



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 8.1c

Meeting Date: August 7, 2014

Subject: Approve Revised 2014-15 Local Control Accountability Plan (LCAP)

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Communications Office

Recommendation: Approve the revised 2014-15 Local Control Accountability Plan (LCAP).

Background/Rationale:

Pursuant to Ed Code 52060, SCUSD's Board of Education adopted a Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education. The LCAP is effective for three years with annual updates, must be aligned to SCUSD's budget and will include the district's annual goals in each of the eight specified state priorities. The plans must include both district-wide goals and goals for specific subgroups with the district.

Following adoption of SCUSD's LCAP, the district received direction from the Sacramento County Office of Education (SCOE) to make specific additions and/or amendments to Section 2, Section 3C and Section 3D. Additionally, the final version includes additional expenditures included in the 2014-15 budget revision, adopted by the Board at the July 17, 2014 Board meeting.

Financial Considerations: None

Documents Attached:

- 1) Executive Summary
- 2) SCUSD 2014-15 Final LCAP

Estimated Time of Presentation: NA

Submitted by: Gabe Ross, Chief Communications Officer

Approved by: José L. Banda, Superintendent

Board of Education Executive Summary

Local Control Accountability Plan (LCAP)

August 7, 2014

I. Introduction:

In July 2013, the state Legislature approved a new funding system for all California public schools. This new funding system, Local Control Funding Formula (LCFF) requires that on or before July 1, 2014 every school district is expected to adopt a Local Control and Accountability Plan (LCAP) and budget.

The LCAP is the funding formula's vehicle for transparency and engagement. It must describe for each school district, and each school within the district, the annual goals and specific actions to achieve those goals for all students and each subgroup of students identified in Education Code 52052, including students with disabilities. Through the LCAP, districts must describe the specific actions that districts will take to achieve the goals it has identified with budget details that show the type of state expenditure made to support these actions.

The state priorities are expressed as metrics for which districts are expected to develop performance measures to demonstrate how LCFF and the LCAP support student outcomes. The State Board of Education adopted an LCAP template that groups the LCAP's eight State Priorities in three areas: Pupil Outcomes, Engagement and Conditions of Learning.

Pupil Outcomes

- **Priority 1:** Student Achievement: Pupil achievement as measured by multiple indicators including, but not limited to, assessment data, college readiness and language proficiency.
- **Priority 3:** Other Student Outcomes: Pupil outcomes, if available, in the subject areas comprising of a broad course of study.

Engagement

- **Priority 2:** Student Engagement: Pupil engagement as measured by multiple indicators including, but not limited to, rates associated with attendance, chronic absenteeism, dropout (middle and high school) and high school graduation.
- **Priority 4:** School Climate: School climate as measured by multiple indicators including, but not limited to, pupil suspension and expulsion rates as well as other local measures assessing safety and school connectedness.
- **Priority 5:** Parental Involvement: Parental involvement, including efforts the school district makes to seek parent input in making decisions for the school district and each individual school site, and including how the school district will promote parental participation in programs for economically disadvantaged pupils, English-learners, foster youth and individuals with exceptional needs.

Board of Education Executive Summary

Local Control Accountability Plan (LCAP)

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Conditions of Learning

- **Priority 6:** Basic Services: Demonstrating compliance with Williams Act requirements. This includes reporting appropriate teacher assignment, sufficient instructional materials and facilities in good repair.
- **Priority 7:** Implementation of Common Core Standards: Implementation of the academic content and performance standards adopted by the State Board of Education (SBE), including how the programs and services will enable English-learners to access the Common Core academic content standards and the English Language Development standards.
- **Priority 8:** Course Access: The extent to which pupils have access to, and are enrolled in, a broad course of study that includes core subject areas (i.e., English, mathematics, social science, science, visual and performing arts, health, physical education, career and technical education, etc.), including the programs and services developed and provided to economically disadvantaged pupils, English-learners, foster youth and individuals with exceptional needs.

Source: WestEd

II. Driving Governance:

Pursuant to Ed Code 52060, SCUSD's Board of Education adopted a Local Control and Accountability Plan (LCAP) on June 19, 2014 (prior to the July 1 deadline) using the template adopted by the State Board of Education. The LCAP is effective for three years with annual updates, must be aligned to SCUSD's budget and will include the district's annual goals in each of the eight specified state priorities. The plans must include both district-wide goals and goals for specific subgroups with the district.

Following adoption of SCUSD's LCAP, the district received direction from the Sacramento County Office of Education (SCOE) to make specific additions and/or amendments to Section 2, Section 3C and Section 3D. Additionally, the final version includes the addition of additional expenditures included in the 2014-15 budget revision, adopted by the Board at the July 17, 2014 Board meeting.

III. Revisions to Plan:

The Final LCAP includes the following additions and/or amendments per direction from the SCOE (*Note that a version of the Board-adopted LCAP with changes tracked is included as an attachment*):

Section 2: Goals and Progress Indicators

- Goals and progress indicators were added regarding the district's implementation of English Language Development (ELD) standards.
- Goals and progress indicators were added regarding the district's implementation of

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Next Generation Science standards.

- Goals and progress indicators were added regarding “Sufficiency of Textbooks” based on 2013-14 Williams Inspection results.
- Goals and progress indicators were added regarding “complete course access to all students” in the district.
- Goals and progress indicators were added regarding expulsion rates.
- Goals and progress indicators were added regarding middle school drop out rates.
- Goals and progress indicators were added regarding school safety and climate survey results (using results from the most recent California Healthy Kids Survey).
- Goals and progress indicators were added regarding parent engagement: the number of schools with active parent organizations, the number of parents (and EL parents) participating in the district’s Parents as Partners program and the response rate (and demographics) from the district’s LCAP survey.
- Language was added to Section 2 specifically noting that each goal is applicable to all students, including low-income students, English-learners and foster youth.

Section 3: Actions, Services and Expenditures

- **Section 3A** - On July 17, 2014, the SCUSD Board of Education adopted revisions to the 2014-15 budget, including \$200,000 in expenditures to begin to implement Restorative Practices programs in the district. In order to ensure that the Final LCAP is in alignment with the final adopted budget, that expenditure has been added to Section 3A (under Goal 2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment).
- **Section 3C** – Section 3C was rewritten to provide significantly more specificity regarding the calculations of number of non-duplicated subgroup students in the district, as well as more specificity regarding district-wide expenditures (all expenditures listed in Section 3C are also included in Section 3A).
- **Section 3D** – Section 3D was rewritten to provide significantly more specificity regarding how additional LCFF resources are being spent to specifically meet the needs of low-income students, English-learners and foster youth.

IV. Major Initiatives:

Budget forums, community meetings and development of LCAP. Simultaneously working with Budget team to receive budget updates.

V. Results:

Staff recommends the SCUSD Board of Education approve the 2014-15 Local Control and Accountability Plan.

VI. Next Steps:

- Following SCUSD Board approval, the Final 2014-15 Local Control and Accountability Plan will be sent to SCOE for approval.

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

Introduction:

LEA: Sacramento City Unified School District Contact Dr. Sara Noguchi, Interim Superintendent, superintendent@scusd.edu (916) 643-7400

LCAP Year: 2014-2015

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA’s goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p data-bbox="177 1187 1257 1224">Parent Advisory Meetings (Nov 6, Dec 16, Jan 22, Feb 13, April 2)</p> <p data-bbox="317 1365 989 1390">November 6, 2013 Parent Advisory Committee Meeting</p>	<p data-bbox="1263 1187 2026 1328">The Parent Advisory Committee Meetings provided a forum to inform, educate, and gather input and feedback from critical stakeholders: parents, students, community partners, community, and foster youth agencies.</p> <p data-bbox="1263 1365 2026 1390">Jannelle Kubinec, WestEd Director of Comprehensive School</p>

	<p>Assistance Program explained the Local Control Funding Formula. Chief Business Officer Ken Forrest presented early funding predictors for SCUSD, followed by breakout groups that gave introductory discussions of the 8 state priorities with examples of relevant District work within each priority. Qualitative feedback was provided by community partners, students, district staff, school administrators, student advocate groups, community organizations representing EL, Foster Youth and low-income students. 70% of school sites were represented.</p>
<p>December 16, 2013 Parent Advisory Committee Meeting</p>	<p>Chief Business Officer Ken Forrest presented on the 2014-15 budget and fiscal outlook, touching on rising costs, decline in enrollment and impact of the state's new local funding formula. A handout was provided with information on the eight priorities and attendees could choose three priority sessions where they heard more in-depth information and participated in a discussion.</p>
<p>January 22, 2014 Parent Advisory Committee Meeting</p>	<p>Attendees broke into smaller groups to discuss and give feedback on 4 of the 8 state priorities: <u>Student Achievement</u>, <u>School Climate</u>, <u>Course Access</u>, and <u>Implementation of Common Core Standards</u>.</p>
<p>February 13, 2014 Parent Advisory Committee Meeting</p>	<p>This Parent Advisory Committee Meeting focused on continuing to learn about the state priorities: <u>Student Engagement</u>, <u>Parent Engagement</u>, <u>Basic Services</u> and <u>Other Student Outcomes</u>. Input and feedback were recorded.</p>
<p>April 2, 2014 Parent Advisory Committee Meeting</p>	<p>A DRAFT LCAP was presented to the Parent Advisory</p>

