

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

Introduction:

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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>Starting in the month of February thru May Stakeholder groups that included parents, teachers, other Alum rock staff, community members and students were involved in informational meetings as well as input sessions regarding the Local Control Funding Formula (LCFF) and the development of the Local Control Accountability Plan (LCAP). Each individual school held an input session for their staff, parents, and community. We also held various input sessions that were open to the entire ARUESD community, where we advertised through parent phone calls, newsletters and our website.</p> <p>Stake holders attended input sessions where they learn about LCFF and the LCAP process through power point presentations and printed information. They were then asked about students' needs based on data around attendance, API, suspension rate, CELDT, and other academic assessments. In addition, they review the eight state priorities and identified current programs and services and charted suggestions for additional programs and support services needed for our students to succeed.</p> <p>This process has been essential in gathering important insight regarding our needs as a district in order to ensure that we are providing the services and support systems that will enable all of our students to be successful.</p> <p>I. STAKEHOLDER GROUPS INVOLVED IN PROVIDING INPUT:</p> <ul style="list-style-type: none"> A. Grail Family Services B. Alum Rock Education Foundation (AREF) C. City Year After School Programs D. United Way Silicon Valley E. Silicon Valley Education Foundation F. Partners in School Innovation (PSI) G. THINK Together After School Program H. Applied Materials I. Alum Rock Counseling Center J. Starlight Community Services K. Somos Mayfair L. Alearn M. School Link Services N. Pivot Learning Partners O. California School Employee Association (CSEA) 	<p>These are the trends that emerged from the various stakeholder input sessions as well as surveys :</p> <p>Conditions of Learning</p> <ul style="list-style-type: none"> • Professional Development for Common Core for teachers • More collaboration time • More communication with parents about changes in Instruction/Curriculum • Additional classes – science, art, music, computer programming, etc. • Positive school culture programs • More supervision at the schools • Counseling resources • Clean schools and bathrooms • Heating and Air Conditioning <p>Student Outcomes</p> <ul style="list-style-type: none"> • More technology: hardware, software, etc. – opportunities to use both at school and at home. • Additional academic support for students (interventions) • Extended day Kindergarten • Parent trainings on what students are learning • Professional development for teachers to support (CCSS, ELs, at-risk students, etc.) • Summer School and Afterschool Programs (sports, art, science, etc.) • Academic Field Trips

Involvement Process	Impact on LCAP
<p>P. Alum Rock Employee Association (AREA)</p> <p>Q. Teamsters Association</p> <p>R. Alum Rock Administrators Association (ARAA)</p> <p>II. PARENT ADVISORY COMMITTEES WHOM PROVIDED INPUT:</p> <p>A. School Site Council (SSC)</p> <p>B. English Learners Advisory Committee (ELAC)</p> <p>C. District Advisory Committee (DAC)</p> <p>D. District English Learners Advisory Committee (DELAC)</p> <p>E. Superintendent's Parent Advisory and Resource Council (SPARC)</p> <p>F. Staff from all schools</p> <p>Public Hearing: June 16th , 2014</p> <p>Board Approval: June 19th , 2014</p>	<p>Engagement</p> <ul style="list-style-type: none"> • Communication structures: Parent phone trees, e-mail, translators/interpreters, community liaison, more parent meetings. • Providing childcare • Training for both parents and teachers on how to best work together • More parent trainings (ESL, CCSS, at-risk students, etc.) • More social events, recognitions, celebrations, etc. • Extracurricular activities for students • More technology • Rewards/recognition for student attendance <p>CONCLUSION:</p> <p>The feedback we received from our various stakeholder groups was very helpful in not only the development of our goals but were key in determining increased and improved services for our students. We specifically outlined programs and services that were identified as important by our stakeholders in order for our student to be successful.</p> <p>We included in our plan ELD Training for teachers to better support students, support for school climate in the form of PBIS and BEST programs, additional translation support for improved communication between teachers and parents, district coordinator for family engagement, Summer Bridge to Kindergarten program and AVID at middle schools, technology support.</p> <p>SUGGESTIONS MADE BUT NOT CURRENTLY FUNDED IN LCAP:</p> <p>There were suggestions by stakeholders around counseling and we are addressing that through our partnership with Alum Rock Counseling, EMQ, and Foothill, Heating and Air Conditioning may be funded through future bond funds.</p>

