounds. To implementing the ving a minimum scor F for the LCAP progr	commend adding his metric will info Discipline Foundare of "3" in each are am update.	one new metric orm us about the ation Policy, as rea of the Rubric
Original GOAL from prior	6) Decrease the number	of suspension	ns for all student	s		Related State and/ 1 2 3 4 5 COE only:	<u>x</u> 6 <u>x</u> 7 <u>8</u>

year LCAP:						Local : Specify	
Goal Applies t	Schools: All Sc Applicable Pupil			English Learners, Foster Youth, Low Income Students, Students w/ Disabilities			rican Students,
	All Students		11,161		All Students		Data Pending
	English Learners		2,663		English Learners		Data Pending
Expected Annual	Foster Youth		517	Actual Annual	Foster Youth		Data Pending
Measurable	Low Income Students	Applicable to all schools	9,108	Measurable	Low Income Students	Applicable to all schools	Data Pending
Outcomes:	African American Students		3,068	Outcomes:	African American Students		Data Pending
	Students w/ Disabilities		2,634		Students w/ Disabilities		Data Pending
			LCAP Yea	ar: 2014-15			
	Planned Action	ns/Services			Actual Acti	ons/Services	
			Budgeted Expenditures				Estimated Actual Annua Expenditures
support implem	and Restorative Justice nentation of the Discipl ol Climate Bill of Rights	ine Foundation	Please see expenditures under Goal #15				Pending Final budget
Scope of service:	LEA-Wide			Scope of service:			
ALL				ALL			
	pupils _X_English Learn Redesignated fluent I ıps:(Specify)	English proficient		Foster Youth	pupilsEnglish Learn Redesignated fluent pups:(Specify)	ers t English proficient ——	

In order to provide a holistic picture of the District's efforts to continue to reduce studen 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

			onitoring due pro		r students and pa	arents during the ex	pulsion process
Original GOAL from prior year LCAP:	Related State and/or in the subject areas and for the pupils they are teaching Related State and/or in the subject areas and for the pupils they are teaching Related State and/or in the subject areas and for the pupils they are teaching					5 6 7 8 9 10	
Goal Applie	es to: Schools: All Sch Applicable Pupil S			All Students			
Expected Annual Measurable Outcomes	e All Significant	Applicable to all schools	100% Compliant	Actual Annual Measurable Outcomes:	All Students All Significant Subgroups	Applicable to all schools	100% Compliant
		·	LCAP Yea	ar: 2014-15	:	;	
Planned Actions/Services					Actual Ac	ctions/Services	
			Budgeted Expenditures				Estimated Actual Annua Expenditures
The basic operating basic operating Departments/I	ce and Education Service Cations of the District are maintaining the management, oversights services to all schools by the Cobines and Education Service ervices are primarily reflected in	nined and at and provision of Central Office, Centers.	\$237.5 million				Pending Final budget
Scope of service:	LEA-W	/ide		Scope of service:			
Foster You	e pupilsEnglish Learners thRedesignated fluent En roups:(Specify)			Foster Youth	oupilsEnglish Lea Redesignated flue oups:(Specify)	ent English proficient	

What changes in actions, services and expenditures will be made as a result of reviewing past progress and/or changes to goals?	3	targets set for th	nis goal will ren	nain unchanged.	. The District is 100%	compliant
Original GOAL from prior year LCAP: 18) Provide pupils access	ss to standards-	aligned instructio	onal materials		Related State and/o 1_x_ 2 3 4 5 COE only: 9 Local : Specify	5 6 7 8 9 10
Goal Applies to: Schools: All Schools: Applicable Pupil			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 Yea	ar: 2014-15			
Planned Action	s/Services			Actual A	Actions/Services	
		Budgeted Expenditures				Estimated Actual Annua Expenditures
Curriculum						
The design and implementation of curriculum is component of the alignment of content and institute Common Core State Standards, as well as dof multiple channels, pathways and models assistudents in completing the standards-aligned components of the courses-credit recovery and core. - Online courses-credit recovery and core Supplemental curriculum and materials and Common Core State Standards Content Design lessons Summer School Curriculum Maps aligned to Common Core Digital curriculum aligned to Common Core Standards (CCTP) English Language Development (ELD) Standards.	struction to levelopment isting ontent. programs supporting re State Standards ore State	Please see expenditure for Goal #5				Pending Final budget