<p>February –March 7, 2014 School Site Engagement</p> <p>Community Engagement Process through Public Education Volunteers PEV Cycle #1: Feb 5 – Mar 11 PEV Cycle #2: Mar 24 – April 21</p>	<p>Committee, who shared their feedback, concerns, and questions. Responses to their questions have been posted to www.scusd.edu/LCAP.</p> <p>Each school site was asked to engage their parents in a discussion of the Local Control Funding Formula and the State Priorities. Principals presented at their standing meetings- School Site Council meetings, PTA meetings, English Learner Advisory Council (ELAC), Collaborative Planning Time (CPT) and staff meetings. Feedback was collected through surveys. 100% of sites were engaged.</p> <p>This is a grassroots model utilized to gather authentic input and feedback on LCAP. The Community Engagement Process relies on key community organizing strategies of empowering community members as Public Education Volunteers (PEVs) to solicit their personal and professional networks to share information and gather input. The feedback is used to inform decisions, draft, develop, and share with stakeholders early before anything is “finalized.”</p> <p>SCUSD trained over 115 PEVs. PEVs include community members, parents, community partners, school board members, DELAC, DAC, Department of Social Justice, and Foster Family Agencies.</p> <p>PEVs distributed LCAP surveys to their respective networks. PEV Cycle #1: Over 1,200 respondents to survey.</p> <p>The Community Planning Process was especially critical in ensuring that the voice of those who represent LCFF</p>
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<p>District Advisory Groups March 24, 2014 Community Advisory Committee (CAC) April 8, 2014 District Advisory Committee (DAC) April 9, 2014 District English Learner Advisory Committee (DELAC)</p> <p>Collective Bargaining Groups Sacramento City Teachers Association – Oct 22, 2013; April 30, May 9 and May 15, 2014 United Professional Educators – Oct 22 and Dec 17, 2013; April 28, May 6 and May 20, 2014 Classified Supervisors Assoc. – Oct 24 and Nov 22, 2013; Feb 13, April 29 and May 14, 2014 Service Employees Internat. Union – Oct 16, Nov 20 and Dec 4, 2013; Feb 12, April 24, May 1, May 13 and May 22, 2014 Teamsters – Oct 24, 2013; Jan 16, March 7, April 23, May 2 and May 15, 2014</p> <p>SCUSD Governing Board Presentations January 6, 2014 Present Community Engagement Plan – LCAP March 20, 2014 Update Board on Engagement/Outreach and present draft LCAP June 5, 2014 Public Hearing June 19, 2014 LCAP and Budget Approval</p>	<p>subgroups was heard. 62% of the more than 1,200 respondents represented low-income students. 46% of the more than 1,200 respondents represented English learners. District personnel attended District Advisory Group meetings, presented the DRAFT LCAP, and gathered feedback from each of these critical stakeholder groups. A survey on the DRAFT LCAP was created and PEVs shared the survey through their networks. Answers to questions gathered at these meetings are posted along with the answers to those posted by the Parent Advisory Committee at www.scusd.edu/LCAP.</p> <p>The draft LCAP was posted on the district website and shared broadly at various advisory committee and community group meetings in order to gather feedback from all stakeholders.</p> <p>LCAP discussions were included on agendas of regular meetings with all labor partners throughout the engagement process to ensure their involvement in discussions. Surveys and information on LCAP meetings were all distributed widely to all district staff.</p> <p>Responses to the draft LCAP and updates to the 2014-15 budget from the May Revise were instrumental in developing revisions to the draft and the completion of the final LCAP which was brought to the local Board of Education for approval with the District 2014-15 budget.</p>
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Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

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

Guiding Questions:

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

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

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Goal 1: In order to increase the percentage of students who are on track to graduate college and career ready, there is a need to:</p> <p>Increase high school graduation rate: 2012-13 Cohort Rate: 85.4% ELs: 78.7% Low Income: 83.9% (DataQuest Graduation Data – Cohort Data by Program)</p>	<p>Goal 1: Increase percent of students who are on track to graduate college and career ready</p> <p>Sacramento City Unified School District's (SCUSD) goal is to provide students with a relevant, rigorous and well-rounded education that includes 21st-century career exploration and that meets four-year college and university</p>	<p><u>All students;</u> <u>Low Income,</u> <u>English Learner</u> <u>students and</u> <u>Foster Youth</u></p>	<p>LEA-wide</p>	<p>Increase Cohort graduation rate to 88% ELs: 81% Low Income: 87%</p>	<p>Increase Cohort graduation rate to 90% ELs: 84% Low Income: 89%</p>	<p>Maintain cohort graduation rate at 90% Increase EL: 87% Low Income: 90%</p>	<p>Basic Services Implementation of State Standards Course Access Student Achievement Other Student Outcomes Pillar I, District Strategic Plan District Guide to Success</p>	

Increase academic proficiency in ELA and mathematics

Beginning in 2014-15, growth will be measured using CAASPP

2013
API: 770
Low Income: 731
EL: 709
(DataQuest – API Report)

Implementation of Common Core State Standards:

2013-14 Training Participants
Baseline Data:
Leadership: 110
Teachers: 748
Parents: 534
Support Staff: 265
(Academic Office)

Implementation of ELD Standards

2013-14 Training Participation Baseline Data: Cohort #1, consisting of 25 teachers at 6 schools

requirements. We've continued to invest in professional development for teachers and principals that accelerates student learning by giving children ample opportunities to think critically, work with others, solve problems, struggle with difficult tasks, and enjoy school. Financial challenges have slowed, but not curtailed our efforts to develop clear expectations about what students need to know and master at every grade level. With increased funding, we look forward to developing comprehensive early learning programs, effective multi-tiered support systems, and replicating strategies used by our highest-performing schools and programs. We have strategic partnerships that expose students to career pathways through internships

Establish math and ELA proficiency baselines as measured by the CAASPP.
Establish math and ELA below proficiency baselines as measured by the CAASPP.

API remains frozen at 2013 levels:
API: 770
Low Income: 731
EL: 709

Continue Common Core Professional Development
Increase total trained:
Leadership: 110
Teachers: 778
Parents: 556
Support Staff: 276

Cohort # 1: Year 2 Training; Add Cohort #2 with 25 teachers each at 6 additional schools

To be determined using 2014-2015 baseline data
To be determined using 2014-2015 baseline data

API remains frozen at 2013 levels:
API: 770
Low Income: 731
EL: 709

Continue Common Core Professional Development
Additional Participants:
Leadership: 110
Teachers: 808
Parents: 578
Support Staff: 281

Continue training: Year 3 for Cohort # 1 Year 2 for Cohort #2

To be determined using 2014-2015 baseline data
To be determined using 2014-2015 baseline data

API growth targets to be reset by CDE

Continue Common Core Professional Development
Additional Participants:
Leadership: 110
Teachers: 838
Parents: 600
Support Staff: 292

Continue training: Year 3 for Cohort #2

New Generation Science Standard Implementation:
Implementation not started in 2013-14

and service learning as well as partnerships that increase summer, during- and after-school opportunities for students.

Develop implementation plan and build stakeholder awareness

Begin the transition to the New Standards by engaging in ongoing, targeted professional learning, community engagement, and building an infrastructure of support

Full implementation with aligned resources, ongoing professional learning, and community engagement

Sufficiency of Textbooks:
Sacramento County Office of Education 2013-14 Williams Inspection Results:

27 schools - No textbook insufficiency (SCOE)

Maintain textbook sufficiency

Maintain textbook sufficiency

Maintain textbook sufficiency

Course Access:
Students will have access to complete all courses, including those required for graduation

Course Access: 100%

Course Access: 100%

Course Access: 100%

Increase % of students who demonstrate college preparedness on EAP:

2011-12 Results
English: 19%
Math: 13%
(Linked Learning Office)

Increase % of student prepared for college as indicated on EAP
English: 20%
Math: 14%

Increase % of student prepared for college as indicated on EAP
English: 23%
Math: 16%

Increase % of student prepared for college as indicated on EAP
English: 25%
Math: 19%

Increase participation in GATE 2012-13 GATE participation:
Elementary: 11%;
Middle: 34%
(GATE office)

Increase participation in GATE to:
Elementary: 14%
Middle: 37%

Increase participation in GATE to:
Elementary: 17%
Middle: 40%

Increase participation in GATE to:
Elementary: 20%
Middle: 43%

Increase a-g completion.
2012-13 a-g completion %: 39%
(Academic Office)

Increase a-g completion to 44%

Increase a-g completion to 49%

Increase a-g completion to 54%

Increase AP Exam pass rates
2011-12: Score 3 or higher:
88.7%
(DataQuest AP Exam Results Report)

Increase AP Exam Pass Rate: 89.7%

Increase AP Exam Pass Rate 90.7%

Increase AP Exam Pass Rate 91.7%

Increase number of students enrolled in Linked Learning Pathways/Career Academies:
2013-14: 4,578
(Linked Learning Office)

Increase # of Linked Learning Pathways/Career Academy students: 5,062

Increase # of Linked Learning Pathways/Career Academy students: 6,100

Increase # of Linked Learning Pathways/Career Academy students: 7,016

Meet State/Federal AMAO targets
2012-13 AMAOs
AMAO #1: 55.3%
AMAO #2:
<5 years: 20.8%;
>5 years 47.5

Federal 2014-15 AMAO Targets
AMAO #1: 59%
AMAO #2:
<5 years: 22.8%;
>5 years 49%
AMAO #3:

Federal; 2015-16 AMAO Targets
AMAO #1: 61%
AMAO #2:
<5 years: 23.9%;
>5 years 51%
AMAO #3:

Federal 2016-17 AMAO Targets
AMAO #1: 62%
AMAO #2:
<5 years: 25%;
>5 years 53%
AMAO #3:

AMAO #3:
Grad rate: 78.9
ELA % Prof.: 33.7%
Math % Prof.: 49.8%
(SCOE)