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.*

***** As a kindergarten through 8th grade district, we do not administer the California High School Exit Exam (CAHSEE), Early Assessment Program exam or Advance Placement (AP) exams, offer A-G coursework or Career Technical Education (CTE) Pathways as defined by the state of California , or receive a California Department of Education (CDE) calculation for graduation rate, dropout rate, and Academic Performance Index (API). Therefore, these metrics will not be used in our plan. However, all of our actions are directed toward our students successfully matriculating to high school prepared to pass the CAHSEE and EAP, take A-G, AP, and CTE courses, and graduate high school.*

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?

Special Education Program description for County Special Education Programs

The Santa Clara County Office of Education's Special Education Program serves as a partner with the county's public school districts to serve students with disabilities. The County Special Education professional team includes teachers, itinerant specialists, paraeducators, psychologists, nurses, support staff and administrators. Each member of the team plays an important role in delivering quality instruction to students. The professional team helps to meet the special education needs of students from birth to age 22. Each year, students benefit from the intensive instructional programs and services provided at a variety of sites. Infants and toddlers receive early intervention services. Parents are provided information and resources to support their child's needs.

The County Special Education Program operates classes on public school campuses to serve students with special needs. Professional teams align special education goals with Common Core State Standards and Preschool Learning Foundations. Students receive instruction in the core curriculum and participate in state testing programs. Special Education County programs include:

Deaf/Hard of Hearing: Total communication approach that allows for all forms of communication in an instructional program.

Orthopedic Impairments: Instructional programs with instructors specializing in assistive technology, integration strategies to enhance the instructional program.

Autism Spectrum Disorders: Classroom programs are based on structured teaching with use of visual schedules, work systems and partner assisted visually aided systems of communication.

Emotional Disturbance: Students receive individual and group mental health services as well as academic instruction.

Severe Medical Needs and Cognitive delays: Instruction in modified curriculum based on Common Core, independent living skills and inclusion.

Early Start Program: Provides support and resources to family members and care givers to enhance children's learning and development.

Itinerant Services: Specialists provide services to district and county students in the following areas; Deaf and hard of hearing, Visual impairment, Orientation and mobility, Adapted Physical Education, Orthopedic impairments, Assistive Technology and home teaching.

WorkAbility Program: Serves students ages 16-22 years of age providing vocational training, transition planning and self advocacy.

Inclusion Collaborative: This collaborative group leads the effort to provide every Santa Clara County child with a quality learning environment. Its focus is the successful inclusion of children with special needs in child care, preschool programs and the community through education, advocacy and awareness. They provide training, inclusion kits and resources county wide.

In addition, the County Office of Education is the Local Education Agency (LEA) for special education students residing in Licensed Children's Institutions (LCIs) who attend non-public schools. The Special Education Program also provides services to special education students attending institutional schools, community schools, pediatric skilled nursing facilities and County Board-sponsored charter schools.

Parents are involved in the education of their student through Individualized Educational Program (IEP) or Individual Family Service Plan (IFSP) process. As an IEP or IFSP team member parents/guardians participate in forming annual academic, communication, behavioral, developmental and social goals for the student. Parents receive quarterly communications regarding the student's goal progress. Individual Transition Plans (ITPs) are written with graduating students and their families to facilitate appropriate adult life post-school options.

Programs are funded by a disability block formula charged to districts referring students. Supplemental funding is received from Title I, II and III for addition materials such as technology, English learner supplemental curriculum and other program needs. Funding is also received for Medi-Cal eligible services and through WorkAbility and Early Learning grants.

