

§ 15497

**Introduction:**

LEA: Santa Clara Unified School District Contact (Name, Title, Email, Phone Number): Dr. Stanley Rose, III, Superintendent 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><b>I. SCUSD's Stakeholder Engagement and Input Process</b></p> <p>Santa Clara Unified School District (SCUSD) implemented a comprehensive stakeholder engagement process to ensure that all key audiences (as referenced in the Appendix: "Key Audiences and Tools for Stakeholder Input") were provided multiple opportunities and modalities to contribute their ideas to the development of the LCAP. As detailed further in the table below, stakeholders participated in focus groups and planning forums, while also completing surveys and ultimately helping to shape the LCAP's goals and actions. The District ensured that the engagement process was accessible to all by offering translation in the languages most prevalent in the District (Spanish, Vietnamese, and Punjabi) and by providing childcare when appropriate.</p> <p>To ensure that the diverse array of stakeholder input tools and techniques would inform the core requirements of the LCAP, SCUSD developed a standard protocol for querying all audiences. The protocol was consistently implemented in all surveys, focus groups, and interactive input sessions (e.g., World Café). Aligned with the eight State Priorities, the "Core 11 Questions" are listed below:</p> <p><b>Conditions of Learning (LCAP Specific: State Priorities 1, 2, and 7)</b></p> <ol style="list-style-type: none"> <li>1. How could our schools and facilities be more conducive to (or "better support") learning?</li> <li>2. How might instruction be improved to successfully implement the new "common core" state standards?</li> </ol>	<p><b>II. Integration of Stakeholder Input into the Development of SCUSD's LCAP</b></p> <p><b>Step 1—Analysis of Raw Data:</b> Upon completion of each stakeholder input strategy, the raw data was analyzed and coded to identify themes and patterns relative to the three overarching State Priority categories: Conditions of Learning, Pupil Outcomes, and Engagement.</p> <p><b>Step 2—Needs Identified:</b> A formal needs assessment was then conducted by the LCAP Planning Team, referencing the qualitative input obtained from the stakeholder groups in addition to a comprehensive quantitative study prepared by District staff. The Team collaboratively identified the District's most critical needs across the eight State Priorities. The quantitative and qualitative data used in the needs assessment is available for review on the SCUSD website.</p> <p><b>Step 3—Goals and Actions Developed:</b> With the District's needs clearly identified, the LCAP Planning Team met multiple times to identify goals, action steps, and required</p>

3. What could we do to ensure that all students have access to a challenging and engaging education in a wide variety of subjects?

**Pupil Outcomes (LCAP Specific: State Priorities 4 and 8)**

1. In what ways can we improve academic outcomes for all students including ELLs, special education students, and foster youth?
2. What does it mean for a student to be “career or college ready”? What can we do to improve our students’ career and college readiness?
3. What other ways might we measure student success, other than via academic assessments?

**Engagement (LCAP Specific: State Priorities 3, 5, and 6)**

1. In what ways can we increase our students’ sense of safety and sense of belonging at school?
2. What can be done to make the school experience as engaging and interesting as possible for our students?
3. What are the most meaningful ways to involve parents in our students’ education?

**Technology (added by SCUSD to inform broader strategic planning process to build upon LCAP)**

1. How could we better utilize technology to better support our students’ educational outcomes?

**Vision (added by SCUSD to inform broader strategic planning process to build upon LCAP)**

1. What might the school experience look like 10 years from now?

**Listed below (detailed further in the Appendix: “Key Audiences and Tools for Stakeholder Input”) are the specific stakeholder input opportunities and tools utilized by the District:**

**1. School Site Surveys and Focus Groups**

Core 11 questions (see above); administered at all school sites; translated versions available in Spanish, Vietnamese, and Punjabi; over 500 participants)

resources spanning the LCAP’s three-year timeline. Goals were directly mapped to the needs analysis, including the themes emerging from the stakeholder input process.

A sampling of key themes that informed the LCAP goals includes:

- Class size reduction (*Goal 12*)
- Expanded use of technology across all schools (*Goal 4*)
- Increased English and Math proficiency across all students (with emphasis on English Learners) (*Goals 7, 8, 9, 16, 17, 18, and 20*)
- Ensuring career/college readiness for all students (*Goals 3, 4, 6, 7, 8, 9, 11, 15, 16, 18, 19*)
- Increased professional development for teachers and classified staff (particularly in support of the Common Core State Standards and the use of technology) (*Goal 2*)
- Expanded intervention and support services for students and families (*Goal 10, 13, 14, 16, 18, and 19*)
- Increased engagement of parents (*Goal 13*)
- More partnerships with local corporations (*Goal 15*)
- Safe, clean, and supportive school environments (*Goal 1*)

Local Priorities were determined from the data review and stakeholder input. Priority areas were identified as follows and included in LCAP Goals:

- Restoration of Library Support Staff and Elementary Schools to support greater preparedness for Common Core State Standards and College Readiness (*Goals 6, 7, 11*)
- Increasing the custodial staff to support safe clean learning environments (*Goal 1*)
- Provide students with enrichment opportunities and increased access to the fine arts (*Goal 5*).

<p><b>2. Online LCAP Survey</b> Core 11 questions (see above); posted on District’s website; translated versions available in Spanish, Vietnamese, and Punjabi; 180 respondents</p> <p><b>3. Online LCAP Survey—Teachers Only</b> Designed around same core 11 questions above</p> <p><b>4. LCAP Community Forum</b> Held February 26, 2014 at Santa Clara High School; interactive input exercise based on core 11 questions (see above); childcare provided; translation provided in Spanish, Vietnamese, and Punjabi; 60 participants</p> <p><b>5. LCAP Teachers and Classified Staff Forum</b> Held March 19, 2014 at Santa Clara High School; interactive input exercise based on 11 core questions (see above); 45 participants, including bargaining unit leads</p> <p><b>6. Migrant Education Focus Group</b> Held March 5, 2014 at District Office; focus group discussion organized around 11 core questions (see above)</p> <p><b>7. DELAC Focus Group</b> Held April 2, 2014 at the District Office; focus group discussion organized around 11 core questions (see above)</p> <p><b>8. Superintendent’s Student Advisory Council</b> Held on February 26, 2014; focus group discussion organized around 11 core questions (see above); 40 participants</p> <p><b>9. Leadership Santa Clara Focus Group</b> Held on March 14, 2014; focus group discussion organized around 11 core questions; local community and business leaders—some of whom are parents of SCUSD students</p> <p><b>10. Board of Trustees Planning Retreat</b> Held February 7-8, 2014 at the District Office; included members of the Superintendent’s cabinet; engaged in interactive input exercises organized by the State Priorities</p>	<p><b>Step 4—Stakeholder Comments Obtained:</b> The draft LCAP was presented back to all stakeholders in multiple ways: via softcopy on the District’s website, via hard copy at the school sites and District Office, and via formal presentation to the Community and Advisory Councils for review and feedback (School Site Councils, Parent Teacher Organizations, District English Learner Advisory Council, Community Advisory Council – Special Education). A two-week feedback period was provided to allow for written comments and questions.</p> <p><b>Step 5—LCAP Finalized:</b> Stakeholder feedback regarding the draft LCAP was reviewed and incorporated as appropriate into the final version of the Plan, which was presented to the Board of Trustees for adoption and subsequent submission to the County for approval.</p>
--	---

<p><b>11. District LCAP Planning Team</b> Comprised of parents, teachers, classified staff, principals, District personnel, and other community members, the LCAP Planning Team convened on March 25, April 8, and May 29 to develop and refine the LCAP's goals and action steps.</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.*

**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 is 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, para-educators, 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 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	
<b>Need:</b> Based on review and analysis of the identified metrics below, stakeholder input participants express concerns regarding cleanliness and safety on campuses.  <b>Metrics:</b> State of CA Facilities Inspection Tool Williams Findings Campus Safety/Incident Reports	<b>Goal #1</b> Maintain clean and safe learning environments	All	All		The District will meet the requirements for safe & clean facilities as evidenced by: <ul style="list-style-type: none"> <li>• State of CA Facilities Inspection Tool</li> <li>• Williams Findings</li> <li>• Campus Safety Incident Reports</li> <li>• SARC (School Accountability Report Card)</li> </ul>	The District will meet the requirements for safe & clean facilities as evidenced by: <ul style="list-style-type: none"> <li>• State of CA Facilities Inspection Tool</li> <li>• Williams Findings</li> <li>• Campus Safety Incident Reports</li> <li>• SARC (School Accountability Report Card)</li> </ul> Update District	The District will meet the requirements for safe & clean facilities as evidenced by: <ul style="list-style-type: none"> <li>• State of CA Facilities Inspection Tool</li> <li>• Williams Findings</li> <li>• Campus Safety Incident Reports</li> <li>• SARC (School Accountability Report Card)</li> </ul>	#1: Basic  #6: School Climate

SARC (School Accountability Report Card)					<p>Update District wide Emergency &amp; Safety Plan as evidenced by:</p> <ul style="list-style-type: none"> <li>• Updated Plan</li> </ul> <p>Conduct annual site and district level safety drill as evidenced by:</p> <ul style="list-style-type: none"> <li>• Schedule of drills</li> <li>• District calendar</li> </ul> <p>Conduct annual site and district level safety drill as evidenced by:</p> <ul style="list-style-type: none"> <li>• Schedule of drills</li> <li>• District calendar</li> </ul>	<p>wide Emergency &amp; Safety Plan as evidenced by:</p> <ul style="list-style-type: none"> <li>• Updated Plan</li> </ul> <p>Conduct annual site and district level safety drill as evidenced by:</p> <ul style="list-style-type: none"> <li>• Schedule of drills</li> <li>• District calendar</li> </ul>	<p>Update District wide Emergency &amp; Safety Plan as evidenced by:</p> <ul style="list-style-type: none"> <li>• Updated Plan</li> </ul> <p>Conduct annual site and district level safety drill as evidenced by:</p> <ul style="list-style-type: none"> <li>• Schedule of drills</li> <li>• District calendar</li> </ul>	
<p><b>Need:</b></p> <p>Based on an administration of the state's CCSS Implementation Survey, the Academic Performance Survey, the District's Local Education Agency Plan, the Title III Improvement Plan,</p>	<p><b>Goal #2</b></p> <p>Provide professional development to strengthen the capacity of teachers and classified staff in the continued transition and successful</p>	All	All		<p>Create and post on District website a 3 year CCSS Implementation Plan</p> <p>As evidenced by:</p> <ul style="list-style-type: none"> <li>• CCSS Implementation Plan</li> <li>• LEA Plan</li> </ul> <p>Provide CCSS</p>	<p>Provide ongoing training opportunities to 100% of certificated and classified instructional staff to deepen understanding of CCSS implementation, as evidenced by:</p>	<p>Provide ongoing training opportunities to 100% of certificated and classified instructional staff to deepen understanding of CCSS implementation, as evidenced by:</p>	<p>#2: Implementation of State Standards</p> <p>#4: Pupil Achievement</p>