Grad rate: 81%
ELA % Prof.: 36%
Math % Prof.: 52%

Grad rate: 84%
ELA % Prof.: 38%
Math % Prof.: 54%

Grad rate: 87%
ELA % Prof.: 40%
Math % Prof.: 57%

**Increase
Reclassification Rate**
2012-13: 9.2%
(SCOE)

Increase reclassification
rate to 10%

Increase reclassification
rates to 11%

Increase reclassification
rates to 12%

**Decrease teacher
Mis-assignment rate:**
2013-14: 3%

Decrease teacher Mis-
assignment rate to 2.75%

Decrease teacher Mis-
assignment rate to 2.5%

Decrease teacher Mis-
assignment rate to 2.25%

<p>Goal 2: SCUSD believes in a holistic approach to student achievement that fosters student engagement in clean, healthy and safe environments. Data indicates the following needs: The loss of custodians and plant managers district-wide forced other classified and certificated staff to take on cleaning and maintenance duties taking them from full focus on service to students and parents. Their extra</p>	<p>Goal 2: Schools will provide students with a clean, healthy, physically, and emotionally safe learning environment. SCUSD believes that school environments, from the curb to the classroom, are conducive to student learning. Our goal is that increased LCFF funding will allow the district to provide the services that are necessary for schools to be clean, safe, welcoming, and healthy. We work with parents and communities to</p>	<p><u>All students;</u> <u>Low Income,</u> <u>English Learner</u> <u>students and</u> <u>Foster Youth</u></p>	<p>LEA-wide</p>				<p>.</p>	<p>Student Engagement; School Climate; Basic Services;</p>
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<p>time and effort resulted in a FIT rating of 100%. There is a need to increase custodian/plant managers based on the following budget impacts to their ranks.</p> <p>Custodian/Plant Manager Positions: 2010-11: 215 2011-12: 209 2012-13: 119.5 2013-14: 125 (Facilities Support Services)</p> <p>To increase student engagement in schools district wide as indicated by the:</p> <p>2013-14 District Attendance Rate; 95.37% Low Income: 95.20% EL: 96.12% Foster Youth: 92.99% (SCUSD Data Dashboard)</p> <p>2012-13 Chronic Absence Rates (the percent of students</p>	<p>provide facilities, playgrounds and athletic fields that everyone can use and enjoy. School based LCFF with other site and grant funds provide staff that serve in support centers, provide preventative services, and Social-Emotional Learning at schools throughout the district. These efforts as well as positive behavior intervention systems help students who are struggling socially, emotionally, behaviorally and/or academically. Social workers, nurses, family advocates, interns and community partners work directly with school staff, students, and parents to address issues that are of concern to them.</p>				<p>Maintain Fit (Facilities Inspection Tool) Inspection Rating 100%</p> <p>Custodians will be increased by 21.5 FTE</p> <p>Plant Managers will be increased by 11 FTE</p> <p>District-wide attendance rates will increase to 96%. Low Income: 96% EL: 97% Foster Youth: 94%</p>	<p>Maintain Fit (Facilities Inspection Tool) Inspection Rating 100%</p> <p>Custodians will be maintained at 86.5 FTE</p> <p>Plant Managers will be maintained at 71 FTE.</p> <p>District-wide attendance rates will increase to 96.5%. Low Income: 97% EL: 97% Foster Youth: 95%</p>	<p>Maintain Fit (Facilities Inspection Tool) Inspection Rating 100%</p> <p>Custodians will be maintained at 86.5 FTE</p> <p>Plant Managers will be maintained at 71 FTE.</p> <p>District-wide attendance rates will increase to 97.0%. Low Income: 97% EL: 97% Foster Youth: 96%</p>	
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<p>who have been absent for more than 10% of their enrolled days) Elementary 11.8% K-8: 10.3% Middle: 13.2% High: 22.1% Low Income: 14.7% ELs: 11% Foster Youth: 31.1% (Integrated Services)</p> <p># of Suspensions 2013: (Out of School) Elementary: 1,241 K-8: 245 Middle: 1,167 High: 2,237 (In School) Elementary: 21 K-8: 18 Middle: 42 High: 16 (Data Dashboard)</p> <p># of Expulsions: 2012-13 Expulsion Rate: 0.0% (11) o MS: 0.0% (1) o High: 0.0% (10) (DataQuest)</p> <p>2012-13 Cohort Drop Out Rate: 5.9% EL: 9.2%</p>					<p>Decrease Chronic Absence rates 10% and higher: Elementary: 11.3% K-8: 10.9% Middle: 12.6% High: 21.5% Low Income: 14.2% ELs: 10.5% Foster Youth: 29.6%</p> <p>Decrease # of Suspensions: (Out of School) Elementary: 1,055 K-8: 209 Middle: 992 High: 1,896 (In School) Elementary: 18 K-8: 15 Middle: 36 High: 14</p> <p><u>Maintain low expulsion rates of <0.1% in both MS and HS</u></p> <p>Decrease 2012-13 Cohort Drop Out Rate: 5% EL: 8.5%</p>	<p>Decrease Chronic Absence rates 10% and higher: Elementary: 10.7% K-8: 10.4% Middle: 12.1% High: 21% Low Income: 13.7% ELs: 10% Foster Youth: 29.1%</p> <p>Decrease # of Suspensions: (Out of School) Elementary: 869 K-8: 171 Middle: 817 High: 1,562 (In School) Elementary: 15 K-8: 13 Middle: 36 High: 14</p> <p><u>Maintain low expulsion rates of <0.1% in both MS and HS</u></p> <p>Decrease 2012-13 Cohort Drop Out Rate: 4.5% EL: 8%</p>	<p>Decrease Chronic Absence rates 10% and higher: Elementary: 10.2% K-8: 9.9% Middle: 11.6% High: 20.5% Low Income: 13.2% ELs: 9.5% Foster Youth: 28.6%</p> <p>Decrease # of Suspensions: (Out of School) Elementary: 620 K-8: 122 Middle: 583 High: 1,115 (In School) Elementary: 10 K-8: 9 Middle: 21 High: 8</p> <p><u>Maintain low expulsion rates of <0.1% in both MS and HS</u></p> <p>Decrease 2012-13 Cohort Drop Out Rate: 4% EL: 7.5%</p>	
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<p>Low Income: 5.9% (DataQuest Cohort Outcome Data)</p> <p>2012-13 Middle School Drop Out Rate: .08% (DataQuest)</p> <p>School Safety & Climate Survey 2011-12 Elementary California Healthy Kids Survey Results:</p> <ul style="list-style-type: none"> o <u>School Environment:</u> 45% o <u>School Connectedness:</u> 55% o <u>Positive Peer Relationships:</u> 45% o <u>School Safety:</u> 48% <p>2012-13 Secondary California Healthy Kids Survey Results:</p> <ul style="list-style-type: none"> o <u>School Environment:</u> 28% o <u>School Connectedness:</u> 39% o <u>School Safety:</u> 61% <p>(CDE, DataQuest/CHKS Survey)</p>					<p>Low Income: 5%</p> <p><u>Maintain a MS Drop Out rate of <1%</u></p> <p><u>Increase percentage of students reporting all positive school climate factors:</u></p> <ul style="list-style-type: none"> • <u>Elem: +1%</u> • <u>Secondary: +1%</u> 	<p>Low Income: 4.5%</p> <p><u>Maintain a MS Drop Out rate of <1%</u></p> <p><u>Increase percentage of students reporting positive all school climate factors:</u></p> <ul style="list-style-type: none"> • <u>Elem: +2%</u> • <u>Secondary: +2%</u> 	<p>Low Income: 4%</p> <p><u>Maintain a MS Drop Out rate of <1%</u></p> <p><u>Increase percentage of students reporting positive school climate factors:</u></p> <ul style="list-style-type: none"> • <u>Elem: +3%</u> • <u>Secondary: +3%</u> 	
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<p>Goal 3: Bring to scale the successful stakeholder engagement strategies being used at various sites in the district.</p>	<p>Goal 3: Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD.</p>	<p><u>All students;</u> <u>Low Income,</u> <u>English Learner</u> <u>students and</u> <u>Foster Youth</u></p>	<p>LEA-wide</p>					<p>Parent Involvement; Student Achievement; Other Student Outcomes; Implementation of State Standards</p>
<p>Parent Resource Centers or Information Areas at 47 sites</p>	<p>To ensure that all of our schools are open and welcoming to families and to community partners,</p>				<p>Parent Resource Centers or Information Areas will increase to 56 schools.</p>	<p>Parent Resource Centers or Information Areas will increase to 62 schools.</p>	<p>Parent Resource Centers or Information Areas will increase to 71 schools.</p>	
<p>Parent/Teacher Home Visit Participation: 2013-14 - 3,300 visits <u>(Integrated Services)</u></p>	<p>SCUSD develops meaningful opportunities that empower families to participate in their children’s education.</p>				<p>Parent/Teacher Home Visits will increase from 3,300 to 3,500.</p>	<p>Parent/Teacher Home Visits will increase from 3,500 to 3,600.</p>	<p>Parent/Teacher Home Visits will increase from 3,600 to 3,700.</p>	
<p>Academic Parent Teacher Team Participation: 2013-14: 13 school (Integrated Services)</p>	<p>Our School, Family, and Community Partnerships</p>				<p>Academic Parent Teacher Team school participation will increase to 15 schools.</p>	<p>Academic Parent Teacher Team school participation will increase to 16 schools.</p>	<p>Academic Parent Teacher Team school participation will increase to 17 schools.</p>	
<p><u>Active Parent Groups:</u> 2013-14: 75% of schools have active parent groups (PTA/PTOs) (Student & Family Engagement)</p>	<p>Department offers classes, courses and workshops that enable families to help their children succeed in school. At the school site level, Youth and Family Resource Centers create welcoming school environments that encourage student, family, parent</p>				<p><u>Increase percentage of schools with active parent groups to 77%</u></p>	<p><u>Increase percentage of schools with active parent groups to 78%</u></p>	<p><u>Increase percentage of schools with active parent groups to 79%</u></p>	
<p><u>Parents as Partners</u></p>					<p><u>Increase school sites and</u></p>	<p><u>Increase school sites and</u></p>	<p><u>Increase school sites and</u></p>	