Programs are reviewed annually for compliance with all state and federal requirements. Special Education accountability data is compiled and reported in the School Accountability Report Card, (SARC), LEA Plan, Tittle III EL Plan and the LCAP. Data is also posted on the California Department of Education website.

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 Subgroups (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	
Need: Adoption of CCSS calls for teachers to acquire additional skills to effectively support students in becoming 21 st Century Learners and College Ready. Metrics to measure teacher practice: Teacher participation in PD around CC, Staff Surveys, Classroom Walk-Throughs Metrics to measure impact on	1. Effectively transition to Common Core State Standards to ensure staff and parents have the skills and resources needed to support students in becoming proficient 21 st century learners.	All (school-level, student-level, ethnic subgroups, pupils eligible for free and reduced-price meals, English learners, pupils with disabilities, and foster youth).	All		80% of staff will participate in CCSS training 80% of staff agree/strongly agree that PD/PLCs support their implementation of CCSS. 90% of classrooms visited demonstrate evidence of CCSS implementation.	90% of staff will participate in CCSS training 90% of staff agree/strongly agree that PD/PLCs support their implementation of CCSS. 100% of classrooms visited demonstrate evidence of CCSS implementation.	100% of staff will participate in CCSS training 100% of staff agree/strongly agree that PD/PLCs support their implementation of CCSS. 100% of classrooms visited demonstrate evidence of CCSS implementation.	Priority 2 Implementation of State Standards Priority 4 Pupil Achievement Priority 3 Parental Involvement Priority 7 Course Access

student learning: SBAC Assessments (Interim & EOY); DIBELS; Classroom Walk-Throughs; ongoing CCSS Formative Assessments					Establish baseline for student proficiency as measured by SBAC Assessment.	Increase student proficiency on SBAC Assessment by 10%.	Increase student proficiency on SBAC Assessment by 10%.	
Need: Given that there are 49% English learners in the district, with some schools having as high as 81% English learners, and the demands of CCSS, there is a need to focus our attention on how to effectively support English learners.	2. Provide support for English learners so that they reach grade level proficiency and English language proficiency.	All (school-level, student-level, ethnic subgroups, pupils eligible for free and reduced-price meals, English learners, pupils with disabilities, and foster youth).	All		80% of staff will participate in professional development around ELD Framework and Standards. 80% of staff agree/strongly agree that the training they receive supports their implementation of ELD and practices that support English learners.	90% of staff will participate in professional development around ELD Framework and Standards. 90% of staff agree/strongly agree that the training they receive supports their implementation of ELD and practices that support English learners.	100% of staff will participate in professional development around ELD Framework and Standards. 100% of staff agree/strongly agree that the training they receive supports their implementation of ELD and practices that support English learners.	Priority 4 Pupil Achievement Priority 2 Implementation of State Standards Priority 8 Other Pupil Outcomes Priority 3 Parent Involvement Priority 7 Course Access