<p>and metrics below, there exists a demonstrated need to continue training all instructional staff on shifts in instructions necessary for effective implementation of the Common Core State Standards.</p> <p><b>Metrics:</b> Professional Development staffing, calendars, schedules, and participant lists (site and District levels) Collaboration logs CCSS Implementation Plan Benchmarks and Survey LEA Plan</p>	<p>implement the Common Core State Standards.</p>				<p>training for 100% of certificated and classified instructional staff as evidenced by:</p> <ul style="list-style-type: none"> <li>Classified training schedule</li> <li>Sign In Sheets</li> </ul> <p>Provide 4 additional PD days for certificated staff during the 14-15 school year as evidenced by:</p> <ul style="list-style-type: none"> <li>PD calendar</li> <li>Sign In sheets</li> </ul>	<ul style="list-style-type: none"> <li>PD Staffing</li> <li>PD calendar</li> <li>Staff Sign In sheets</li> <li>PD evaluation</li> </ul>	<ul style="list-style-type: none"> <li>PD Staffing</li> <li>PD calendar</li> <li>Staff Sign In sheets</li> <li>PD evaluation</li> </ul>	
<p><b>Need:</b> To support full implementation of the Common Core State Standards and to prepare students as 21<sup>st</sup> Century learners, an analysis</p>	<p><b>Goal #3</b> Increase student and teacher access to standards-aligned instructional materials.</p>	All	All		<p>Select and pilot Common Core standards aligned Math curriculum materials as evidenced by:</p> <ul style="list-style-type: none"> <li>Curriculum</li> </ul>	<p>Adopt and purchase Common Core standards aligned Math curriculum as evidenced by:</p> <ul style="list-style-type: none"> <li>Curriculum</li> </ul>	<p>Increase student and teacher access to electronic platforms for instructional materials as evidenced by:</p>	<p>#1: Basic</p> <p>#2: Implement-ation of State Standards</p>

<p>of the District's current instructional materials, the Local Education Agency Plan, teacher feedback from professional development training, elements of strategic planning indicate a need for greater access to Common Core aligned instructional materials.</p> <p><b>Metrics:</b> Curriculum Inventory Purchasing Records</p>					<p>inventory</p> <ul style="list-style-type: none"> <li>Curriculum selection process and rubric</li> <li>Purchasing Records</li> </ul> <p>100% of teachers and students will have standards aligned bridge material as evidenced by:</p> <ul style="list-style-type: none"> <li>Curriculum Inventories</li> <li>Purchase requisitions</li> <li>Classroom Observation Logs</li> </ul>	<p>inventory</p> <ul style="list-style-type: none"> <li>Purchasing records</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum Inventory</li> <li>Purchasing Records</li> <li>Classroom Observation Logs</li> </ul> <p>Pilot standard aligned ELA curriculum as evidenced by:</p> <ul style="list-style-type: none"> <li>County Office of Education records</li> <li>Curriculum Committee Meeting calendar</li> </ul>	
<p><b>Need:</b> Based on a technology inventory and stakeholder input, a need exists to ensure that all schools, students and teachers have equitable access to technology.</p> <p><b>Metrics:</b></p>	<p><b>Goal #4</b> Increase student access to and use of technology to promote academic achievement and the acquisition of 21<sup>st</sup> Century skills.</p>	All	All		<p>Update and align District Technology Plan to reflect LCAP goals as evidenced by:</p> <ul style="list-style-type: none"> <li>The revised Technology Plan</li> </ul> <p>Improve District infrastructure to support student access to</p>	<p>Improve District infrastructure to support student access to technology in every classroom by 50% as evidenced by:</p> <ul style="list-style-type: none"> <li>Technology Inventory</li> <li>Instruction Technology Annual Report</li> </ul>	<p>Improve District infrastructure to support student access to technology in every classroom by 100% as evidenced by:</p> <ul style="list-style-type: none"> <li>Technology Inventory</li> <li>Instruction Technology Annual Report</li> </ul>	<p><b>#2:</b> Implement-ation of State Standards</p> <p>SCUSD Local Priority</p>

Technology inventory Ratio of computers/technology devices to students Technology Plan					<p>technology in every classroom by 50% as evidenced by:</p> <ul style="list-style-type: none"> <li>Technology Inventory</li> <li>Instruction Technology Annual Report</li> </ul> <p>Provide additional technology annually to decrease student to device rations from 1:5 to 1:4 as evidenced by:</p> <ul style="list-style-type: none"> <li>Technology inventory</li> <li>Purchasing records</li> </ul>	<p>Provide additional technology annually to decrease student to device rations from 1:4 to 1:3 as evidenced by:</p> <ul style="list-style-type: none"> <li>Technology inventory</li> <li>Purchasing records</li> </ul>	<p>Provide additional technology annually to decrease student to device rations from 1:3 to 1:1 as evidenced by:</p> <ul style="list-style-type: none"> <li>Technology inventory</li> <li>Purchasing records</li> </ul>	
<p><b>Need:</b></p> <p>Based on an analysis of the metrics below, input from parents and stakeholders, concerns were expressed for the need to provide greater access to State adopted course of study in the area of visual</p>	<p><b>Goal #5</b></p> <p>Increase Visual &amp; Performing Arts programs across the District</p>	All	All		<p>Develop a 3 year plan to support the K-12 visual and performing arts (VAPA) program, as evidenced by:</p> <ul style="list-style-type: none"> <li>Completed VAPA plan</li> </ul> <p>Elementary music programs will be restored as evidenced by:</p>	<p>Evaluate Elementary music to determine additional staffing needs as evidenced by:</p> <ul style="list-style-type: none"> <li>Program evaluation</li> <li>Schedules &amp; calendars</li> </ul> <p>Audit &amp; evaluate Visual &amp;</p>	<p>Audit &amp; evaluate Visual &amp; Performing Arts course offerings &amp; demographic data to ensure equity in access. Based on results, increase course offerings as needed as evidenced by:</p> <ul style="list-style-type: none"> <li>VAPA</li> </ul>	<p>#7: Course Access</p> <p>#8: Other Pupil Outcomes</p>

<p>and performing arts; particularly music in the elementary grades.</p> <p><b>Metrics:</b> VAPA schedules/calendars (elementary) Number of sections (secondary) Number of course offerings (secondary) VAPA Framework Program Evaluation VAPA Plan</p>					<ul style="list-style-type: none"> <li>Increased staffing by 3 FTE</li> <li>Music schedules</li> <li>Music programs</li> </ul> <p>Provide opportunity for students to participate in enrichment activities such as field trips, to enhance knowledge of the Arts, as evidenced by:</p> <ul style="list-style-type: none"> <li>Schedules and calendars</li> </ul>	<p>Performing Arts course offerings &amp; demographic data to ensure equity in access. Based on results, increase course offerings as needed as evidenced by:</p> <ul style="list-style-type: none"> <li>VAPA schedules</li> <li>Course Offerings</li> <li>Master Schedules</li> </ul> <p>Provide opportunity for students to participate in enrichment activities such as field trips, to enhance knowledge of the Arts, as evidenced by:</p> <ul style="list-style-type: none"> <li>Schedules and calendars</li> </ul>	<p>schedules</p> <ul style="list-style-type: none"> <li>Course Offerings</li> <li>Master Schedules</li> </ul> <p>Provide opportunity for students to participate in enrichment activities such as field trips, to enhance knowledge of the Arts, as evidenced by:</p> <ul style="list-style-type: none"> <li>Schedules and calendars</li> </ul>	
---	--	--	--	--	--	--	---	--



<p><b>Need:</b> Based on review and analysis of the metrics below, staff, parent and community input, a need exists for students to be better prepared to engage in research skills, and to access various media to support 21<sup>st</sup> Century learning and College and Career Readiness.</p> <p><b>Metrics:</b> District staffing reports, curriculum and materials inventory. Purchasing records for electronic &amp; media resources, site inventories.</p>	<p><b>Goal #6</b> Increase access to library and media services for all students.</p>	All	All		<p>Provide additional staffing to support Elementary librarians as evidenced by:</p> <ul style="list-style-type: none"> <li>• HR staffing reports</li> </ul>	<p>Update District library systems to incorporate e-resources as well as a web based portal as evidenced by:</p> <ul style="list-style-type: none"> <li>• Curriculum Inventory</li> <li>• Purchasing Records</li> <li>• Site Inventories</li> </ul>	<p>Continue to increase digital book collections and e-resources as evidenced by:</p> <ul style="list-style-type: none"> <li>• Curriculum Inventory</li> <li>• Purchasing Records</li> <li>• Site Inventories</li> </ul>	SCUSD Local Priority

<p><b>Need:</b> Review of the District's Local Educational Agency Plan, Title III Improvement Plan, 2013 District achievement data, and the metrics below reflect the need to increase ELA proficiency levels for all students. 2013 State data indicates that 63.6% of students demonstrate proficiency in ELA, with gaps in achievement noted for English Learners (54.2%), Students with Disabilities (35.7%), and Socio-economically disadvantaged students (47.0%).</p> <p>Metrics: SBAC District Benchmark Assessments NWEA Curriculum Assessments</p>	<p><b>Goal #7</b> All students will master the ELA common core standards as measured by the SBAC assessments established in 2014-15.</p>	All	All		<p>Students will establish a baseline of ELA proficiency, as evidenced by:</p> <ul style="list-style-type: none"> <li>State Accountability System (SBAC)</li> </ul>	<p>Based on results of the Year 1 SBAC assessments, student ELA proficiency will grow by 3-5 percentage points over Year 1 as evidenced by:</p> <ul style="list-style-type: none"> <li>State Accountability System (SBAC)</li> </ul>	<p>Based on results of the Year 2 SBAC assessments, student ELA proficiency will grow by 3-5 percentage points over Year 2 as evidenced by:</p> <ul style="list-style-type: none"> <li>State Accountability System (SBAC)</li> </ul>	<p>#4 Pupil Achievement</p> <p>#2: Implementation of CCSS</p>
--	--	-----	-----	--	---	--	--	---