Participants:
2013-14:
School Sites: 19
(26%)
Total Participants:
290
EL Participants: 205
(Student & Family
Engagement)

LCAP Survey Results
2013-14:
Total Responses:
1,291
Low Income: 62%
English Learner: 46%
Parent/Family: 45%
Students: 28%
Staff: 20%
Community
Members: 6%
Community Partners:
1%

organization and community engagement. School based LCFF funding augments grant funding to support programs that promote partnerships between teachers and parents and supports parents as active and knowledgeable decision makers in their children’s education.

parent participation in
Parents as Partners to:
School Site Participation:
22
Total Participants: 300
EL Participants: 215

LCAP Survey Results
Increases:
Total Responses: 1,500
Low Income: 64%
English Learner: 47%
Maintain:
Parent/Family: 45%
Students: 28%
Staff: 20%
Community Members: 6%
Community Partners: 1%

parent participation in
Parents as Partners to:
School Site Participation: 25
Total Participants: 310
EL Participants: 225

LCAP Survey Results
Increases:
Total Responses: 1,750
Low Income: 66%
English Learner: 48%
Maintain:
Parent/Family: 45%
Students: 28%
Staff: 20%
Community Members: 6%
Community Partners: 1%

parent participation in
Parents as Partners to:
School Site Participation: 28
Total Participants: 320
EL Participants: 235

LCAP Survey Results
Increases:
Total Responses: 2,000
Low Income: 68%
English Learner: 49%
Maintain:
Parent/Family: 45%
Students: 28%
Staff: 20%
Community Members: 6%
Community Partners: 1%

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA’s budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all

<p>Goal 1: Increase the percent of students who are on-track to graduate college and career ready</p>	<p><i>Basic Services; Implementation of State Standards; Course Access; Student Achievement; Other Student Outcomes; Pillar I, District Strategic Plan; District Guide to Success</i></p>	<p>Goal 1: Increase the percent of students who are on-track to graduate college and career ready</p> <p>Action 1.1: Provide standards-aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready</p> <p><u>Services:</u> A basic educational program is provided to all students in Sacramento City Unified School District as the foundation to developing Career and College Ready students.</p> <p>Funding of additional 2 days added to certificated and classified contracts. (formerly furlough days)</p> <p>Offer on-going professional learning including, on-site collaboration, and job-embedded</p>	<p>LEA-wide</p> <p>LEA-wide</p> <p>LEA-wide</p>		<p>Classroom teachers; classified staff; basic facilities costs; instructional supplies \$216,000,000 (LCFF Base – OC 1000 - 4000)</p> <p>End of Furlough Days \$1,598,407 (LCFF Supp/Con OC 1000 - 3000)</p> <p>Professional learning for Common Core State Standards (CCSS) for teachers, principals and instructional aides</p>	<p>Classroom teachers; classified staff; basic facilities costs; instructional supplies \$220,000,000 (LCFF Base – OC 1000 - 4000)</p> <p>End of Furlough Days \$1,598,407 (LCFF Supp/Con OC 1000 - 3000)</p> <p>Professional learning for Common Core State Standards (CCSS) for teachers, principals and instructional aides</p>	<p>Classroom teachers; classified staff; basic facilities costs; instructional supplies \$220,000,000 (LCFF Base – OC 1000 - 4000)</p> <p>End of Furlough Days \$1,598,407 (LCFF Supp/Con OC 1000 - 3000)</p> <p>Professional learning for Common Core State Standards (CCSS) for teachers, principals and instructional aides</p>
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		instructional coaching as a means to support the implementation of the CCSS.	LEA-wide	\$3,000,000 (State CCSS funding, Title I; Title II; grant funds OC 1000 - 5000).	(To be determined)	(To be determined)
				Training Specialists \$2,000,000 (Title I; Title III grant funds OC 1000, 3000)	Maintain Training Specialists \$2,000,000 (Title I; Title III; grant funds OC 1000, 3000)	Maintain Training Specialists \$2,000,000 (Title I; Title III; grant funds OC 1000, 3000)
		Provide CCSS-aligned instructional materials with embedded assessments to ensure a quality CCSS implementation.	LEA-wide	CCSS instructional materials are provided to students district-wide \$1,500,000 (State CCSS funding OC 4000).	CCSS instructional materials are provided to students district-wide. \$1,500,000 (To be determined)	CCSS instructional materials are provided to students district-wide. \$1,500,000 (To be determined)
		Develop and implement a robust early literacy program at pre-K and elementary grades to construct a strong foundation on which to build deep content knowledge via curricular resources, assessments, intervention teachers, and supplemental materials.	LEA-wide	Early literacy programs are provided in each elementary school in the district in kindergarten through 3rd grade. Early literacy begins in preschool programs at schools that have Head Start and State Preschool funding. \$10,000,000 (Child Development Fund, Head Start and State Preschool funding OC 1000 - 5000)	Early literacy programs are provided in each elementary school in the district in kindergarten through 3rd grade. Early literacy begins in preschool programs at schools that have Head Start and State Preschool funding. \$10,000,000 (Child Development Fund, Head Start and State Preschool funding OC 1000 - 5000)	Early literacy programs are provided in each elementary school in the district in kindergarten through 3rd grade. Early literacy begins in preschool programs at schools that have Head Start and State Preschool funding. \$10,000,000 (Child Development Fund, Head Start and State Preschool funding OC 1000 - 5000)
		Provide Early Kindergarten experiences to enhance school readiness and academic achievement over	LEA-wide	Early Kinder /Transitional Kindergarten taught by a credentialed teacher with a developmentally appropriate curriculum. Currently there are 163 students enrolled in the	Early Kinder /Transitional Kindergarten taught by a credentialed teacher with a developmentally appropriate curriculum. Currently there are 163 students enrolled in the	Early Kinder /Transitional Kindergarten taught by a credentialed teacher with a developmentally appropriate curriculum. Currently there are 163 students enrolled in the

		time.			<p>Early Kinder Program located at seven regional district school sites. \$700,000 (LCFF Base OC 1000 - 4000)</p> <p>Linked Learning Pathways and career technical education prepare students for postsecondary education and careers. Work based learning and career technical education are provided at all high schools. Linked Learning State Initiative staff and Materials \$6,300,000 (Perkins Grant, LCFF base OC 1000, 3000)</p> <p>Counselors \$3,000,000 (LCFF Supp/Con OC 1000, 3000)</p> <p>For Students with disabilities: Professional Development \$100,000 (LCFF Base; IDEA OC 1000, 3000, 5000)</p> <p>Special Education program: Transfer from LCFF base to Special Education \$42,500,000 (LCFF base OC 1000 - 5000)</p>	<p>Early Kinder Program located at seven regional district school sites. \$700,000 (LCFF Base OC 1000 - 4000)</p> <p>Linked Learning Pathways and career technical education prepare students for postsecondary education and careers. Work based learning and career technical education are provided at all high schools. Maintain Linked Learning State Initiative staff and Materials \$6,300,000 (Perkins Grant, LCFF base OC 1000, 3000)</p> <p>Maintain Counselors \$3,000,000 (LCFF Supp/Con OC 1000, 3000)</p> <p>For Students with disabilities: Professional Development funds \$100,000 (LCFF Base; IDEA OC 1000, 3000, 5000)</p> <p>Special Education program: Transfer from LCFF base to Special Education \$42,500,000 (LCFF base OC 1000 - 5000)</p>	<p>Early Kinder Program located at seven regional district school sites. \$700,000 (LCFF Base OC 1000 - 4000)</p> <p>Linked Learning Pathways and career technical education prepare students for postsecondary education and careers. Work based learning and career technical education are provided at all high schools. Maintain Linked Learning State Initiative staff and Materials \$6,300,000 (Perkins Grant, LCFF base OC 1000,3000)</p> <p>Maintain Counselors \$3,000,000 (LCFF Supp/Con OC 1000, 3000)</p> <p>For Students with disabilities: Professional Development funds \$100,000 (LCFF Base; IDEA OC 1000, 3000, 5000)</p> <p>Special Education program: Transfer from LCFF base to Special Education \$42,500,000 (LCFF base OC 1000 - 5000)</p>
		Provide professional learning development of communities of practice, and job-embedded coaching to increase access to A-G courses, career technical education courses, and work-based learning experiences in order to expand the Linked Learning initiative	LEA-wide				
		Provide academic and career counseling to support students	LEA-wide High Schools				
		For Students with Disabilities: Provide specific professional learning opportunities to special education teachers on Common Core implementation Implement specific teaching strategies to assist students with disabilities in accessing Common	LEA-wide				
			LEA-wide				

		<p>Core instruction (i.e. Universal Design for Learning).</p> <p>Identify and adopt curricular resources for students with Moderate to Severe disabilities so that they can access Common Core instruction.</p> <p>Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed</p> <p><u>Services:</u> Increase expanded learning opportunities such as before, during, and after school interventions, enrichment programs and summer programs.</p>					
		<p>Provide instructional assistants to help engage and support students while teachers facilitate small-group instruction.</p>	LEA-wide				
			LEA-wide		<p>After School programs are available at 61 sites, Before School programs at 11 sites \$ 7,000,000 (After School Education & Safety (ASES) and 21st Century grants OC 5000)</p>	<p>After School programs are available at 61 sites, Before School programs at 11 sites \$ 7,000,000 (After School Education & Safety (ASES) and 21st Century grants OC 5000)</p>	<p>After School programs are available at 61 sites, Before School programs at 11 sites \$ 7,000,000 (After School Education & Safety (ASES) and 21st Century grants OC 5000)</p>
					<p>Instructional aides for special education classes are employed throughout the district to serve students with disabilities Special Education: \$6,000,000 (LCFF base OC</p>	<p>Maintain Instructional aides for special education classes are employed throughout the district to serve students with disabilities Special Education:</p>	<p>Maintain Instructional aides for special education classes are employed throughout the district to serve students with disabilities Special Education:</p>