Metrics: CELDT, ELLA (Benchmark Assessment), SBAC Assessments, Classroom Walk-throughs, Staff Surveys					80% of classrooms visited will demonstrate evidence of ELD methodologies throughout the day. Establish baseline for English learner proficiency as measured by SBAC Assessment. 65% of English learners will advance one language proficiency level, as measured by CELDT. 30% of English learners in cohort 1 will reach English proficiency, as measured by CELDT. 53% of English learners in cohort 2 will reach English proficiency, as measured by CELDT.	90% of classrooms visited will demonstrate evidence of ELD methodologies throughout the day. Increase English learner proficiency on SBAC Assessment by 10%. 70% of English learners will advance one language proficiency level, as measured by CELDT. 35% of English learners in cohort 1 will reach English proficiency, as measured by CELDT. 58% of English learners in cohort 2 will reach English proficiency, as measured by CELDT.	100% of classrooms visited will demonstrate evidence of ELD methodologies throughout the day. Increase English learner proficiency on SBAC Assessment by 10%. 75% of English learners will advance one language proficiency level, as measured by CELDT. 40% of English learners in cohort 1 will reach English proficiency, as measured by CELDT. 63% of English learners in cohort 2 will reach English proficiency, as measured by CELDT.	
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<p>Need: 49% of students are below grade in ELA and 43% of students are below grade level in math (according to 2013 STAR data), therefore requiring the district to ensure that we are providing instruction and additional support that meets students' academic needs.</p> <p>Metric: DIBELS, SBAC Assessments, CCSS formative assessments, classroom walk-throughs, staff surveys</p>	<p>3. Provide support for students who are below grade level or at-risk so that they make accelerated progress towards grade level proficiency.</p>	<p>All (school-level, student-level, Ethnic subgroups, pupils eligible for free and reduced-price meals, English learners, pupils with disabilities, and foster youth).</p>	<p>All</p>		<p>80% of staff agree/strongly agree that PD/PLCs support their work with at-risk students.</p> <p>90% of classrooms visited demonstrate evidence of differentiation for at-risk students.</p> <p>Establish baseline for student proficiency as measured by SBAC.</p> <p>Demonstrate 1.5 years growth in reading, as measured by SBAC.</p>	<p>90% of staff agree/strongly agree that PD/PLCs support their work with at-risk students.</p> <p>100% of classrooms visited demonstrate evidence of differentiation for at-risk students.</p> <p>Decrease percentage of students at-risk by 10% of previous year, as measured on SBAC.</p> <p>Demonstrate 1.5 years growth in reading, as measured by SBAC.</p>	<p>100% of staff agree/strongly agree that PD/PLCs support their work with at-risk students.</p> <p>Decrease percentage of students at-risk by 10% of previous year, as measured on SBAC.</p> <p>Demonstrate 1.5 years growth in reading, as measured by SBAC.</p>	<p>Priority 4 Pupil Achievement</p> <p>Priority 5 Pupil Engagement</p> <p>Priority 3 Parent Involvement</p>
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<p>Need: In order to effectively support students academically, we must establish an environment where their social and emotional needs are being met. In addition, we must ensure that students are present regularly to engage in learning. Currently, our average daily attendance is 96.5%/year, second to last in Santa Clara County.</p> <p>Metric: Attendance, Suspension, Positive Behavior Intervention System data, Surveys (Staff, Parents, Students), Safety Inspections</p>	<p>4. Provide a positive school climate where physical and social-emotional conditions exist for an effective learning environment.</p>	<p>All (school-level, student-level, ethnic subgroups, pupils eligible for free and reduced-price meals, English learners, pupils with disabilities, and foster youth).</p>	<p>All</p>		<p>Attain 97% Average Daily Attendance Rate.</p> <p>Decrease suspension rate and expulsions by 10%.</p> <p>80% of schools have implemented a Positive Behavior Intervention System.</p> <p>Survey responses from staff, parents, and students will indicate that 80% feel safe and welcomed within their schools.</p> <p>Survey responses from staff, parents, and students will indicate that 80% consider their schools to be safe, clean, and in good repair.</p>	<p>Attain 97.5% Average Daily Attendance Rate.</p> <p>Decrease suspension rate and expulsions by 10%.</p> <p>90% of schools have implemented a Positive Behavior Intervention System.</p> <p>Survey responses from staff, parents, and students will indicate that 90% feel safe and welcomed within their schools.</p> <p>Survey responses from staff, parents, and students will indicate that 90% consider their schools to be safe, clean, and in good repair.</p>	<p>Attain 98% Average Daily Attendance Rate.</p> <p>Decrease suspension rate and expulsions by 10%.</p> <p>100% of schools have implemented a Positive Behavior Intervention System.</p> <p>Survey responses from staff, parents, and students will indicate that 100% feel safe and welcomed within their schools.</p> <p>Survey responses from staff, parents, and students will indicate that 100% consider their schools to be safe, clean, and in good repair.</p>	<p>Priority 6 School Climate</p> <p>Priority 1 Basic</p> <p>Priority 8 Other Pupil Outcomes</p> <p>Priority 5 Pupil Engagement</p> <p>Priority 3 Parental Involvement</p>
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Need: In order to effectively meet ALL students' needs in ALL schools, school and district staff must engage in ongoing, aligned professional learning and collaboration.	5. Increase family engagement opportunities	All (school-level, student-level, ethnic subgroups, pupils eligible for free and reduced meals, English learners, pupils with disabilities, and foster youth).	All		30% of parents will complete their thirty volunteer hours at their school site. 10% increase of parents participation in school/district trainings, DAC, DELAC and Back to school night as measured by sign-in sheets	40% of parents will complete their thirty volunteer hours at their school site 10% increase of parents participation in school/district trainings, DAC, DELAC and back to school night as measured by sign-in sheets	50% of parents will complete their thirty volunteer hours at their school site. 10% increase of parents participation in school/district trainings, DAC, DELAC and back to school night as measured by sign-in sheets	Priority 2 Implementation of State Standards Priority 4 Pupil Achievement Priority 7 Course Access Priority 8 Other Pupil Outcomes Priority 1 Basic
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Section 3: Actions, Services, and Expenditures