 Design and provide schools and teachers wit Common Core State Standards developed cu 			
maps	medium		
 Advanced Learning curricula (Advanced Place 	ement,		
AVID, International Baccalaureate, SpringBoa	ard,		
Honors courses)			
 Math curriculum adoption 			
 Design lessons for K-2 			
 Development of Common Core State Standar 	rds		
Dashboard to support implementation			
- Textbooks & Instructional Materials			
Scope of LEA-Wide	е	Scope of	
service:		service:	
X ALL		ALL	
OR:Low Income pupilsEnglish Learners		OR:Low Income pupilsEnglish Learners	
Foster YouthRedesignated fluent Englis	h proficient	Foster YouthRedesignated fluent English proficient	
Other Subgroups:(Specify)		Other Subgroups:(Specify)	
Central Office and Education Service Cen			
The basic operations of the District are maintaine			
controlled through the management, oversight an			Pending
basic operating services to all schools by the Cent Departments/Divisions and Education Service Cer	-		Final budget
Instructional services are primarily reflected in pr			
expenditures	loi goai		
Scope of		Scope of	
service: LEA-Wid	е	service:	
X ALL		ALL	_
OR:		OR:	
Low Income pupilsEnglish Learners		Low Income pupilsEnglish Learners	
Foster YouthRedesignated fluent Englis Other Subgroups:(Specify)	h proficient	Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Other Subgroups.(Specify)	-	Other Subgroups.(Specify)	
What changes in actions, services,		•	
and expenditures will be made as a	The current targets set for the	nis goal will remain unchanged. The District is 100%	compliant
result of reviewing past progress	The current targets set for the	iis goal will remain unchanged. The District is 100%	Compliant
and/or changes to goals?			

GOAL from prior year LCAP:						1_x 2_ 3_ 4_ 5 COE only: 9 Local : Specify	9 10
Goal Applies t	to: Schools: All So Applicable Pupil			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 Yea	ar: 2014-15		•	
	Planned Action	ns/Services			Actual Act	ions/Services	
			Budgeted Expenditures				Estimated Actual Annua Expenditures
The basic operation controlled through basic operating se Departments/Division	and Education Service ons of the District are maint in the management, oversig rvices to all schools by the sions and Education Service ces are primarily reflected in	ained and ht and provision of Central Office, c Centers.	Please see expenditure for Goal #17				Pending Final budget
Scope of service:	LEA-V	Vide		Scope of service:			
_x_ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)				Foster Youth	oupilsEnglish Learr Redesignated fluer oups:(Specify)	nt English proficient	
Food Services DivFacilities, MainteSchool PoliceTransportation	ind District-wide Supposition enance & Operations ports – includes utilities,	orts	\$597.4 million				Pending Final budget

maintenance and	sh, telephone, fleet d other related expenditures ations of campuses and de						
Scope of service:	LEA-Wid	de		Scope of service:			
	upilsEnglish Learners Redesignated fluent Englips:(Specify)	ish proficient			oupilsEnglish Lea Redesignated flue oups:(Specify)		
and expendituresult of revi	s in actions, services, ures will be made as a lewing past progress nanges to goals?	The District state howe highlighted and safe fa	t is committed to ever the out-yea a need to comr cilities. For these jor maintenance	ensuring it rer or pressures of mit supports fo e reasons, it is	mains compliant v f maintaining and r ensuring our ne recommended tha	The District is 100% of with the safe repair sold operating school ediest students are at a targeted investment, based off the I	tandards of th facilities has taught in clea ent be made t
Original GOAL from prior year LCAP:	0) Maintain an effective	employee wor	rkforce			Related State and/or 1_x_ 2 3 4 5 COE only: 9 Local: Specify	6 7 8 10
Goal Applies t	o: Schools: All Schools: Applicable Pupil Su			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

Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annua Expenditures	
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	Please see expenditure for Goal #3		Pending Final budget	
Scope of service: LEA-Wide		Scope of service:		
X ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)		ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		
Reed Schools - Staffing, professional development augmentations and recruitment and retention enhancements	\$25.6 million		Pending Final budget	

ALL OR:X_Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent EnglishOther Subgroups:(Specify)	n proficient	service: ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Beginning Teachers Support and Assessment	BTSA) \$2 million		Pending Final budget
Scope of service: 37 School ALL OR:X_Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English		Scope of service: ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficient	
Other Subgroups:(Specify)	rproncient	Other Subgroups:(Specify)	

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 program 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 currentle 6913 of an eligible population of 24834 roster-carrying teachers participating in the TGDC. A 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 c Curriculum, Instruction and Support Services will continue to provide CCSS professions development to k-12 teachers, administrators and counselors in ELA, math, science history/social studies and physical education.

DRAFT

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 wher 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]