		<p>Expand access to specialized programs such as GATE, AP and IB, by providing curricular resources and on-going professional learning. School sites will monitor student progress and identify students who are in need of additional supports.</p> <p>Action1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.</p> <p>Services: Implement a comprehensive early literacy assessment system comprised of screening, diagnostic, and progress monitoring tools</p>	<p>LEA-wide</p> <p>LEA-wide</p> <p>LEA-wide</p>	<p>2000, 3000)</p> <p>GATE Resource Teacher \$94,000 (LCFF base OC 1000, 3000)</p> <p>IB Site Instructional Coordinator, Resource Teachers \$250,000 (LCFF base OC 1000, 3000)</p> <p>Student progress is monitored through the District benchmark assessments and the Data Director Data Management system Contract \$120,000 (LCFF base OC 5000)</p>	<p>\$6,000,000 (LCFF base OC 2000, 3000)</p> <p>Maintain GATE Resource Teacher \$94,000 (LCFF base OC 1000, 3000)</p> <p>Maintain IB Site Instructional Coordinator, Resource Teachers \$250,000 (LCFF base OC 1000, 3000)</p> <p>Student progress is monitored through the District benchmark assessments and the Data Director Data Management system Contract \$120,000 (LCFF base OC 5000)</p>	<p>\$6,000,000 (LCFF base OC 2000, 3000)</p> <p>Maintain GATE Resource Teacher \$94,000 (LCFF base OC 1000, 3000)</p> <p>Maintain IB Site Instructional Coordinator, Resource Teachers \$250,000 (LCFF base OC 1000, 3000)</p> <p>Student progress is monitored through the District benchmark assessments and the Data Director Data Management system Contract \$120,000 (LCFF base OC 5000)</p>
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<p>Goal 2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment .</p>	<p>Student Engagement; School Climate; Basic Services</p>	<p>Goal 2: Action 2.1: Students will be provided cleaner, better maintained learning environments.</p> <p><u>Services:</u> Cleaner, better maintained schools are more inviting comfortable learning environments to encourage students to attend school.</p> <p>Action 2.2: All schools will become safer, more culturally competent environments, where students learn social and emotional skills and receive additional supports to increase their engagement in learning.</p> <p><u>Services:</u> Assistance to school sites in developing and maintaining safe school plans and relationships with students and staff to facilitate safer, more positive school climates.</p>	<p>LEA-wide</p> <p>LEA-wide</p> <p>LEA-wde</p>		<p>Restore custodians/ plant managers \$2,000,000 (LCFF Supp/Con OC 2000, 3000)</p> <p>Additional custodial operational supplies \$650,000 (LCFF Supp/Con OC 4000)</p> <p>Restorative Justice Programs: \$200,000 (LCFF Supp/Con OC 1000-5000)</p> <p>Safe Schools Manager \$100,000 (LCFF base OC 2000, 3000)</p>	<p>Maintain custodians/ plant managers \$2,000,000 (LCFF Supp/Con OC 2000, 3000)</p> <p>Maintain custodial operational supplies \$650,000 (LCFF Supp/Con OC 4000)</p> <p>Maintain Restorative Justice Programs: \$200,000 (LCFF Supp/Con OC 1000-5000)</p> <p>Maintain Safe Schools Manager \$100,000 (LCFF base OC 2000, 3000)</p>	<p>Maintain custodians/ plant managers \$2,000,000 (LCFF Supp/Con OC 2000, 3000)</p> <p>Maintain custodial operational supplies \$650,000 (LCFF Supp/Con OC 4000)</p> <p>Maintain Restorative Justice Programs: \$200,000 (LCFF Supp/Con OC 1000-5000)</p> <p>Maintain Safe Schools Manager \$100,000 (LCFF base OC 2000, 3000)</p>
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		Community based positive programs support families and schools to prevent attendance problems	LEA-wide		School Resource Officers \$300,000 (LCFF Supp/Con OC 5000)	Maintain School Resource Officers \$300,000 (LCFF Supp/Con OC 5000)	Maintain School Resource Officers \$300,000 (LCFF Supp/Con OC 5000)
			LEA-wide		Attendance, Drop-Out Prevention Coordinator & Specialist, Attendance Incentives \$75,000 (LCFF base OC 1000-4000)	Maintain Attendance, Drop-Out Prevention Coordinator & Specialist; Attendance Incentives \$75,000 (LCFF base OC 1000-4000)	Maintain Attendance, Drop-Out Prevention Coordinator & Specialist; Attendance Incentives \$75,000 (LCFF base OC 1000-4000)
		Mental and physical health supports are provided by nurses and social workers.	LEA-wide		Nurses; Health Aides; Social Workers \$520,000 (LCFF base OC 1000, 2000, 3000)	Maintain Nurses; Health Aides; Social Workers \$520,000 (LCFF base OC 1000, 2000, 3000)	Maintain Nurses; Health Aides; Social Workers \$520,000 (LCFF base OC 1000, 2000, 3000)
			LEA-wide		District Connect Center staff provides insurance enrollments and support services for students with academic, behavior, attendance and/or social/emotional concerns. \$200,000 (LCFF Base; Grant funds OC 1000 - 3000)	Maintain District Connect Center staff provides insurance enrollments and support services for students with academic, behavior, attendance and/or social/emotional concerns. \$200,000 (LCFF Base; Grant funds OC 1000 - 3000)	Maintain District Connect Center staff provides insurance enrollments and support services for students with academic, behavior, attendance and/or social/emotional concerns. \$200,000 (LCFF Base; Grant funds OC 1000 - 3000)
		Supports and training for positive school climates, including bullying prevention, Restorative Justice, and Positive Behavior Intervention Support systems.	LEA-wide		Bullying Prevention Specialist; PBIS Coaching, Data Management \$200,000 (LCFF base, Grant funds OC 1000, 3000, 5000)	Maintain Bullying Prevention Specialist; PBIS Coaching, Data Management \$200,000 (LCFF base, Grant funds OC 1000, 3000, 5000)	Maintain Bullying Prevention Specialist; PBIS Coaching, Data Management \$200,000 (LCFF base, Grant funds OC 1000, 3000, 5000)
			LEA-wide		Social/Emotional Learning – Professional Development, Coordinator	Maintain Social/Emotional Learning – Professional Development, Coordinator	Maintain Social/Emotional Learning – Professional Development, Coordinator

		<p>Action 2.3: Schools will provide more varied opportunities for students to become interested in school and learning through technology based activities, project based learning, extended extracurricular, and expanded learning program involvement</p> <p>Services: Librarian/media technicians assist with research and project based learning</p> <p>Computer hardware to enhance instruction and provide career technical and college readiness activities.</p>	<p><u>LEA-wide</u></p> <p><u>LEA-wide</u></p>	<p>\$163,000 (Grant funds OC 1000 - 3000)</p> <p>District Librarians \$1,000,000 (LCFF Supp/Con OC 2000, 3000)</p> <p>Complete Computers, Carts, Internet Upgrade, Network Upgrade \$500,000 (Measure I, Measure Q Bonds OC 4000, 5000)</p>	<p>(To be determined.)</p> <p>Maintain District Librarians \$1,000,000 (LCFF Supp/Con OC 2000, 3000)</p> <p>Maintain Computers, Carts, Internet Upgrade, Network Upgrade \$500,000 (Measure I, Measure Q Bonds OC 4000, 5000)</p>	<p>(To be determined.)</p> <p>Maintain District Librarians \$1,000,000 (LCFF Supp/Con OC 2000, 3000)</p> <p>Maintain Computers, Carts, Internet Upgrade. Network Upgrade \$500,000 (Measure I, Measure Q Bonds OC 4000, 5000)</p>
<p>Goal 3: Parents, family and community stakeholders will become more fully engaged as partners in</p>	<p>Parent Involvement; Student Achievement; Other Student Outcomes; Implementation of State Standards</p>	<p>Goal 3: Action 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in</p>				

the education of students in SCUSD		<p>education. Service: District provides parent outreach and education services and the establishment of Site Parent Resource Centers.</p>	LEA-wide		<p>District Parent Resource Center staff support parent engagement & establishment of Site Parent Resource Centers \$150,000 (LCFF base; Title I 2000, 3000)</p>	<p>Maintain District Parent Resource Center staff to support parent engagement & establishment of Site Parent Resource Centers \$150,000 (LCFF base; Title I 2000, 3000)</p>	<p>Maintain District Parent Resource Center staff to support parent engagement & establishment of Site Parent Resource Centers \$150,000 (LCFF base; Title I 2000, 3000)</p>
		<p>Action 3.2 Stakeholders will receive improved district and site communications, including translation/ Interpretation services.</p>	LEA-wide		<p>Academic Parent-Teacher teams and The Parent Home Visit Program focus on improved student learning inside & outside school. \$235,000 (Title I OC 1000, 3000)</p>	<p>Maintain Academic Parent-Teacher teams and The Parent Home Visit Program focus on improved student learning inside & outside school. \$235,000 (Title I OC 1000, 3000)</p>	<p>Maintain Academic Parent-Teacher teams and The Parent Home Visit Program focus on improved student learning inside & outside school. \$235,000 (Title I OC 1000, 3000)</p>
		<p>Services Translation and interpretation services are provided in five languages by bilingual staff at district events and in schools.</p>	LEA-wide		<p>Matriculation and Orientation (MOC) translators \$678,769 (LCFF Supp/Con OC 2000, 3000)</p>	<p>Maintain Matriculation and Orientation (MOC) translators \$678,769 (LCFF Supp/Con OC 2000, 3000)</p>	<p>Maintain Matriculation and Orientation (MOC) translators \$678,769 (LCFF Supp/Con OC 2000, 3000)</p>