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

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to

achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
 - 2) How do these actions/services link to identified goals and performance indicators?
 - 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
 - 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
 - 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
 - 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
 - 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
1 .Effectively transition to Common Core State Standards to ensure staff and parents have the skills and resources needed to support students in becoming proficient 21 st century learners.	Priority 1 Basic Priority 6 School Climate	-Increase professional development for staff (Common Core training, ELD Strategies, Technology training, Professional Learning Communities). -Curriculum aligned to CCSS -Technology support for students (laptops and promethean boards for teacher and student use, and computer-based programs).	LEA-wide		School allocation for additional support for students \$1,635,000	School allocation for additional support for students \$1,635,000	School allocation for additional support for students \$1,635,000
			LEA-wide		Additional support for class size reduction in K-3 21 to 1 – \$600,000	Additional support for class size reduction in K-3 21 to 1 – \$600,000	Additional support for class size reduction in K-3 21 to 1 – \$600,000
			LEA-wide		Teacher recruitment and support – \$10,000	Teacher recruitment and support – \$10,000	Teacher recruitment and support – \$10,000
			LEA-wide		Teacher grade level collaboration (release days) \$200,000- <u>Shortino Foundation, Title II & CC</u>	Teacher grade level collaboration (release days) \$200,000- <u>Shortino Foundation, Title II & CC</u>	Teacher grade level collaboration (release days) \$200,000- <u>Shortino Foundation, Title II & CC</u>
			LEA-wide		Data management system-District wide Assessment-	Data management system- District wide Assessment-	Data management system- District wide Assessment-

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
			LEA-wide		\$118,000	\$118,000	\$118,000
			LEA-wide		Common Core Training for teachers – <u>\$200,000- CC</u>	Common Core Training for teachers – <u>\$200,000- CC</u>	Common Core Training for teachers – <u>\$200,000- CC</u>
			LEA-wide		Leadership Development support Administrator Professional development, new principal support \$75,000	Leadership Development program, Administrator Professional development, new principal support – \$75,000	Leadership Development program, Administrator Professional development, new principal support – \$75,000
			LEA -wide		-Additional Technology support (equipment, security, software, upgrades, licensing) – \$897,000	Additional Technology support (equipment, security, software, upgrades, licensing) – \$897,000	Additional Technology support (equipment, security, software, upgrades, licensing) – \$897,000

[illegible]