AMAO 3 indicators AYP, CELDT, CAPA, CAHSEE								
<b>Need:</b> Review of the District's Local Educational Agency Plan, Title III Improvement Plan, 2013 District achievement data, and the metrics below reflect the need to increase Math proficiency levels for all students. 2013 State data indicates that 63.4% of students demonstrate proficiency in Math, with gaps in achievement noted for English Learners (58.3%) Students with Disabilities (38.1%), and Socio-economically disadvantaged students (47.4%). A need for focus on improving access and pass rates in Algebra, for under-	<b>Goal #8</b> All students will master the Math common core standards as measured by the SBAC assessments established in 2014-15	All	All		Students will establish a baseline of Math proficiency, as evidenced by: State Accountability System (SBAC)	Based on results of the Year 1 SBAC assessments, student Math proficiency will grow by 3-5 percentage points over Year 1 as evidenced by: <ul style="list-style-type: none"> <li>State Accountability System (SBAC)</li> </ul>	Based on results of the Year 2 SBAC assessments, student Math proficiency will grow by 3-5 percentage points over Year 2 as evidenced by: <ul style="list-style-type: none"> <li>State Accountability System (SBAC)</li> </ul>	#4 Pupil Achievement  #2: Implementation of CCSS

represented populations.								
<b>Metrics:</b> SBAC District Benchmark Assessments NWEA Curriculum Assessments AMAO 3 Indicators AYP,CAPA,CELDT, CAHSEE								
<b>Need:</b> An insufficient number of English Language Learners are being reclassified as English Proficient  <b>Metrics:</b> AMAO 1 and 2 annual targets  CELDT Proficiency Growth	<b>Goal #9</b> Title III Plan Goals 2A-2B: Meet or exceed the Title III Annual Measurable Achievement Objectives (AMAO1 for CELDT Growth & AMAO2 for achieving levels 4 & 5 in CELDT) for English Learners as established by State and Federal growth targets	All English Learners	All		Meet or exceed AMAO 1 (State Annual CELDT Growth) target of 61.5%.  Meet or exceed AMAO 2 targets: (Annual % of ELs at CELDT Levels 4 & 5) a. 24.2% for EL students<5 years in the U.S. b. 51% for EL students with >5 years in the U.S.	Meet or exceed AMAO 1 (State Annual CELDT Growth) target of 63%.  Meet or exceed AMAO 2 targets (Annual % of ELs at CELDT levels 4 & 5): a. 25.6% for EL students with <5 years in the U.S. b. 53% for EL students with >5 years in the U.S.	Meet or exceed AMAO 1 (State Annual CELDT Growth) target of 64.5%.  Meet or exceed AMAO 2 targets (Annual % of ELs at CELDT Levels 4 & 5): a. 27% for EL students with <5 years in the U.S. b. 55% for EL students with >5 years in the U.S.	#4: Pupil Achievement  #2: Implementation of CCSS  #7: Course Access

<p><b>Need:</b> An analysis and review of the metrics below, State and District data, and classroom observations indicate that within the district, the identification of students with disabilities is above the statewide average.</p> <p><b>Metrics:</b> District data on school and parent referrals to special education Interim placement data, annual review of district special education demographic data</p>	<p><b>Goal #10</b> Reduce the overall number of students being identified for special education by implementing a multi-tiered system of supports within the general education setting, while providing better support for students with special needs.</p>	All	All		<p>Reduce the percentage of students identified for Special Education from 15% to 13% as evidenced by:</p> <ul style="list-style-type: none"> <li>• State Special Ed. Data</li> </ul>	<p>Reduce the percentage of students identified for Special Education from 13% to 10% as evidenced by:</p> <ul style="list-style-type: none"> <li>• State Special Ed. Data</li> </ul>	<p>Reduce the percentage of students identified for Special Education to align with State averages.</p>	<p>#4: Pupil Achievement</p> <p>#6: School Climate</p>

<p><b>Need:</b> Based on input from parents, staff, and the community, and the metrics below, concerns were expressed regarding student preparedness for college and career upon graduating high school.</p> <p><b>Metrics:</b> Number of students completing four-year graduation plan Monitoring the number of students completing the FAFSA Graduation Rate Graduates completing UC/CSU Required Courses Graduates completing CTE pathways EAP Assessments State Accountability Measures</p>	<p><b>Goal #11</b> Increase the percentage of students who are college or career ready.</p>	<p>All</p>	<p>All</p>		<p>Increase District cohort graduation rate from 81% to 87% as evidenced by:</p> <ul style="list-style-type: none"> <li>• State Accountability Measures and Data</li> <li>• CAHSEE Pass Rates</li> <li>• CTE Pathway Data</li> <li>• EAP Assessments</li> </ul> <p>Increase graduation rate for English Learners from 69% to 75% (Title III goal) as evidenced by:</p> <ul style="list-style-type: none"> <li>• State Accountability Measures &amp; Data</li> <li>• EAP Assessments</li> <li>• CAHSEE Pass Rates</li> <li>• CELDT</li> <li>• EAP Assessments</li> </ul>	<p>Increase District cohort graduation rate from 87% to 93% as evidenced by:</p> <ul style="list-style-type: none"> <li>• State Accountability Measures and Data</li> <li>• CAHSEE Pass Rates</li> <li>• CTE Pathway Data</li> <li>• EAP Assessments</li> </ul> <p>Increase graduation rate for English Learners from 75% to 81% (Title III goal) as evidenced by:</p> <ul style="list-style-type: none"> <li>• State Accountability Measures &amp; Data</li> <li>• EAP Assessments</li> <li>• CAHSEE Pass Rates</li> <li>• CELDT</li> <li>• EAP Assessments</li> </ul>	<p>Increase District cohort graduation rate from 93% to 100% as evidenced by:</p> <ul style="list-style-type: none"> <li>• State Accountability Measures and Data</li> <li>• CAHSEE Pass Rates</li> <li>• CTE Pathway Data</li> <li>• EAP Assessments</li> </ul> <p>Increase graduation rate for English Learners from 81% to 87% (Title III goal) as evidenced by:</p> <ul style="list-style-type: none"> <li>• State Accountability Measures &amp; Data</li> <li>• EAP Assessments</li> <li>• CAHSEE Pass Rates</li> <li>• CELDT</li> <li>• EAP Assessments</li> </ul>	<p><b>#4:</b> Pupil Achievement</p>
---	---	------------	------------	--	---	---	--	---

	<b>Goal #11 (continued)</b>				Increase number of courses meeting UC/CSU entrance requirements from 57 to 65 as evidenced by: <ul style="list-style-type: none"> <li>• Master schedules</li> <li>• Course Catalog</li> </ul>	Increase number of courses meeting UC/CSU entrance requirements from 65 to 80 as evidenced by: <ul style="list-style-type: none"> <li>• Master schedules</li> <li>• Course Catalog</li> </ul>	Increase number of courses meeting UC/CSU entrance requirements from 80 to 85 as evidenced by: <ul style="list-style-type: none"> <li>• Master schedules</li> <li>• Course Catalog</li> </ul>	
<b>Need:</b> Based on the metrics below, staff, parent, and community input, the need exists to reduce class size, to allow for greater opportunity for student/teacher interactions, to promote improved academics and the social and emotional well-being of all students.  <b>Metrics:</b> Feedback and evaluation data	<b>Goal #12</b> Reduce class sizes	All	All		Reduce class size averages based on available facilities and funding.  Baseline district class size average is 28:1 K-3, 30:1 Grades 4-5 as evidenced by: <ul style="list-style-type: none"> <li>• District staffing data</li> <li>• State enrollment data</li> </ul>	Reduce class size averages based on available facilities and funding.	Reduce class size averages based on available facilities and funding.	#5: Pupil Engagement  #6: School Climate  #4: Pupil Achievement

from Instructional Rounds Classroom Observation logs PBIS referral Data Feedback from counselors, psychologists, wellness coordinators								
<p><b>Need:</b> As a part of the District's Local Education Agency Plan, Title III Improvement Plan, pending Strategic Plan, and through parent and community input, improvement is needed in the quality, quantity, and timely communication with parents.</p> <p><b>Metrics:</b> Stakeholder input, parent feedback, Annual District Survey (to be developed)</p>	<p><b>Goal #13</b> Increase parent engagement preschool through Adult Ed for our diverse student populations.</p>	All	All		<p>Establish a position for Parent Engagement Facilitator as evidenced by:</p> <ul style="list-style-type: none"> <li>Hiring of staff</li> </ul> <p>Establish a District Parent Resource Center as evidenced by:</p> <ul style="list-style-type: none"> <li>Allocated budgeting</li> <li>Site or location of facility</li> </ul> <p>Create District Parent Engagement Plan as evidenced by:</p> <ul style="list-style-type: none"> <li>Posting on District website</li> <li>Reference in</li> </ul>	<p>Provide ongoing parent training (including CCSS) as evidenced by:</p> <ul style="list-style-type: none"> <li>Flyers</li> <li>Meeting schedules</li> <li>Parent Feedback Form Survey</li> <li>Parent Advisory meeting</li> </ul> <p>Increase attendance of parents at school and district events by 10% as evidenced by:</p> <ul style="list-style-type: none"> <li>Sign in sheets</li> <li>Annual Parent Survey</li> <li>Parent Feedback</li> </ul>	<p>Provide ongoing parent training (including CCSS) as evidenced by:</p> <ul style="list-style-type: none"> <li>Flyers</li> <li>Meeting schedules</li> <li>Parent Feedback Form Survey</li> <li>Parent Advisory meeting</li> </ul> <p>Increase attendance of parents at school and district events by 20% as evidenced by:</p> <ul style="list-style-type: none"> <li>Sign in sheets</li> <li>Annual Parent Survey</li> <li>Parent Feedback</li> </ul>	#3: Parent Involvement