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-2015	Year 2: 2015-16	Year 3: 2016-17
Goal 1: Increase the percent of students who are on-track to graduate college and career ready	<i>Basic Services; Implementation of State Standards; Course Access; Student Achievement; Other Student Outcomes; Pillar I, District Strategic Plan; District Guide to Success</i>	<i>Schools were allocated funds based on the number of Free/Reduced students (Low Income) and English Learners (EL) Section 3B indicates the expenditures that school sites will make to fulfill the LCAP goals and subgoals</i> Action 1.1: Provide standards-aligned curriculum, assessments and high					

		<p>quality instruction to prepare students to graduate college and career ready Services: Offer on-going professional learning including, on-site collaboration, and job-embedded instructional coaching as a means to support the implementation of the CCSS, especially to low income, EL, foster and student with special needs.</p>	School-wide		<p>Professional Development (per diem) Extra Duty for teachers - \$113,784 (LCFF Low Income OC 1000, 3000) \$11,000 (LCFF EL OC 1000, 3000) Contracts \$70,632 (LCFF Low Income OC 5000)</p>	<p>Professional Development (per diem) Extra Duty for teachers - - \$113,784 LCFF Low Income OC 1000, 3000) \$11,000 (LCFF EL OC 1000, 3000) Contracts \$70,632 (LCFF Low Income OC 5000)</p>	<p>Professional Development (per diem) Extra Duty for teachers - \$113,784 (LCFF Low Income OC 1000, 3000) \$11,000 (LCFF EL OC 1000, 3000) Contracts \$70,632 (LCFF Low Income OC 5000)</p>
			School-wide		<p>Teacher Subs for Professional Development \$76,300 (LCFF Low Income OC 1000, 3000) \$6,567 (LCFF EL OC 1000, 3000)</p>	<p>Teacher Subs for Professional Development \$76,300 (LCFF Low Income OC 1000, 3000) \$6,567 (LCFF EL OC 1000, 3000)</p>	<p>Teacher Subs for Professional Development \$76,300 (LCFF Low Income OC 1000, 3000) \$6,567 (LCFF EL OC 1000, 3000)</p>
			School-wide		<p>Conferences – \$9,500 (LCFF Low Income OC 5000) \$2,000 (LCFF EL OC 5000)</p>	<p>Conferences – \$9,500 (LCFF Low Income OC 5000) \$2,000 (LCFF EL OC 5000)</p>	<p>Conferences – \$9,500 (LCFF Low Income OC 5000) \$2,000 (LCFF EL OC 5000)</p>
			School-wide		<p>Training Specialists – \$275,433 (LCFF Low Income OC 1000, 3000) \$78,798 (LCFF EL OC 1000, 3000)</p>	<p>Training Specialists – \$275,433 (LCFF Low Income OC 1000, 3000) \$78,798 (LCFF EL OC 1000, 3000)</p>	<p>Training Specialists – \$275,433 (LCFF Low Income OC 1000, 3000) \$78,798 (LCFF EL OC 1000, 3000)</p>
			LEA-wide		<p>Training Specialists (Title III OC 1000)</p>	<p>Training Specialists (Title III OC 1000)</p>	<p>Training Specialists (Title III OC 1000)</p>
		Provide CCSS-aligned instructional materials with embedded	School-wide		<p>Supplemental Instructional Materials, Textbooks, Books, Production Services-</p>	<p>Supplemental Instructional Materials, Textbooks, Books, Production Services-</p>	<p>Supplemental Instructional Materials, Textbooks, Books, Production Services-</p>

		assessments to ensure a quality CCSS implementation.	School-wide		\$829,010 (LCFF Low Income OC 4000, 5000) \$169,813 (LCFF EL OC 4000, 5000)	\$829,010 (LCFF Low Income OC 4000, 5000) \$169,813 (LCFF EL OC 4000, 5000)	\$829,010 (LCFF Low Income OC 4000, 5000) \$169,813 (LCFF EL OC 4000, 5000)
		Develop and implement a robust early literacy program at pre-K and elementary grades to construct a strong foundation on which to build deep content knowledge via curricular resources, assessments, intervention teachers, and supplemental materials.	School-wide		Contracts for Services: Reading Partners (2 schools)- \$24,000 (LCFF Low Income OC 5000)	Contracts for Services: Reading Partners (2 schools)- \$24,000 (LCFF Low Income OC 5000)	Contracts for Services: Reading Partners (2 schools)- \$24,000 (LCFF Low Income OC 5000)
	School-wide			Supplemental Materials for Early Literacy, Production Services \$42,100 (LCFF Low Income OC 5000) \$14,800 (LCFF EL OC 5000)	Supplemental Materials for Early Literacy, Production Services \$42,100 (LCFF Low Income OC 5000) \$14,800 (LCFF EL OC 5000)	Supplemental Materials for Early Literacy, Production Services \$42,100 (LCFF Low Income OC 5000) \$14,800 (LCFF EL OC 5000)	
	School-wide			Teacher Subs for Professional Development A-G \$40,000 (LCFF Low Income OC 1000, 3000)	Teacher Subs for Professional Development A-G \$40,000 (LCFF Low Income OC 1000, 3000)	Teacher Subs for Professional Development A-G \$40,000 (LCFF Low Income OC 1000, 3000)	
	School-wide			Site Instructional Coordinators – \$1,112,552 (LCFF Low Income OC 1000, 3000) \$158,196 (LCFF EL OC 1000, 3000)	Site Instructional Coordinators – \$1,112,552 (LCFF Low Income OC 1000, 3000) \$158,196 (LCFF EL OC 1000, 3000)	Site Instructional Coordinators – \$1,112,552 (LCFF Low Income OC 1000, 3000) \$158,196 (LCFF EL OC 1000, 3000)	
		Provide professional learning development of communities of practice, and job-embedded coaching to increase access to A-G courses, career technical education courses, and work-based learning	School-wide)		Intern Specialists – \$27,953 (LCFF Low Income OC 1000, 3000) \$15,750 (LCFF EL OC 1000, 3000)	Intern Specialists – \$27,953 (LCFF Low Income OC 1000, 3000) \$15,750 (LCFF EL OC 1000, 3000)	Intern Specialists – \$27,953 (LCFF Low Income OC 1000, 3000) \$15,750 (LCFF EL OC 1000, 3000)

		<p>experiences in order to expand the Linked Learning initiative</p> <p>Provide targeted assistance to low income. EL, foster students and students with disabilities in career/college readiness activities and guidance</p> <p>Foster youth receive educational counseling from a Foster Youth Services Department staff member with the skills, time and training necessary to carry out the responsibilities of the Foster Youth Services Department</p> <p>Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed</p> <p><u>Services:</u> Increase expanded learning opportunities</p>	<p>School-wide (high schools)</p> <p>LEA-wide</p> <p>School-wide</p> <p>School-wide</p>	<p>Additional site counselors \$240,716 (LCFF Low Income OC 1000, 3000) \$74,065 (LCFF EL OC 1000, 3000)</p> <p>Youth Services Program Associate \$59,000 (LCFF base OC 1000, 3000) Foster Youth Services staff \$29,000 (Title I Part D OC 1000, 3000)</p> <p>Resource Teachers \$1,827,076 (LCFF Low Income OC 1000, 3000) \$416,529 (LCFF EL OC 1000, 3000)</p> <p>School Psychologists - \$21,535 (LCFF Low Income OC 1000, 3000)</p>	<p>Additional site counselors \$240,716 (LCFF Low Income OC 1000, 3000) \$74,065 (LCFF EL OC 1000, 3000)</p> <p>Maintain Youth Services Program Associate \$59,000 (LCFF base OC 1000, 3000) Foster Youth Services staff \$29,000 (Title I Part D OC 1000, 3000)</p> <p>Maintain Resource Teachers \$1,827,076 (LCFF Low Income OC 1000, 3000) \$416,529 (LCFF EL OC 1000, 3000)</p> <p>Maintain School Psychologists -\$21,535 (LCFF Low Income OC 1000, 3000)</p>	<p>Additional site counselors \$240,716 (LCFF Low Income OC 1000, 3000) \$74,065 (LCFF EL OC 1000, 3000)</p> <p>Maintain Youth Services Program Associate \$59,000 (LCFF base OC 1000, 3000) Foster Youth Services staff \$29,000 (Title I Part D OC 1000, 3000)</p> <p>Maintain Resource Teachers \$1,827,076 (LCFF Low Income OC 1000, 3000) \$416,529 (LCFF EL OC 1000, 3000)</p> <p>Maintain School Psychologists \$21,535 (LCFF Low Income OC 1000, 3000)</p>
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	<p>such as before, during, and after school interventions, enrichment programs and summer programs Expand summer learning programs to prevent summer learning loss for low income, EL and student with special needs.</p>	School-wide		<p>Expanded Learning Service Providers Contracts - \$39,900 (LCFF Low Income OC 5000)</p>	<p>Expanded Learning Service Providers Contracts - \$39,900 (LCFF Low Income OC 5000)</p>	<p>Expanded Learning Service Providers Contracts - \$39,900 (LCFF Low Income OC 5000)</p>
	<p>Offer a multi-tiered system of supports (academic & behavioral) to address the academic needs of low income, EL, foster, and students with disabilities</p>	School-wide		<p>Teacher Extra Pay (Per Diem) for Intervention \$407,037 (LCFF Low Income OC 1000, 3000) \$101,040 (LCFF EL OC 1000, 3000)</p>	<p>Teacher Extra Pay (Per Diem) for Intervention \$407,037 (LCFF Low Income OC 1000, 3000) \$101,040 (LCFF EL OC 1000, 3000)</p>	<p>Teacher Extra Pay (Per Diem) for Intervention \$407,037 (LCFF Low Income OC 1000, 3000) \$101,040 (LCFF EL OC 1000, 3000)</p>
		School-wide		<p>Expanded Learning Supplemental Textbooks, Books, Materials, Production Services \$404,617 (LCFF Low Income OC 4000, 5000) \$82,994 (LCFF EL OC 4000, 5000)</p>	<p>Expanded Learning Supplemental Textbooks, Books, Materials, Production Services \$404,617 (LCFF Low Income OC 4000, 5000) \$82,994 (LCFF EL OC 4000, 5000)</p>	<p>Expanded Learning Supplemental Textbooks, Books, Materials, Production Services \$404,617 (LCFF Low Income OC 4000, 5000) \$82,994 (LCFF EL OC 4000, 5000)</p>
	<p>Funds are allocated for academic supports and remediation in order to decrease the adverse effects of school mobility on foster youth</p>	LEA-wide		<p>Foster Youth Services staff- see page 29 (Title I Part D OC 1000 - 4000) Additional FYS Associate- \$65,000 (LCFF base OC 1000, 3000)</p>	<p>Maintain Foster Youth Services staff - see page 29 (Title I Part D OC 1000 - 4000) Additional FYS Associate- \$65,000 (LCFF base OC 1000, 3000)</p>	<p>Maintain Foster Youth Services staff - see page 29 (Title I Part D OC 1000 - 4000) Additional FYS Associate- \$65,000 (LCFF base OC 1000, 3000)</p>
	<p>Provide instructional assistants to help</p>	School-wide		<p>Instructional Assistants – \$715,839 (LCFF Low Income</p>	<p>Instructional Assistants - \$715,839 (LCFF Low Income</p>	<p>Instructional Assistants - \$715,839 (LCFF Low Income</p>