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		-Provide curriculum and assessment resources -Intervention and small group instruction					
3. Provide support for students who are below grade level or at-risk so that they make accelerated progress towards grade level proficiency	Priority 2 Implementation of State Standards Priority 4 Pupil Achievement Priority 5 Pupil Engagement	-Extended learning time to support students in reaching grade level standards (interventions and tutoring support).	All Middle Schools		Math intervention for Middle School Students (MAP, ELEVATE) – \$200,000	Math intervention for Middle School Students (MAP, ELEVATE) – \$200,000	Math intervention for Middle School Students (MAP, ELEVATE) – \$200,000
			LEA-wide		Summer Bridge to Kindergarten program – \$100,000	Summer Bridge to Kindergarten program – \$100,000	Summer Bridge to Kindergarten program – \$100,000
		- Middle school math intervention support for students that are not at grade level.	LEA-wide		Summer Think Together program for at-risk students – \$100,000	Summer Think Together program for at-risk students – \$100,000	Summer Think Together program for at-risk students – \$100,000
		Intervention support for students during the summer	All Elementary schools		Full day Kindergarten aide support \$872,000	Full day Kindergarten aide support \$872,000	Full day Kindergarten aide support \$872,000
			Aptitud		Extended day and year– \$110,000	Extended day and year – \$110,000	Extended day and year – \$110,000

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
4. Provide a positive school climate where physical and emotional conditions exist for an effective learning environment.	Priority 1 Basic Priority 2 Implementation of State Standards Priority 4 Pupil Achievement Priority 5 Pupil Engagement Priority 6 School Climate	-Positive school culture programs and support systems (PBIS/BEST program implementation).	LEA-wide		-Three additional custodians to help with the maintenance of our schools- \$237,000	- Three additional custodians to help with the maintenance of our schools- \$237,000	- Three additional custodians to help with the maintenance of our schools- \$237,000
		- Enrichment opportunities for students (i.e., dance, music, VAPA).	LEA-wide		-PBIS/BEST positive school culture training and support \$110,000	- PBIS/BEST training and support \$110,000	- PBIS/BEST training and support \$110,000
		- -Additional support to maintain a clean, orderly environment	All Middle Schools		-After School Sports – \$104,000	-After School Sports – \$104,000	-After School Sports – \$104,000
			LEA-wide		-Mariachi Program – \$86,000	-Mariachi Program – \$86,000	-Mariachi Program – \$86,000
			LEA-wide		Jazz program community outreach – \$5,000	Jazz program community outreach – \$5,000	Jazz program community outreach – \$5,000

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
			San Antonio and LUCHA		iDream program support \$22,000	iDream program support \$22,000	iDream program support \$22,000
			Arbuckle, Chavez, Cureton, Dorsa, Fischer, Aptitud, Mathson, Ryan, San Antonio George, Sheppard		Extended Learning- City Year \$200,000	Extended Learning- City Year \$200,000	Extended Learning- City Year \$200,000
			LEA-wide		Nurses – \$142,000	Nurses – \$142,000	Nurses – \$142,000
					Library Assistants \$462,000	Library Assistants \$462,000	Library Assistants \$462,000
			George		Visual and Performing Arts Program – 86,000	Visual and Performing Arts Program – 86,000	Visual and Performing Arts Program – 86,000
			LEA-wide		Health Assistants – \$558,000	Health Assistants – \$558,000	Health Assistants – \$558,000

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
			All Middle Schools		Administrative support to Middle Schools \$896,000	Administrative support to Middle Schools \$896,000	Administrative support to Middle Schools \$896,000
			All Middle Schools		School Resource Officers- San Jose Police Department Middle School - \$210,000	School Resource Officers- San Jose Police Department Middle School - \$210,000	School Resource Officers- San Jose Police Department Middle School - \$210,000
			Sheppard & Ocala		Middle School Support- AVID- \$100,000	Middle School Support- AVID- \$100,000	Middle School Support- AVID- \$100,000
			Atlas, Renaissance I & II, LUCHA and Adelante		Support for Small Schools \$460,000	Support for Small Schools \$460,000	Support for Small Schools \$460,000
			LEA Wide		District Music Program – \$1,574,000	District Music Program – \$1,574,000	District Music Program – \$1,574,000
5. Increase Family engagement opportunities	Priority 4 Pupil Achievement Priority 3 Parent Involvement Priority 5 Pupil Engagement Priority 6	support for improved communication for families (increase translation/interpretation services)	LEA Wide		Parent/commu nity involvement/re cognition (SPARC, Cesar Chavez March, Parent Jubilee,	Parent/commu nity involvement/re cognition (SPARC, Cesar Chavez March, Parent Jubilee,	Parent/commu nity involvement/re cognition (SPARC, Cesar Chavez March, Parent Jubilee,