Parent Engagement Plan Parent Advisory Meeting Agendas School Plan for Student Achievement					Parent Survey  Monitor inclusion of parent engagement strategies • School Plan for Student Achievement • School Site Council Minutes	Monitor inclusion of parent engagement strategies • School Plan for Student Achievement School Site Council Minutes	Monitor inclusion of parent engagement strategies • School Plan for Student Achievement School Site Council Minutes	
<b>Need:</b> Based on the metrics below, and staff, parent and community input, some district students report being bullied at school, thereby hindering the learning experience.  <b>Metrics:</b> Healthy Kids Survey District behavioral data School level behavioral data	<b>Goal #14</b> Provide an environment where students feel safe by reducing the number of students who report being bullied at school.	All	All		Baseline number of reported incidents is 40 (2013-14 School Year).  Reduce District-wide verified incidents of bullying by 10% from baseline as evidenced by: • Healthy Kids Survey • District Behavioral Data • School Level Data	Reduce District-wide verified incidents of bullying by 20% from baseline as evidenced by: • Healthy Kids Survey • District Behavioral Data • School Level Data	Reduce District-wide verified incidents of bullying by 50% from baseline as evidenced by: • Healthy Kids Survey • District Behavioral Data • School Level Data	#6: School Climate  #5: Pupil Engagement
<b>Need:</b> To better prepare 21 <sup>st</sup> Century	<b>Goal #15</b> Partner with community-	All	All		Increase number of community and business	Increase number of community and business	Increase number of community and business	SCUSD Local Priority

<p>Learners for College and Career, a need exists to provide students with greater opportunities for internships with Business Partners, Local Agencies, Medical Institutions, and Universities, to extend learning experiences beyond the boundaries of school, and to increase career pathways.</p> <p><b>Metrics:</b> Number of organizations engaged in partnerships.</p> <p>Number of businesses engaged in partnerships.</p> <p>Number of students participating in partnerships.</p>	<p>based organizations and businesses to collaboratively prepare students for college and career success.</p>				<p>partnerships over baseline (17 in 2013-2014 School Year) by 30% as evidenced by:</p> <ul style="list-style-type: none"> <li>• Membership Database</li> <li>• Community Partnership events</li> <li>• Meeting and Networking Opportunities</li> </ul> <p>Increase number of students enrolled in Career Technical Education/Regional Occupational Program and participating in partnerships</p> <ul style="list-style-type: none"> <li>• Enrollment Data</li> <li>• Partnership tracking records</li> </ul>	<p>partnerships by 40% over baseline as evidenced by:</p> <ul style="list-style-type: none"> <li>• Membership Database</li> <li>• Community Partnership events</li> <li>• Meeting and Networking Opportunities</li> </ul> <p>Conduct District-wide events for students to network with partners as evidenced by:</p> <ul style="list-style-type: none"> <li>• Flyers</li> <li>• Event Notices</li> <li>• Sign In sheets</li> <li>• Field Trip Document-ation</li> </ul> <p>Increase number of students enrolled in Career Technical Education/Regional Occupational Program and participating in partnerships</p> <ul style="list-style-type: none"> <li>• Enrollment Data</li> </ul>	<p>partnerships by 50% over baseline as evidenced by:</p> <ul style="list-style-type: none"> <li>• Membership Database</li> <li>• Community Partnership events</li> <li>• Meeting and Networking Opportunities</li> </ul> <p>Conduct District-wide events for students to network with partners as evidenced by:</p> <ul style="list-style-type: none"> <li>• Flyers</li> <li>• Event Notices</li> <li>• Sign In sheets</li> <li>• Field Trip Document-ation</li> </ul> <p>Increase number of students enrolled in Career Technical Education/Regional Occupational Program and participating in partnerships</p> <ul style="list-style-type: none"> <li>• Enrollment Data</li> </ul>	
---	---	--	--	--	---	---	---	--

						• Partnership tracking records	• Partnership tracking records	
<p><b>Need:</b> SCUSD is in Year 3 of Title I Program Improvement and in Year 4 of Title III Program Improvement, facing corrective action under both programs.</p> <p><b>Metrics:</b> SBAC CAHSEE School Attendance Graduation Rate Student Suspension and Expulsion rates</p> <p>CCSS-Professional Dev. records SST documents Site Intervention Plans CCSS Implementation Plan</p>	<p><b>Goal #16</b> Provide additional supports and services to accelerate student achievement and school connectedness</p>	Low Income Pupils	All		<p>District Staff will participate in CCSS trainings that support differentiated instruction for accelerating student achievement and school connectedness.</p> <ul style="list-style-type: none"> <li>• CCSS PD records</li> </ul> <p>Identify students needing additional supports per metrics below, and review placement/intervention schedules</p> <ul style="list-style-type: none"> <li>• SBAC (as data becomes available)</li> <li>• District Benchmark Assessments</li> <li>• CAHSEE</li> </ul>	<p>Implement and monitor strategic interventions provided for identified students.</p> <ul style="list-style-type: none"> <li>• CCSS PD records</li> <li>• Site Intervention Plans</li> <li>• SST data</li> </ul> <p>Reduce the number of students needing intensive vs strategic supports by 25% as evidenced by:</p> <ul style="list-style-type: none"> <li>• SBAC (as data becomes available)</li> <li>• District Benchmark Assessments</li> <li>• CAHSEE</li> </ul>	<p>Evaluate ongoing implementation of intervention and support services, and the impact on student achievement and school connectedness</p> <ul style="list-style-type: none"> <li>• CCSS PD records</li> <li>• Site Intervention Plans</li> <li>• SST data</li> </ul> <p>Reduce the number of students needing intensive vs strategic supports by 75% as evidenced by:</p> <ul style="list-style-type: none"> <li>• SBAC (as data becomes available)</li> <li>• District Benchmark Assessments</li> <li>• CAHSEE performance</li> </ul>	<p>#2: Implement-ation of State Standards</p> <p>#4: Pupil Achievement</p> <p>#5: Pupil Engagement</p>

					performance  Identify at risk student populations requiring additional support, to improve school connectedness and attendance. <ul style="list-style-type: none"> <li>School Attendance Rates</li> <li>Drop out and High School</li> </ul>	performance  Provide professional development to Counselors, Community Liaisons, Parents, Administrators, Registrars, on key identification factors that influence school connectedness and attendance per: <ul style="list-style-type: none"> <li>School Attendance Rates</li> <li>Drop out and High School</li> </ul>	Extend professional development to teachers and community on key identification factors that influence school connectedness and attendance per: <ul style="list-style-type: none"> <li>School Attendance Rates</li> <li>Drop out and High School</li> </ul>	
<b>Need:</b> SCUSD is in Year 4 of Title III Program Improvement status for not meeting the academic targets for ELs to meet the AYP expectations for growth in CELDT and STAR testing the last	<b>Goal #17</b> English Learners will be provided with additional support in language acquisition and academic areas.	English Learners	All		Administrators, Teachers, EL support staff and EL Parents will participate in CCSS trainings that supports initial implementation of the new CA ELA/ELD	Administrators, Teachers, EL support staff and parents will participate in CCSS trainings on early implementation of Designated and Integrated ELD per the new CA	Administrators, Teachers, EL support staff and parents will participate in CCSS trainings supporting full implementation of Designated and Integrated ELD	#4 Pupil Achievement  SCUSD Local Priority

for 4 years.  <b>Metrics:</b> CELDT SBAC CAHSEE  EL Redesignation Rates Long-term EL Data Title III Improvement Plan					Frameworks designed to accelerate EL student achievement as measured by: • CELDT • SBAC • CAHSEE and • EL Re-designation Rates	Frameworks designed to accelerate EL student achievement as measured by: • CELDT • SBAC • CAHSEE • EL Re-designation Rates	and materials per the new CA Frameworks designed to accelerate EL student achievement as measured by: • CELDT • SBAC • CAHSEE • EL Re-designation Rates	
<b>Need:</b> A review of district structures identifies the need for a comprehensive system of identification of Foster Youth, and the provision of academic and socio-emotional supports to address the unique needs of Foster Youth.  <b>Metrics:</b> CELDT SBAC CAHSEE Local Assessments	<b>Goal #18</b> Close Foster Youth achievement gap.	Foster Youth	All		Site staff, Teachers and Student Services staff will collaborate in assessing Foster Youth academic performance and participation in support services to establish baseline data on Foster Youth academic performance in a minimum of three of the following measures: • CELDT • SBAC • CAHSEE	Site staff, Teachers and Student Services staff will collaborate in assessing Foster Youth academic performance and participation in support services in order to have 80% of Foster Youth performing at standard in a minimum of three of the following measures: • CELDT • SBAC • CAHSEE	Site staff, Teachers and Student Services staff will collaborate in assessing Foster Youth academic performance and participation in support services in order to have 100% of Foster Youth performing at standard in a minimum of three of the following measures: • CELDT • SBAC • CAHSEE	#4: Pupil Achievement  #5: Pupil Engagement  #6 School Climate

<p>School Attendance High School Graduation Rate</p> <p>School suspension and expulsion rates</p> <p>Counselor records Master Schedules Student Enrollment data</p>					<ul style="list-style-type: none"> <li>• School Attendance</li> <li>• &amp; High School Graduation Rate</li> <li>• School suspension and expulsion rates</li> <li>• Healthy Kids Survey</li> </ul>	<ul style="list-style-type: none"> <li>• School Attendance</li> <li>• &amp; High School Graduation Rate</li> <li>• School suspension and expulsion rates</li> <li>• Healthy Kids Survey</li> </ul>	<ul style="list-style-type: none"> <li>• School Attendance</li> <li>• &amp; High School Graduation Rate</li> <li>• School suspension and expulsion rates</li> <li>• Healthy Kids Survey</li> </ul>	
<p><b>Need:</b> A review of district programs identifies the need to provide a comprehensive system to increase timely access to foster student's attendance and academic data, with greater articulation between the County Office of Education, CDE, district office, and school sites.</p> <p><b>Metrics:</b> CELDT SBAC CAHSEE</p>	<p><b>Goal #19</b> Decrease adverse effects of school mobility on Foster Youth</p>	Foster Youth	All		<p>Site staff in charge of student registration will be trained on improved identification and system tagging of Foster Youth as well as referrals to services in order to identify a minimum of 80% of these students. Data to be collected for this goal will be:</p> <ul style="list-style-type: none"> <li>• CELDT</li> <li>• SBAC</li> <li>• CAHSEE</li> <li>• School</li> </ul>	<p>Site staff in charge of student registration will be trained on improved identification and system tagging of Foster Youth as well as referrals to services in order to identify 80% of these students. Data to be collected for this goal will be:</p> <ul style="list-style-type: none"> <li>• CELDT</li> <li>• SBAC</li> <li>• CAHSEE</li> <li>• School Attendance</li> </ul>	<p>Site staff in charge of student registration will be trained on improved identification and system tagging of Foster Youth as well as referrals to services in order to continue to identify 100% of these students. Data to be collected for this goal will be:</p> <ul style="list-style-type: none"> <li>• CELDT</li> <li>• SBAC</li> <li>• CAHSEE</li> <li>• School</li> </ul>	<p>#4: Pupil Achievement</p> <p>#5: Pupil Engagement</p> <p>#6: School Climate</p>