		engage and support students while teachers facilitate small-group instruction	LEA-wide		OC 2000, 3000) Bilingual Instructional Assistants \$636,162 (LCFF EL OC 2000, 3000) (Title III OC 2000, 3000)	OC 2000, 3000) Maintain Bilingual Instructional Assistants \$636,162 (LCFF EL OC 2000, 3000) (Title III OC 2000, 3000)	OC 2000, 3000) Maintain Bilingual Instructional Assistants \$636,162 (LCFF EL OC 2000, 3000) (Title III OC 2000, 3000)
		Expand access to specialized programs such as GATE, AP, and IB programs by providing curricular resources and on-going professional learning	School-wide		Specialized Program Professional Development \$14,000 (LCFF Low Income OC 1000, 3000) Conferences \$3,500 (LCFF Low Income OC 5000)	Specialized Program Professional Development \$14,000 (LCFF Low Income OC 1000, 3000) Conferences \$3,500 (LCFF Low Income OC 5000)	Specialized Program Professional Development \$14,000 (LCFF Low Income OC 1000, 3000) Conferences \$3,500 (LCFF Low Income OC 5000)
		Action 1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time	School-wide		Instructional Materials for Specialized Programs \$7,000 (LCFF Low Income OC 4000)	Instructional Materials for Specialized Programs \$7,000 (LCFF Low Income OC 4000)	Instructional Materials for Specialized Programs \$7,000 (LCFF Low Income OC 4000)
		Services Implement a comprehensive early literacy assessment system comprised of screening, diagnostic, and progress monitoring tools	School-wide		Teacher Subs for Academic Conferences \$13,328 (LCFF EL OC 1000, 3000)	Teacher Subs for Academic Conferences \$13,328 (LCFF EL OC 1000, 3000)	Teacher Subs for Academic Conferences \$13,328 (LCFF EL OC 1000, 3000)
					Contracts for Diagnostic/Intervention Programs- \$14,999 (LCFF Low Income OC 5000) \$10,000 (LCF EL OC 5000)	Contracts for Diagnostic/Intervention Programs- \$14,999 (LCFF Low Income OC 5000) \$10,000 (LCF EL OC 5000)	Contracts for Diagnostic/Intervention Programs- \$14,999 (LCFF Low Income OC 5000) \$10,000 (LCF EL OC 5000)

		Provide additional academic assessment data for ELs and reclassified students who have not made adequate progress	School-wide LEA-wide		Materials for Assessment/Data Analysis \$2,794 (LCFF Low Income OC 4000) \$64,676 (LCFF EL OC 4000) Management Information Technician \$90,000 (Title III OC 2000, 3000)	Materials for Assessment/Data Analysis \$2,794 (LCFF Low Income OC 4000) \$64,676 (LCFF EL OC 4000) Maintain Management Information Technician \$90,000 (Title III OC 2000, 3000)	Materials for Assessment/Data Analysis \$2,794 (LCFF Low Income OC 4000) \$64,676 (LCFF EL OC 4000) Maintain Management Information Technician \$90,000 (Title III OC 2000, 3000)
Goal 2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment .	Student Engagement; School Climate; Basic Services	Goal 2: Action 2.1: Students will be provided cleaner, better maintained learning environments. Action 2.2: All schools will become safer, more culturally competent environments, where students learn social and emotional skills and receive additional supports to increase their engagement in learning. Services: School staff will receive training in culturally competent classrooms. Mental and physical health supports are	School-wide		Books, Instructional Materials \$6,300 (LCFF Low Income OC 4000) \$11,201 (LCFF EL OC 4000) Social Workers - \$115,151 (LCFF Low Income OC 1000,	Books, Instructional Materials \$3,200 (LCFF Low Income OC 4000) \$11,201 (LCFF EL OC 4000) Social Workers - \$115,151 (LCFF Low Income OC 1000,	Books, Instructional Materials \$3,200 (LCFF Low Income OC 4000) \$11,201 (LCFF EL OC 4000) Social Workers - \$115,151 (LCFF Low Income OC 1000,

		<p>provided by nurses and social workers.</p> <p>Learning Support Specialists and case managers plan, organize and coordinate learning support services for low income, ELs, re-designated ELs, Foster Youth and students with disabilities with academic, behavior, attendance and/or social/emotional needs.</p> <p>Ensure LEA Foster Youth Liaison has adequate time, knowledge, and resources to fully execute the responsibilities of the Foster Youth Ed Liaison in order to decrease adverse effects of school mobility on Foster Youth.</p> <p>Action 2.3: Schools will provide more varied opportunities for students to</p>	<p>School-wide</p> <p>School-wide</p> <p>School-wide</p> <p>School-wide</p> <p>LEA-wide</p>	<p>3000)</p> <p>Nurses - \$79,960 (LCFF Low Income OC 1000, 3000)</p> <p>Learning Support Specialists- \$224,354 (LCFF Low Income OC 2000, 3000)</p> <p>Case Managers \$67,867 (LCFF Low Income OC 2000, 3000)</p> <p>Student Outreach Worker \$14,841 (LCFF Low Income OC 2000, 3000)</p> <p>Foster Youth Services staff – See page 29 (Title I Part D OC 1000 - 4000)</p>	<p>3000)</p> <p>Nurses - \$79,960 (LCFF Low Income OC 1000, 3000)</p> <p>Learning Support Specialists- \$224,354 (LCFF Low Income OC 2000,3000)</p> <p>Case Managers \$67,867 (LCFF Low Income OC 2000, 3000)</p> <p>Student Outreach Worker \$14,841 (LCFF Low Income OC 2000, 3000)</p> <p>Foster Youth Services staff – See page 29 (Title I Part D OC 1000 - 4000)</p>	<p>3000)</p> <p>Nurses - \$79,960 (LCFF Low Income OC 1000, 3000)</p> <p>Learning Support Specialists- \$224,354 (LCFF Low Income OC 2000,3000)</p> <p>Case Managers \$67,867 (LCFF Low Income OC 2000, 3000)</p> <p>Student Outreach Worker \$14,841 (LCFF Low Income OC 2000, 3000)</p> <p>Foster Youth Services staff – See page 29 (Title I Part D OC 1000 - 4000)</p>
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		<p>become interested in school and learning through technology based activities, project based learning, extended extracurricular, and expanded learning program involvement</p> <p><u>Services:</u> Librarian/media technicians assist low income, EL, and foster students with research and project based learning Resources to maintain libraries and media centers. Low Income, EL, and Foster Youth have access to computer hardware and software to enhance instruction and provide career technical and college readiness activities.</p> <p>Foster Youth student engagement activities including fees for extracurricular</p>	<p>School-wide</p> <p>School-wide</p> <p>School-wide</p> <p>School-wide</p> <p>LEA-wide</p>		<p>Librarians, Library Media Technicians. Library Clerks \$114,771 (LCFF Low Income OC 2000, 3000) \$15,273 (LCFF EL OC 2000, 3000)</p> <p>Supplemental Materials, Library Books; Production Services \$88,221 (LCFF Low Income OC 4000) \$34,645 (LCFF EL OC 4000)</p> <p>Computer hardware \$217,772 (LCFF Low Income OC 4000) \$44,348 (LCFF EL OC 4000)</p> <p>Professional Development on Computer Instruction \$118,000 (LCFF Low Income OC 5000)</p> <p>Foster Youth Services staff – See page 29 (Title I Part D OC 1000 - 5000)</p>	<p>Maintain Librarians, Library Media Technicians. Library Clerks \$114,771 (LCFF Low Income OC 2000, 3000) \$15,273 (LCFF EL OC 2000, 3000)</p> <p>Supplemental Materials, Library Books; Production Services \$88,221 (LCFF Low Income OC 4000) \$34,645 (LCFF EL OC 4000)</p> <p>Computer hardware \$217,772 (LCFF Low Income OC 4000) \$44,348 (LCFF EL OC 4000)</p> <p>Professional Development on Computer Instruction \$118,000 (LCFF Low Income OC 5000)</p> <p>Foster Youth Services staff – See page 29 (Title I Part D OC 1000 - 5000)</p>	<p>Maintain Librarians, Library Media Technicians. Library Clerks \$114,771 (LCFF Low Income OC 2000, 3000) \$15,273 (LCFF EL OC 2000, 3000)</p> <p>Supplemental Materials, Library Books; Production Services \$88,221 (LCFF Low Income OC 4000) \$34,645 (LCFF EL OC 4000)</p> <p>Computer hardware \$217,772 (LCFF Low Income OC 4000) \$44,348 (LCFF EL OC 4000)</p> <p>Professional Development on Computer Instruction \$118,000 (LCFF Low Income OC 5000)</p> <p>Foster Youth Services staff – See page 29 (Title I Part D OC 1000 - 5000)</p>
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		activities in order to decrease adverse affects of school mobility on foster youth.					
Goal 3: Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD.	Parent Involvement Student Achievement; Other Student Outcomes; Implementation of State Standards	<p>Goal 3: Action 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.</p> <p><u>Services:</u> Services to support parents in attending parent education, informational meetings, and school events and in volunteering at the school.</p> <p>Action 3.2: Stakeholders will receive improved district and site</p>	School-wide School-Wide School-wide		<p>Parent Advisors \$106,290 (LCFF Low Income OC 2000, 3000) \$27,119 (LCFF EL OC 2000, 3000)</p> <p>Child Care \$3,400 (LCFF Low Income OC 2000, 3000) \$1,957 (LCFF EL OC 2000, 3000)</p> <p>Parent Training \$12,736 (LCFF Low Income OC 5000) \$11,745 (LCFF EL OC 5000)</p>	<p>Parent Advisors \$106,290 (LCFF Low Income OC 2000, 3000) \$27,119 (LCFF EL OC 2000, 3000)</p> <p>Child Care \$3,400 (LCFF Low Income OC 2000, 3000) \$1,957 (LCFF EL OC 2000, 3000)</p> <p>Parent Training \$12,736 (LCFF Low Income OC 5000) \$11,745 (LCFF EL OC 5000)</p>	<p>Parent Advisors \$106,290 (LCFF Low Income OC 2000, 3000) \$27,119 (LCFF EL OC 2000, 3000)</p> <p>Child Care \$3,400 (LCFF Low Income OC 2000, 3000) \$1,957 (LCFF EL OC 2000, 3000)</p> <p>Parent Training \$12,736 (LCFF Low Income OC 5000) \$11,745 (LCFF EL 5 OC 000)</p>