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	School Climate Priority 7 Corse Access Priority 8 Other Pupil Outcomes	Parent and student engagement opportunities	LEA wide		etc. – \$10,000	etc. – \$10,000	etc. – \$10,000
					Parent outreach and training (PIQE, Edificando Vidas, SCCOE, etc.) – <u>\$40,000- Title I</u>	Parent outreach and training (PIQE, Edificando Vidas, SCCOE, etc.) – <u>\$40,000- Title I</u>	Parent outreach and training (PIQE, Edificando Vidas, SCCOE, etc.) – <u>\$40,000- Title I</u>
			LEA wide		Additional translation/ interpretation support- \$80,000	Additional translation/ interpretation support- \$80,000	Additional translation/ interpretation support- \$80,000
			LEA wide		Parent University \$12,000	Parent University \$12,000	Parent University \$12,000
					Community Liaisons \$76,000 <u>\$80,000 Title I</u>	Community Liaisons \$76,000 <u>\$80,000 Title I</u>	Community Liaisons \$76,000 <u>\$80,000 Title I</u>

- 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, if applicable)	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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
1. Effectively transition to Common Core State Standards to ensure staff and parents have the skills and resources needed to support students in becoming proficient 21 st century learners. 2. Provide support for English Learners so that they reach grade level	<i>Priority 1- Basic</i>	For low income pupils: -Provide students with a afterschool programs, interventions, summer program, to ensure their academic success -Provide Parent trainings on the progress of their EL students and the new Common Core State Standards For English learners: -Ensure best practices for teaching English Language	All Middle Schools Chavez, Arbuckle, Aptitud at Goss, San Antonio, and Dorsa Chavez, Lucha, San Antonio, Aptitud, Dorsa		Math intervention for Middle School Students (MAP, ELEVATE) – <u>Cost is included in section 3A pg.17 \$100,000</u>	Math intervention for Middle School Students (MAP, ELEVATE) – <u>Cost is included in section 3A pg.17 \$100,000</u>	Math intervention for Middle School Students (MAP, ELEVATE) – <u>Cost is included in section 3A pg.17 \$100,000</u>
	<i>Priority 2 – Implementation of State Standards</i>						
	<i>Priority 3 – Parent Engagement</i>						
	<i>Priority 4 – Pupil Achievement</i>				Summer Bridge to Kindergarten program – <u>Cost is included in section 3A pg.17 \$100,000</u>	Summer Bridge to Kindergarten program – <u>Cost is included in section 3A pg.17 \$100,000</u>	Summer Bridge to Kindergarten program – <u>Cost is included in section 3A pg.17 \$100,000</u>
	<i>Priority 5 – Pupil Engagement</i>						
	<i>Priority 6 – School Climate</i>				Summer Think Together program for at-risk students <u>Cost is included in section 3A pg.17 \$100,000</u>	Summer Think Together program for at-risk students <u>Cost is included in section 3A pg.17 \$100,000</u>	Summer Think Together program for at-risk students <u>Cost is included in section 3A pg.17 \$100,000</u>