School Attendance High School Graduation Rate					Attendance • & High School Graduation Rate	• & High School Graduation Rate	Attendance • & High School Graduation Rate	
School suspension and expulsion rates Healthy Kids Survey					• School suspension and expulsion rates • Healthy Kids Survey	• School suspension and expulsion rates • Healthy Kids Survey	• School suspension and expulsion rates • Healthy Kids Survey	
<b>Need:</b> Prevent RFEP students' academic regression after re- designation and keep them on track for College and Career transition.  <b>Metrics:</b> SBAC CAHSEE Local Assessment Data School Attendance High School Graduation Rate	<b>Goal #20</b> All re- designated students will continue to be academically proficient.	Re- designated EL students	All		Designated Site and District EL Support staff will collaborate to monitor the academic performance of re- designated EL students twice a year to establish baseline data and generate intervention plans for those who are not academically successfully. Progress will be assessed by the following measures: • SBAC • CAHSEE • Local	Designated Site and District EL Support staff will collaborate to monitor the academic performance of re-designated EL students twice a year and establish intervention plans for those who are not academically successfully resulting in 70% of them reaching proficiency . Progress will be assessed by the following measures: • SBAC • CAHSEE	Designated Site and District EL Support staff will collaborate to monitor the academic performance of re-designated EL students twice a year and establish intervention plans for those who are not academically successfully resulting in 100% of them reaching proficiency . Progress will be assessed by the Progress will be assessed by the following measures:	#4: Pupil Achievement  #5: Pupil Engagement

					<div>Assessment Data<ul style="list-style-type: none"><li>School Attendance</li><li>High School Graduation Rates</li></ul></div>	<div><ul style="list-style-type: none"><li>Local Assessment Data</li><li>School Attendance</li><li>High School Graduation Rates</li></ul></div>	<div><ul style="list-style-type: none"><li>SBAC</li><li>CAHSEE</li><li>Local Assessment Data</li><li>School Attendance</li><li>High School Graduation Rates</li></ul></div>	
--	--	--	--	--	--	---	---	--



### **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, school-wide, countywide, or charter-wide 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
<b>Goal #1</b> Maintain clean and safe learning environments.	#1: Basic  #6: School Climate	Establish a Facilities Task Force to review District infrastructure and capacity to meet State criteria for clean and safe facilities.  Complete current Bond program  Increase district staffing levels to ensure compliance with State criteria for maintaining clean and safe facilities.  Update District wide Emergency Safety Plan and Procedures.	LEA		Establish a Facilities Task Force to review district infrastructure and capacity to meet State criteria for clean and safe facilities. Anticipated Costs: \$1000 Funding Sources: General Fund  Complete current Bond program: purchase Agnews property and mitigate site; complete remaining projects Anticipated Costs: \$74,000,000 Funding Sources: Bond fund and developer	Conduct annual survey of facilities and identify necessary improvements to ensure safe clean learning environments. Anticipated Costs: \$1000 Funding Sources: General Fund  Continue mitigating Agnews site Anticipated Costs: \$5,000,000 Funding Sources: Bond fund and developer fees	Conduct annual survey of facilities and identify necessary improvements to ensure safe clean learning environments. Anticipated Costs: \$1000 Funding Sources: General Capital Facilities & Building Funds  Continue mitigating Agnews site Anticipated Costs: \$5,000,000 Funding Sources:

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
		Conduct Site and District Level Safety Drills annually.			<p>fees</p> <p>Increase district custodial staffing by 5 FTE. Anticipated Costs: \$300,000 Funding Sources: General Fund</p> <p>Update District-wide Emergency Safety Plan and Procedures Anticipated Costs: \$20,000 Funding Sources: General Fund</p> <p>Conduct Site and District Safety Drills Anticipated Costs: \$1000 Funding Sources: General Fund</p>	<p>Increase district custodial staffing by an additional 5 FTE. Anticipated Costs: \$600,000 Funding Sources: General Fund</p> <p>Conduct annual survey of facilities and increase staff as necessary, based on State and local criteria for safe and clean facilities. Anticipated Costs: \$1000 Funding Sources: General Fund</p> <p>Review and update Safety Plan. Anticipated Costs: \$1000 Funding Sources: General Fund</p>	<p>Bond fund and developer fees</p> <p>Continue increased custodial staffing by 5 FTE. Anticipated Costs: \$600,000 Funding Sources: General Fund</p> <p>Conduct annual survey of facilities and increase staff as necessary, based on State and local criteria for safe and clean facilities. Anticipated Costs: \$1000 Funding Sources: General Fund</p> <p>Review and update Safety Plan. Anticipated Costs: \$1000 Funding Sources:</p>

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
						Conduct Site and District Safety Drills Anticipated Costs: \$1000 Funding Sources: General Fund	General Fund  Conduct Site and District Safety Drills Anticipated Costs: \$1000 Funding Sources: General
<b>Goal #2</b> Provide professional development to strengthen the capacity of teachers and classified staff in the continued transition and successful implementation of the Common Core State Standards.	#2: Implementation of State Standards  #4: Pupil Achievement	Establish district level infrastructure necessary for all teachers to successfully implement common core standards.  Develop a 3-year CCSS implementation plan that includes all district staff as outlined in our LEA plan.  Provide additional time for professional	LEA		Increase district level support staff to provide infrastructure to facilitate provision of Professional Development and Coaching to teachers and administrators in implementation of the CCSS. (Full release TOSA/Coaches 2 Elementary, 4 Secondary, 1 CTE, 1 English Learners, 1 Technology). Anticipated Costs: \$85,000/FTE; \$765,000 Funding Sources: Targeted Funds	Continue increased district level support staff to provide infrastructure to facilitate provision of Professional Development and Coaching to teachers and administrators in implementation of the CCSS. (Full release TOSA/Coaches 2 Elementary, 4 Secondary, 1 CTE, 1 English Learners, 1 Technology). Anticipated Costs: \$85,000/FTE;	Continue increased district level support staff to provide infrastructure to facilitate provision of Professional Development and Coaching to teachers and administrators in implementation of the CCSS. (Full release TOSA/Coaches 2 Elementary, 4 Secondary, 1 CTE, 1 English Learners, 1 Technology). Anticipated Costs: \$85,000/FTE;

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
		development and teacher collaboration.  Provide training on CCSS to Classified Instructional Staff			<p>Provide Certificated staff with four 4 additional professional development days in support of transitioning to the CCSS (negotiated). Anticipated Costs: \$1,500,000 Funding Sources: General Fund</p> <p>Establish a Classified Planning Team of 4 classified staff, which will require additional pay for attending planning meetings at the negotiated per hour rate. Anticipated Costs: \$5000 Funding Sources: General Fund</p> <p>Provide 2 day training over the course of the school year, on CCSS for Classified Instructional staff.</p>	<p>\$765,000 Funding Sources: Targeted Funds</p> <p>Evaluate staffing needs annually to ensure District capacity to provide support to schools in transitioning and implementing CCSS. Anticipated Costs: \$85,000 /FTE Funding Sources: Targeted Funds</p> <p>Implement Year 2 of the CCSS plan; ongoing professional development includes 2 days of substitute costs per classroom teacher. Anticipated Costs: \$250/teacher (\$150,000) Funding Sources: General Fund</p>	<p>\$765,000 Funding Sources: Targeted Funds</p> <p>Evaluate staffing needs annually to ensure District capacity to provide support to schools in transitioning and implementing CCSS. Anticipated Costs: \$85,000/FTE Funding Sources: Targeted Funds</p> <p>Implement Year 3 of the CCSS plan; ongoing professional development includes 2 days of substitute costs per classroom teacher. Anticipated Costs: \$250/teacher (\$150,000) Funding Sources: General Fund</p>

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
					Anticipated Costs: \$500,000 Funding Sources: CCSS/One Time Funds	Explore options for web-based delivery of professional development. Anticipated Costs: \$25,000 Funding Sources: General Fund  Provide 2 day training to Classified Instructional Staff over the course of the school year on CCSS. Anticipated Costs: \$500,000 Funding Sources: One Time Funds	Purchase and Implement an online/web-based model for delivery of professional development. Anticipated Costs: \$50,000 Funding Sources: General Fund  Provide 2 day training over the course of the school year, on CCSS for Classified Instructional staff. Anticipated Costs: \$500,000 Funding Sources: One Time Funds

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
<b>Goal #3</b> Increase access to standards-aligned instructional materials.	#1: Basic  #2: Implement-ation of State Standards	Purchase and Pilot CCSS mathematics instructional materials.  Pilot standards aligned ELA instructional materials.  Develop unit plans, pacing guides, and common assessments in Math.  Purchase standards aligned bridge materials and electronic resources.	LEA		Select and pilot CCSS mathematics instructional materials. Anticipated Costs: \$1000 Funding Sources: Instructional Materials Budget  Substitute costs for development of pacing guides and assessments. Anticipated Costs: \$125/day/teacher (\$10,000) Funding Sources: General Fund  Purchase standards-aligned bridge materials and electronic resources. Anticipated Costs: \$500,000 Funding Sources: One Time Funds  Provide professional development to teachers	Adopt and purchase CCSS aligned math instructional materials. Anticipated Costs: \$1,500,000 Funding Sources: One Time Funds  Begin to provide training to administrators and teachers on new standards aligned math materials. Anticipated Costs: \$1000 Funding Sources: General Fund  Inventory bridge materials and purchase additional materials based on need and results of inventory. Anticipated Costs: \$1000	Pilot CCSS aligned ELA instructional materials. Anticipated Costs: \$1,500,000 Funding Sources: One Time Funds  Continue to provide training to administrators and teachers on new standards aligned math materials. Anticipated Costs: \$1000 Funding Sources: General Fund  Inventory electronic standard aligned resources, purchase additional materials based on need and results of inventory. Anticipated Costs: \$1000 Funding Sources:



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
					and administrators on the use of new materials. Anticipated Costs: \$50,000 Funding Sources: CCSS	Funding Sources: General Fund  Continue to provide professional development to teachers and administrators on the use of the new materials. Anticipated Costs: \$1000 Funding Sources: General Fund	General Fund  Continue to provide professional development to teachers and administrators on use of the new materials. Anticipated Costs: \$1000 Funding Sources: General Fund
<b>Goal #4</b> Increase student access to and use of technology to promote academic achievement and the acquisition of 21 <sup>st</sup> Century skills.	#2: Implementation of State Standards  SCUSD Local Priority	Update District Technology Plan  To adhere to newly revised Technology Plan, increase District infrastructure to support use of technology.  Ensure that students in every classroom have access to and	LEA		Update District Technology Plan Anticipated Costs: \$50,000 Funding Sources: General Fund  To adhere to newly revised District Technology Plan, purchase additional technology to decrease student to device ratios.	To adhere to District Technology Plan, purchase additional technology to decrease student to device ratios. Anticipated Costs: \$1,000,000 Funding Sources: One Time Funds	To adhere to District Technology Plan, purchase additional technology to decrease student to device ratios. Anticipated Costs: \$1,000,000 Funding Sources: One Time Funds

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
		technology to master CCSS and 21st century skills.			Anticipated Costs: \$1,000,000 Funding Sources: One Time Funds		
<b>Goal #5</b> Increase Visual and Performing Arts programs across the District.	#7: Course Access  #8: Other Pupil Outcomes  SCUSD Local Priority	Increase VAPA programs to include elementary music.  Develop a 3 year plan to support the K-12 visual and performing arts (VAPA) program, including examining infrastructure and other exemplary models.  Provide students with opportunities to participate in extra-curricular activities to increase exposure to the Arts.	LEA		Reinstate Elementary music by providing staffing support. Anticipated Costs: \$300,000 Funding Sources: Targeted Funds  Develop and post on website a K-12 Visual & Performing Arts Plan Anticipated Costs: \$5,000 Funding Sources: General Fund  Provide opportunities for students to participate in enrichment activities such as field trips, to enhance knowledge of the Arts. Anticipated Costs:	Evaluate District Music programs, identifying improvement opportunities. Anticipated Costs: \$1000 Funding Sources: General Fund  Audit VAPA course offerings and schedules to ensure access for all students, implementing identified opportunities for improvement. Anticipated Costs: \$10,000 Funding Sources: General Fund	Evaluate District Music programs and modify to improve as determined by program evaluation. Anticipated Costs: \$1000 Funding Sources: General Fund  Audit VAPA course offerings and schedules to ensure access for all students, implementing identified opportunities for improvement. Anticipated Costs: \$10,000 Funding Sources: General Fund

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
					\$500,000 Funding Sources: Grant Funds and Targeted Funds	Provide opportunities for students to participate in enrichment activities such as field trips, to enhance knowledge of the Arts. Anticipated Costs: \$500,000 Funding Sources: Grant Funds and Targeted Funds	Provide opportunities for students to participate in enrichment activities such as field trips, to enhance knowledge of the Arts. Anticipated Costs: \$500,000 Funding Sources: Grant Funds and Targeted Funds
<b>Goal #6</b> Increase access to library and media services for all students.	SCUSD Local Priority	Provide opportunity for teachers and students develop the necessary skills to conduct research and use media effectively in 21 <sup>st</sup> century library media centers.  Improve infrastructure for library services.	LEA		Provide additional staffing in libraries beginning with elementary LMAs. Evaluate staffing annually. Anticipated Costs: \$160,000 Funding Sources: Targeted Funds	Provide increased staffing in libraries beginning with elementary LMAs. Evaluate staffing annually. Anticipated Costs: \$250,000 Funding Sources: Targeted Funds  Update district library system to incorporate e-	Provide increased staffing in libraries beginning with elementary LMAs. Evaluate staffing annually. Anticipated Costs: \$250,000 Funding Sources: Targeted Funds  Continue to increase resources and update collections (including

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
						resources as well as a web based portal. Anticipated Costs: \$40,000 Funding Sources: Targeted Funds	e-resources). Anticipated Costs: \$1,000 Funding Sources: General Fund
<b>Goal #7</b> All students will master the ELA common core standards as measured by the SBAC assessments established in 2014-15.	#4 Pupil Achievement  #2: Implementation of CCSS	Administer, formatively analyze, and monitor student results of CCSS aligned assessments and use results to improve instruction.  Increase the number of students scoring proficient or above on the ELA CCSS/SBAC benchmarks by providing intervention and supports during the instructional day.	LEA		Continue to train all administrators on high quality instruction through Instructional Rounds. Anticipated Costs: \$20,000 Funding Sources: Title II/Targeted Funds  Provide professional development for administrators and teachers on district adopted Intervention Curriculum. Anticipated Costs: \$30,000 Funding Sources: Title II/Targeted Funds	Establish District-wide benchmark assessment structures for K-8. Anticipated Costs: \$10,000 Funding Sources: Title II/Targeted Funds  Provide training to certificated and classified instructional staff on use of benchmark assessment system. Anticipated Costs: \$10,000 Funding Sources: Title II/Targeted Funds	Continue to train certificated and classified instructional staff on use of benchmark assessment system. Anticipated Costs: \$10,000 Funding Sources: Title II/Targeted Funds  Continue to train teachers and classified instructional support staff on SBAC assessments and tools of the test. Anticipated Costs: \$10,000

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
						Train teachers and classified instructional support staff on SBAC assessments and tools of the test. Anticipated Costs: \$10,000 Funding Sources: Title II/Targeted Funds	Funding Sources: Title II/Targeted Funds
<b>Goal #8</b> All students will master the Math common core standards as measured by the SBAC assessments established in 2014-15.	#4 Pupil Achievement #2: Implementation of CCSS	Increase the number of students scoring proficient or above on the Math CCSS/SBAC benchmarks by providing intervention and support during the instructional day.  Strengthen District infrastructure to improve math instruction (e.g., mathematics instruction consultant,	LEA		Provide PD to administrators and teachers on district intervention curriculum. Anticipated Costs: \$1,000 Funding Sources: General Fund  Conduct District Math Institute Anticipated Costs: \$500,000 Funding Sources: One Time Funds	Evaluate inventory of supplemental CC aligned math resources for academic enrichment and intervention and purchase as needed. Anticipated Costs: \$1,000 Funding Source: Instructional Materials  Implement intervention	Evaluate effectiveness of the new intervention programs, making modifications as needed. Anticipated Costs: \$1,000 Funding Source: Instructional Materials  Continue to develop unit plans, pacing guides, and

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
		<p>math coaches, TOSAs, District Math Institute etc.).</p> <p>Conduct District Math Institute</p> <p>Develop unit plans, pacing guides, and common assessments in mathematics.</p>			<p>Hire two full time release Math TOSA/Coaches at Secondary and one full time release Math TOSA/Coach at Elementary to provide professional development, coaching and math support to teachers. Anticipated Costs: \$85,000/FTE Funding Sources: Targeted Funds</p> <p>District Math Consultant will facilitate math training and support and development of pacing guides and assessments. Anticipated Costs: \$40,000 Funding Sources: Targeted Funds</p> <p>Develop unit plans, pacing guides, and</p>	<p>programs using identified District curriculum. Anticipated Costs: \$100,000 Funding Source: Instructional Materials</p> <p>Continue to develop unit plans, pacing guides, and assessments. Anticipated Costs: \$125/day/teacher (\$100,000) Funding Sources: Targeted Funds</p> <p>.</p>	<p>assessments. Anticipated Costs: \$125/day/teacher (\$100,000) Funding Sources: Targeted Funds</p>

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
					assessments. Anticipated Costs: \$125/day/teacher (\$100,000) Funding Sources Targeted Funds		
<b>Goal #9</b> English Learners will meet or exceed the Title III Annual Measurable Achievement Objectives (AMAO 2 & 3) for English Learners as established by State and Federal growth targets.	#4: Pupil Achievement  #2: Implementation of CCSS  #7: Course Access	Ensure that all English Learners will make sufficient progress in English proficiency and will make sufficient progress toward mastery of the grade level ELA and Math content standards as defined in the Title III plan Goal 2C	LEA		Analyze LTEL data and determine research-based best practices that accelerate English language acquisition and academic achievement Anticipated Cost: \$1000 Funding Source: Title III/Targeted Funds  Expand the ELD task force to evaluate current programs and select 5 key instructional EL strategies to implement in order to foster academic vocabulary and content discourse development. Anticipated Cost:	Continue to train teachers on research based practices ( e.g. 5 key instructional strategies and common targeted academic vocabulary) Anticipated Cost: \$75,000 Funding Source: Title III/Targeted Funds  Ongoing analysis of EL/LTEL data to determine initial impact of early implementation of CCSS and introduce ELD standards training to address	Implement District-wide observation tool to monitor implementation of key EL instructional strategies and targeted academic vocabulary by administrators. Anticipated Cost: \$100,000 Funding Source: Title III/Targeted Funds  Conduct ongoing analysis of EL/LTEL data to determine initial impact of training and implementation of