		<p>communications, including translation/ Interpretation services.</p> <p>Services: School sites communicate regularly with parent/guardians through website, phone outreach, mailings and meetings, especially low income, ELs and students with disabilities</p>	<p>School-wide</p> <p>School-wide</p> <p>School-wide</p>		<p>School Community Liaisons \$191,238 (LCFF Low Income OC 2000, 3000) \$41,756 (LCFF EL OC 2000, 3000)</p> <p>Parent Meeting supplies \$10,133 (LCFF Low Income OC 4000) \$6,159 (LCFF EL OC 4000)</p> <p>Site communications expenses \$7,752 (LCFF Low Income OC 4000) \$4,238 (LCFF EL OC 4000)</p>	<p>School Community Liaisons \$191,238 (LCFF Low Income OC 2000, 3000) \$41,756 (LCFF EL OC 2000, 3000)</p> <p>Parent Meeting supplies \$10,133 (LCFF Low Income OC 4000) \$6,159 (LCFF EL OC 4000)</p> <p>Site communications expenses \$7,752 (LCFF Low Income OC 4000) \$4,238 (LCFF EL OC 4000)</p>	<p>School Community Liaisons \$191,238 (LCFF Low Income OC 2000, 3000) \$41,756 (LCFF EL OC 2000, 3000)</p> <p>Parent Meeting supplies \$10,133 (LCFF Low Income OC 4000) \$6,159 (LCFF EL OC 4000)</p> <p>Site communications expenses \$7,752 (LCFF Low Income OC 4000) \$4,238 (LCFF EL OC 4000)</p>
		<p>Translation and interpretation services for parents of ELs are provided in five languages by bilingual staff at district events and in schools</p>	<p>School-wide</p>		<p>Translation services \$23,687 (LCFF Low Income OC 2000, 3000) \$23,091 (LCFF EL OC 2000, 3000)</p>	<p>Translation services \$23,687 (LCFF Low Income OC 2000, 3000) \$23,091 (LCFF EL OC 2000, 3000)</p>	<p>Translation services \$23,687 (LCFF Low Income OC 2000, 3000) \$23,091 (LCFF EL OC 2000, 3000)</p>
		<p>Parent notifications about EL achievement is provided.</p>	<p>LEA-wide</p>		<p>Management Information Technician – see page 31 (Title III OC 2000, 3000)</p>	<p>Maintain Management Information Technician - see page 31 (Title III OC 2000, 3000)</p>	<p>Maintain Management Information Technician – see page 31 (Title III OC 2000, 3000)</p>
		<p>Provide prompt communication to foster guardians.</p>	<p>LEA-wide</p>		<p>Foster Youth Services staff – see page 29 (Title I Part D OC 1000 - 4000)</p>	<p>Foster Youth Services staff – see page 29 (Title I Part D OC 1000 - 4000)</p>	<p>Foster Youth Services staff – see page 29 (Title I Part D OC 1000 - 4000)</p>

- C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charter wide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

Sacramento City Unified School District (SCUSD) serves over 43,859 students (2013 CBEDS) on 72 campuses. The student population reflects significant diversity: 37.1% Hispanic or Latino; 17.4% Asian; 1.7% Pacific Islander; 1.1% Filipino; 17.7% African American; 18.8% white, and .8% American Indian. About 6% of students are of two or more races or ethnicities. Residents within SCUSD speak more than 40 languages; 38% of students do not speak English at home and 22.7% of students are designated as English Language Learners. Approximately 74.6% of students are designated as low income, and 1% or 576 students are Foster Youth. In SCUSD, the percentage of total students within the target subgroups is approximately 75% of the overall student population or 3 out of 4 students meet the definition of unduplicated students. The estimated supplemental and concentration grant funding is \$30,614,870. Out of this amount, approximately \$9,227,176 of LCFF supplemental and concentration grant funds was budgeted district-wide for expenditures to meet the needs of all students. Through an examination of student data and feedback from our parent advisory and stakeholder groups, the following expenditures were identified as best practices for serving our target subgroup students on a district wide basis:

Increased staff time for professional development and professional learning communities in order to increase the effectiveness of staff, examine students data and plan instruction for students based on data: End of furlough days - \$1,598,407

Counselors – additional needed to work with target subgroup students and their families to assist with educational planning and success: \$3,000,000

Restoration of custodians and plant managers to maintain clean and healthy learning environments: \$2,650,000

Restorative Justice Programs - \$200,000

School Resource Officers – to augment and support safe schools/anti-bullying programs: \$300,000

District librarians – to provide supplemental literacy support to target subgroup students through increase hours and assistance and with maintenance of school libraries and media centers: \$1,000,000

District wide translation services for students and families: \$678,769

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

The calculated percentage by which services must be increased for the unduplicated students is 10.95%. As mentioned above in Section 3C, these funds were allocated to all schools that have low income and English Learner populations. Schools that previously did not get an allocation for these groups of students due to low percentages, are now getting a portion of LCFF supplemental funds. These school sites will now be able to provide increased services to these students. Proportionally, schools with higher concentrations of low income, ELs, and Foster Youth and students with disabilities are getting higher LCFF funding. We must increase our spending for low income students, Foster Youth, and English Learners as follows: 2014-15: \$3,353,299; 2015-16: \$2,324,809; 2016-17: \$1,703,638. Each SCUSD school has a diverse students population with varying and differing needs. School sites employ staff working in supplemental positions and implemented specific support programs based on their student needs. SCUSD allocated \$9,800,000 to 61 school sites based on their unduplicated numbers of EL, Low Income, and Foster Youth to ensure that schools could make decisions to best meet the needs of the targeted subgroups at their sites, based on stakeholder feedback. Examples of school site expenditures to support their target subgroup students include:

Site instruction coordinators to guide, support and ensure effective Common Core instruction and supplemental support - \$1,128,371

Teacher Extra Duty Pay for teacher professional development and to provide instruction during extended learning time for students - \$632,861

Training specialists to provide additional professional development to teachers in order to meet the instructional needs of low income, English learners, and foster youth - \$354,231

Resource teachers to provide a variety of learning supports including differentiated instruction - \$2,243,605

Additional counselors to provide support and guidance specifically, to EL, low income, and foster youth and their families/guardians - \$314,781

Instructional Assistants to provide support additional assistance in the classroom in order to allow the teacher small group assistance time - \$715,839

Student Outreach Workers, Learning Support Specialists, and Social Workers to provide support to low income students, ELs, and Foster youth and their families with academic and attendance issues - \$354,346

Supplemental instructional books and materials – to enhance instruction for EL, low income and foster youth, including primary language materials - \$1,683,701

School staff and School Site Councils aligned their Single Plans for Student Achievement (SPSA) to the goals and action in the approved LCAP. School sites will need to reference the LCAP and SPSAs when submitting requisitions to ensure that expenditures of LCFF supplemental and concentration grant funds meet the intent of the LCAP actions and provide support to target subgroup students.

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.