Goal (Include and identify all goals from Section 2, if applicable)	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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
proficiency and English Language proficiency. 3. Provide support for students who are below grade level or at-risk so that they make accelerated progress towards grade level proficiency 4. Provide a positive school climate where physical and emotional conditions exist for an effective learning environment. 5. Provide on-going, aligned (to district goals)	<i>Priority 7 – Course Access</i> <i>Priority 8- Other Pupil Outcomes</i>	Development by providing training and support for teachers -Group English Learners by English fluency levels for small group instruction For foster youth: -Provide students with a afterschool programs, interventions, summer program, to ensure their academic success -Support schools in the implementation of positive behavior support programs to ensure their academic success For redesignated fluent English proficient pupils:	All Elementary Schools Arbuckle, Chavez Cureton, Dorsa, Fischer, Aptitude at Goss, Mathson, Ryan, San Antonio George, Sheppard		Full day Kindergarten Aid Support – <u>Cost is included in section 3A pg.17 \$897,000</u> Extended Learning- City Year – <u>Cost is included in section 3A pg.19 \$200,000</u>	Full day Kindergarten Aid Support – <u>Cost is included in section 3A pg.17 \$897,000</u> Extended Learning- City Year – <u>Cost is included in section 3A pg.19 \$200,000</u>	Full day Kindergarten Aid Support – <u>Cost is included in section 3A pg.17 \$897,000</u> Extended Learning- City Year – <u>Cost is included in section 3A pg.19 \$200,000</u>

Goal (Include and identify all goals from Section 2, if applicable)	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: 204-15	Year 2: 2015-16	Year 3: 2016-17
professional development and collaborative opportunities for district staff, to ensure the academic success of all students.		<p>-Ensure best practices for teaching English Language Development by providing training and support for teachers</p> <p>-Provide students with a afterschool programs, interventions, summer program, to ensure their academic success</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 charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

Alum Rock School District will receive **10.26** million in Supplemental Local Control Funding Formula Funds beginning in 2014-15. These funds are calculated based on the number of English learners, students identified as low income, and foster youth. ARUSD will offer a variety of programs and that will support English learners, low income students and foster youth. These include: ELD Training for teachers to better support students, support for school climate in the form of PBIS and BEST programs, additional translation support for improved communication between teachers and parents, site coordinator for family engagement, Bridge to Kindergarten program and AVID at middle schools.

The district also offers services and programs that are aligned with LCAP goals that serve all students such as: reduced class size at K-3 classrooms, positive behavior support and mental health support. LEA-wide implementation of these practices will not only have an impact on learning environment and the climate of the school as a whole but will also have a disproportionately positive impact on the targeted subgroups.

89% of students in ARUSD qualify as focus students identified by the state by providing the services identified without limitations, ARUSD will best serve all students, especially focus students. The full list of expenditures is aligned with the goals of the ARUSD Local Control and Accountability Plan and includes ongoing services that are above and beyond basic supports for students as well as new and enhanced services for our targeted student groups, our district's English learners, low Income students and foster youth.

- 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.

Alum Rock Unified School District – Proportionality Calculation

	2013-14	2014-15	2015-16	2016-17
Total Estimated LCFF Funding		88,907,340	88,161,852	88,350,169
Estimated Base Grant	N/A	78,647,306	82,077,168	82,002,023
Total Estimated Supplemental Grants	N/A	10,260,034	2,073,327	2,336,789
Proportional Increase or improvement in services for low income/English learner/foster youth pupils as compared to the services provided to all pupils in that fiscal year	N/A	13.75%	2.53%	2.85%

ARUSD will meet the proportionality percentage by providing additional targeted supports for unduplicated pupils and underperforming students by providing increased targeted supports for example: Kinder support with Instructional aides, Math Intervention support at the middle schools, professional development opportunities for teachers to support EL students, Positive behavior support programs to support at-risk students, and increase in support for foster youth and low income students by providing more extended learning opportunities during the regular school year as well as during the summer.

ARUSD's justification for use of supplemental and concentration funds in a LEA-wide manner is based on the district's percentage of unduplicated students which totals approximately 89%.

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.