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
					<p>\$1000 Funding Source: Title III/Targeted Funds</p> <p>Initial teacher training on research based practices ( e.g. 5 key instructional strategies and common targeted academic vocabulary) Anticipated Cost: \$75,000 Funding Source: Title III/Targeted Funds</p> <p>Teachers and coaches analyze CCSS and CAHSEE language demands in ELA and Math to determine professional development needed. Anticipated Cost: \$1000 Funding Source: Title III/Targeted Funds</p>	<p>core subjects' language demands for ELs. Anticipated Cost: \$1000 Funding Source: Title III/Targeted Funds</p> <p>Evaluate current EL instructional materials and determine needs with regard to existing or new materials. Anticipated Cost: \$1000 Funding Source: Title III/Targeted Funds</p> <p>Administrators pilot the observation tool based on selected 5 key EL instructional strategies and academic vocabulary.</p>	<p>CCSS and ELD standards to address core subjects' language demands for ELs. Anticipated Cost: \$1000 Funding Source: Title III/Targeted Funds</p> <p>Monitor instruction for alignment of CCSS, ELD Standards and CAHSEE requirements. Anticipated Cost: \$1000 Funding Source: Title III/Targeted Funds</p>



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
						Anticipated Cost: \$5000 Funding Source: Title III/Targeted Funds	
<b>Goal #10</b> Reduce the overall number of students identified for special education, by implementing a multi-tiered system of academic and behavioral support within the general education setting.	#4: Pupil Achievement  #6: School Climate	Establish a multi-tiered system of supports to increase the number of students who succeed in the general education program, while better supporting students with special needs.	LEA		Review findings from the Special Education Audit, implementing recommendations appropriate. Anticipated Costs: \$1,000 Funding Sources: General Fund  Provide Student Success Team (SST) training for administrators and teachers. Anticipated Costs: \$50,000 Funding Sources: General Fund  Provide training on identified District intervention materials	Continue to review findings from Special Education Audit, implementing recommendations appropriate. Anticipated Costs: \$1,000 Funding Sources: General Fund  Provide SST training for administrators and teachers. Anticipated Costs: \$1,000 Funding Sources: General Funds  Train all district staff, both classified and certificated, on	Continue to review findings from Special Education Audit, implementing recommendations appropriate. Anticipated Costs: \$1,000 Funding Sources: General Fund  Continue to train all district staff, both classified and certificated, on SCUSD's multi-tiered systems of support (MTSS) model. Anticipated Costs: \$1,000 Funding Sources: General Fund

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
					and begin implementation of those in the core. Anticipated Costs: \$50,000 Funding Sources: General Fund	SCUSD's multi-tiered systems of support (MTSS) model. Anticipated Costs: \$1,000 Funding Sources: General Fund  Continue to provide training on district adopted intervention instructional materials and begin implementation of those in the core. Anticipated Costs: \$1,000 Funding Sources: General Fund  Evaluate intervention programs and pilot additional interventions if needed as determined by the task force. Anticipated Costs:	Continue to evaluate intervention programs and pilot additional interventions if needed as determined by the task force. Anticipated Costs: \$1,000 Funding Sources: General Fund  Conduct program evaluation and modify staffing needs based on findings. Anticipated Costs: \$1,000 Site Determined Funding Sources: Site Targeted

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
						\$1,000 Funding Sources: General Fund	
<b>Goal #11</b> Increase the percentage of students who are college or career ready.	#4: Pupil Achievement	Ensure that all students have equitable opportunities to be prepared for a college and/or career of their choice.  Establish a K-12 college/career planning committee to define an articulated plan for college/career readiness resulting in a 10-year post-secondary plan for every student.	LEA		Provide training to counselors on use of SCUSD On Track data system (Title I Plan) Anticipated Cost: \$1,000 Funding Source: Title I  Conduct a District-wide college and career planning event for middle and high school students and parents. (Title I Plan) Anticipated Cost: \$10,000 Funding Source: General Fund	Increase AVID (Advancement Via Individual Determination) course offerings across all middle and high schools Anticipated Cost: \$85,000/FTE Funding Source: General Fund  Conduct a District-wide college and career planning event for middle and high school students and parents. (Title I Plan) Anticipated Cost: \$10,000 Funding Source: General Fund	Conduct a District-wide college and career planning event for middle and high school students and parents. (Title I Plan) Anticipated Cost: \$10,000 Funding Source: General Fund  Provide professional development to administrators, secondary teachers and counselors on District College and Career Readiness Initiative. Anticipated Cost: \$1,000 Funding Source: General Fund

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 professional development to administrators, secondary teachers and counselors on District College and Career Readiness Initiative.  Anticipated Cost: \$1,000 Funding Source: General Fund	
<b>Goal #12</b> Reduce class sizes	#5: Pupil Engagement  #6: School Climate  #4: Pupil Achievement	Conduct a facilities capacity study (including development of a timeline) for class size reduction.  Implement class size reduction strategies	LEA		Conduct District capacity study to reduce class size. Anticipated Cost: \$20,000 Funding Source: General Fund, Capital Facility Fund  Implement class size reduction in accordance with State budget guidelines. Anticipated Cost: \$500,000 (\$85,000 per	Implement class size reduction based on available facilities and funding. Anticipated Cost: \$500,000 (\$85,000/class) Does not include cost of additional facilities Funding Source: Targeted, General Fund, Capital Facilities Fund	Continue to implement class size reduction based on available facilities and funding. Anticipated Cost: \$500,000 (\$85,000/class) Does not include cost of additional facilities Funding Source: Targeted, General Fund, Capital Facilities Fund

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
					class) Funding Source: General Fund		
<b>Goal #13</b> Increase parent engagement preschool through Adult Ed for our diverse student populations.	#3: Parent Involvement	Provide opportunity for parents to access resources that support parent education and engagement (e.g., implementation of Common Core State Standards)  Establish a District Parent Resource Center  Build internal capacity of support staff by establishing a position for a parent engagement liaison.  Monitor parent awareness and support activities across the District	LEA		Develop a district-wide parent engagement plan. Anticipated Cost: \$1,000 Funding Source: Targeted Funds  Hire parent engagement facilitator. Anticipated Cost: \$50,000 Funding Source: Targeted Funds  Determine a location, furniture, infrastructure, supplies, and staffing needs and establish a District Parent Resource Center. Anticipated Cost: \$100,000 Funding Source: Targeted Funds	Begin to provide parent trainings at the center based on the survey results. Anticipated Cost: \$10,000 Funding Source: Targeted Funds/ Title I  Continue to provide parent trainings to better connect parents with key initiatives (e.g., Common Core State Standards) and local resources and support services. Anticipated Cost: \$10,000 Funding Source: Targeted Funds	Continue to provide parent trainings to better connect parents with key initiatives (e.g., Common Core State Standards) and local resources and support services. Anticipated Cost: \$10,000 Funding Source: Targeted Funds/ title I  Include parent awareness and support activities in the School Plan for Student Achievement and monitor through the School Site Councils. Anticipated Cost:

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
		through the School Plan for Student Achievement and School Site Councils.			<p>Create and distribute a parent needs survey to determine what resources the center will provide. Anticipated Cost: \$5,000 Funding Source: Targeted Funds</p> <p>Provide parent trainings to better connect parents with key initiatives (e.g., Common Core State Standards) and local resources and support services. Anticipated Cost: \$10,000 Funding Source: Targeted Funds</p> <p>Include parent awareness and support activities in the School Plan for Student Achievement and monitor through the</p>	<p>Include parent awareness and support activities in the School Plan for Student Achievement and monitor through the School Site Councils. Anticipated Cost: \$1,000 Funding Source: Targeted Funds</p>	<p>\$1,000 Funding Source: Targeted Funds</p>

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 Site Councils. Anticipated Cost: \$1,000 Funding Source: Targeted Funds		
<b>Goal #14</b> Provide an environment where students feel safe by reducing the number of students who report being bullied at school.	#6: School Climate  #5: Pupil Engagement	Reduce bullying and promote healthy learning environments for all students.  Evaluate district programs and staffing capacity to determine how and where we might regularly educate students about bullying.	LEA		Increase funding for wellness coordinators via grants and district funding. Anticipated Cost: \$85,000 Funding Source: General Fund  Provide awareness training to parents, staff and students about new board policy on bullying. Anticipated Cost: \$1,000 Funding Source: General Fund  Work with school sites by providing information and resources to help them address bullying within their school plans.	Provide administrator, counselor training on Positive Behavioral Intervention and Supports (PBIS) Anticipated Cost: \$85,000 Funding Source: General Fund  Work with school sites by providing information and resources to help them address bullying within their school plans. Anticipated Cost: \$1,000 Funding Source: General Fund	Continue to provide administrator, counselor training on PBIS Anticipated Cost: \$85,000 Funding Source: General Fund  Work with school sites by providing information and resources to help them address bullying within their school plans. Anticipated Cost: \$1,000 Funding Source: General Fund

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
					Anticipated Cost: \$1,000 Funding Source: General Fund		
<b>Goal #15</b> Partner with community-based organizations and businesses to collaboratively prepare students for college and career success.	SCUSD Local Priority  SCUSD Local Priority	Review district level infrastructure to support development of partnerships and linked learning opportunities.  Provide opportunities for students to engage in linked learning, and opportunity to network with businesses.  Provide access and opportunities to prepare students for college and career success through Metro ED (i.e., Career Technical Education, Regional Occupational Program).	LEA		Hire a Career Technical Education Coordinator.  Anticipated Cost: \$100,000 Funding Source: Perkins Grant  Establish partnerships for linked learning. Anticipated Cost: \$1000 Funding Source: General Fund	Continue to implement Career Technical Education Coordinator.  Anticipated Cost: \$100,000 Funding Source: Perkins Grant  Continue to increase partnerships with organizations. Anticipated Cost: \$1000 Funding Source: General Fund  Conduct District-wide events for students to network with business partners. Anticipated Cost: \$10,000	Continue to implement Career Technical Education Coordinator.  Anticipated Cost: \$100,000 Funding Source: Perkins Grant  Continue to increase partnerships with organizations. Anticipated Cost: \$1000 Funding Source: General Fund  Conduct District wide events for students to network with business partners. Anticipated Cost:



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
						Funding Source: General Fund, ROP, Targeted Funds	\$10,000 Funding Source: General Fund, ROP, Targeted Funds
<b>Goal #16</b> Provide additional supports and services to accelerate student achievement and school connectedness	#2: Implementation of State Standards  #4: Pupil Achievement  #5: Pupil Engagement  #6: School Climate	<b>For low income pupils:</b>  Increase levels of support currently provided at schools with highest percentages of Socio-Economically Disadvantaged (SED) students.  Implement district wide structures for targeted progress monitoring of identified students.	LEA		Begin to provide increased administrative support at Title I schools. Anticipated Cost: \$120,000 Funding Source: Title I/Targeted Funds  Use assessment (NWEA) to identify students needing additional support. Monitor placement into intervention programs. Anticipated Cost: \$150,000 Funding Source: Title I/Targeted Funds  Monitor master schedule to ensure sufficient CAHSEE intervention classes. Anticipated Cost:	Continue to increase administrative support at Title 1 schools. Anticipated Cost: \$240,000 Funding Source: Title I/Targeted Funds  Continue to use assessment (NWEA) to identify students needing additional support. Monitor placement into intervention programs. Anticipated Cost: \$150,000 Funding Source: Title I/Targeted Funds	Continue to increase administrative support at Title 1 schools. Anticipated Cost: \$480,000 Funding Source: Title I/Targeted Funds  Continue to use assessment (NWEA) to identify students needing additional support. Monitor placement into intervention programs. Anticipated Cost: \$150,000 Funding Source: Title I/Targeted Funds

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
					<p>\$170,000 Funding Source: Title I/Targeted Funds</p> <p>Provide additional funding support for tutoring, mentoring and support programs. Anticipated Cost: \$100,000 Funding Source: Title I/Targeted Funds</p>	<p>Continue to monitor master schedule to ensure sufficient CAHSEE intervention classes. Anticipated Cost: \$170,000 Funding Source: Title I/Targeted Funds</p> <p>Provide professional development to classified instructional staff, teachers and administrators on school connectedness. Anticipated Cost: \$100,000 Funding Source: Title I/Targeted Funds</p> <p>Provide additional funding support for tutoring, mentoring</p>	<p>Continue to monitor master schedule to ensure sufficient CAHSEE intervention classes. Anticipated Cost: \$170,000 Funding Source: Title I/Targeted Funds</p> <p>Provide professional development to classified instructional staff, teachers and administrators on school connectedness. Anticipated Cost: \$100,000 Funding Source: Title I/Targeted Funds</p> <p>Provide additional funding support for tutoring, mentoring</p>

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
						and support programs. Anticipated Cost: \$100,000 Funding Source: Title I/Targeted Funds	and support programs. Anticipated Cost: \$100,000 Funding Source: Title I/Targeted Funds
<b>Goal 17:</b> English Learners will be provided with additional support in language acquisition and academic areas.	SCUSD Local Priority	<b>For English Learners:</b> Ensure that all English Learners will make sufficient progress in English proficiency and will make sufficient progress toward mastery of the grade level content standards by providing additional support.	LEA		Increase District Level capacity to provide coaching, program monitoring and evaluation of services. (EL Director, EL Coordinator, EL TOSA - Secondary) Anticipated Costs: \$360,000 Funding Sources: Title I, Title III, and Targeted Funds  Reinstate English Learner Student Support Assistants and provide professional development (e.g., ELD Standards, Access to Core	Maintain District Level capacity to provide coaching, program monitoring and evaluation of services. (EL Director, EL Coordinator, EL TOSA -Secondary) Anticipated Costs: \$360,000 Funding Sources: Title I, Title III, and Targeted Funds  Maintain English Learner Student Support Assistants and provide ongoing professional development.	Maintain District Level capacity to provide coaching, program monitoring and evaluation of services. (EL Director, EL Coordinator, EL TOSA -Secondary) Anticipated Costs: \$360,000 Funding Sources: Title I, Title III, and Targeted Funds  Maintain English Learner Student Support Assistants and provide ongoing professional development.

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
					<p>strategies, and monitoring EL progress). Anticipated Costs: \$250,000 Funding Sources: Title I, Title III, and Targeted Funds</p> <p>Audit designated and integrated ELD instruction/courses/schedules to establish effective language development instruction. Anticipated Cost: \$10,000 Funding Source: Title III and Targeted Funds</p> <p>Maintain EL Taskforce to monitor programs and practices, recommend modifications, and support implementation across the District. Anticipated Cost: \$10,000</p>	<p>Anticipated Costs: \$250,000 Funding Sources: Title I, Title III, and Targeted Funds</p> <p>Reformulate and monitor designated and integrated ELD instruction/courses/schedules according to ELD Standards continuum to ensure high quality and effectiveness of language development instruction. Anticipated Cost: \$10,000 Funding Source: Title III and Targeted Funds</p> <p>Monitor progress of English Learners who are supported by the ELSSAs.</p>	<p>Anticipated Costs: \$250,000 Funding Sources: Title I, Title III, and Targeted Funds</p> <p>Reformulate and monitor designated and integrated ELD instruction/courses/schedules according to ELD Standards continuum to ensure high quality and effectiveness of language development instruction. Anticipated Cost: \$10,000 Funding Source: Title III and Targeted Funds</p> <p>Monitor progress of English Learners who are supported by the ELSSAs.</p>

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
					Funding Source: Title III and Targeted Funds	Anticipated Cost: \$1000 Funding Source: Title III and Targeted Funds  Maintain EL Taskforce to monitor programs and practices, recommend modifications, and support implementation across the District. Anticipated Cost: \$10,000 Funding Source: Title III and Targeted Funds	Anticipated Cost: \$1000 Funding Source: Title III and Targeted Funds  Maintain EL Taskforce to monitor programs and practices, recommend modifications, and support implementation across the District. Anticipated Cost: \$10,000 Funding Source: Title III and Targeted Funds
<b>Goal 18:</b> Close Foster Youth achievement gap.	#4: Pupil Achievement  #5 Pupil	<b>For Foster Youth:</b> Update Board policies to reflect current legislation on Foster Youth.	LEA		Elevate Student Services Coordinator to Director level position to increase focus on Foster Youth. Anticipated Cost: \$25,000	Continue Student Services Coordinator at Director level position to increase focus on Foster Youth.	Continue Student Services Coordinator at Director level position to increase focus on Foster Youth.

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
	Engagement  #6 School Climate	Evaluate current district staffing to ensure provisions for and supports for a Foster Youth.			<p>Funding Source: Targeted Funds</p> <p>Appoint a Foster Youth Liaison. Anticipated Cost: \$50,000 Funding Source: Targeted Funds</p> <p>Establish a Foster Youth academic credit policy detailing method and practice for partial credit calculation, recovery in missing credits from other schools/districts, and determining requirements for waivers of local graduation requirements (AB167/216). Anticipated Cost: \$25,000 Funding Source: Targeted Funds</p> <p>Train Administrators,</p>	<p>Anticipated Cost: \$25,000 Funding Source: Targeted Funds</p> <p>Maintain Foster Youth Liaison. Anticipated Cost: \$50,000 Funding Source: Targeted Funds</p> <p>Continue to train Administrators, Counselors, and Teachers on new Foster Youth legislation and unique needs of Foster Youth. Anticipated Cost: \$10,000 Funding Source: Targeted Funds</p> <p>Continue to Collaborate with</p>	<p>Anticipated Cost: \$25,000 Funding Source: Targeted Funds</p> <p>Maintain Foster Youth Liaison. Anticipated Cost: \$50,000 Funding Source: Targeted Funds</p> <p>Evaluate programs and supports for Foster Youth and modify based on findings. Anticipated Cost: \$10,000 Funding Source: Targeted Funds</p> <p>Continue to train Administrators, Counselors, and Teachers on new Foster Youth legislation and unique needs of</p>

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
					<p>Counselors, Teachers, and those responsible for enrollment on new Foster Youth legislation and unique needs of Foster Youth. Anticipated Cost: \$10,000 Funding Source: Targeted Funds</p> <p>Provide increased funding to schools to provide targeted supports monitoring Foster Youth. Anticipated Cost: \$100,000 Funding Source: Targeted Funds</p> <p>Monitor placement of foster youth into alternative programs. Anticipated Cost: \$10,000 Funding Source: Targeted Funds</p>	<p>State and County Agencies to ensure access to knowledge and resources to support Foster Youth. Anticipated Cost: \$10,000 Funding Source: Targeted Funds</p> <p>Train Administrators, Counselors, and Teachers on new Foster Youth legislation and unique needs of Foster Youth. Anticipated Cost: \$10,000 Funding Source: Targeted Funds</p> <p>Provide increased funding to schools to provide targeted supports monitoring</p>	<p>Foster Youth. Anticipated Cost: \$10,000 Funding Source: Targeted Funds</p> <p>Provide increased funding to schools to provide targeted supports monitoring Foster Youth. Anticipated Cost: \$100,000 Funding Source: Targeted Funds</p> <p>Monitor placement of foster youth into alternative programs. Anticipated Cost: \$10,000 Funding Source: Targeted Funds</p> <p>Continue to participate in local Foster Youth collaborative and</p>

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
					<p>Participate in local Foster Youth collaborative and other information sharing forums to ensure access to knowledge and resources to support Foster Youth. Anticipated Cost: \$20,000 Funding Source: Targeted Funds</p>	<p>Foster Youth. Anticipated Cost: \$100,000 Funding Source: Targeted Funds</p> <p>Monitor placement of foster youth into alternative programs. Anticipated Cost: \$10,000 Funding Source: Targeted Funds</p> <p>Continue to participate in local Foster Youth collaborative and other information sharing forums to ensure access to knowledge and resources to support Foster Youth. Anticipated Cost: \$20,000 Funding Source: Targeted Funds</p>	<p>other information sharing forums to ensure access to knowledge and resources to support Foster Youth. Anticipated Cost: \$20,000 Funding Source: Targeted Funds</p>



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
<b>Goal #19</b> Decrease adverse effects of school mobility on Foster Youth	#4: Pupil Achievement  #5 Pupil Engagement  #6 School Climate	<b>For Foster Youth:</b> Ensure provision of LEA infrastructure to support monitoring and supporting foster youth's unique needs, and resources that align with state and county regulations.  Monitor attendance, academic and social data for Foster Youth.	LEA		Update Board policies to reflect new legislation regarding Foster Youth. Anticipated Cost: \$5000 Funding Source: Targeted Funds  Establish Foster Youth Advocacy Council comprised of foster parents, school personnel, and social workers. Anticipated Cost: \$10,000 Funding Source: Targeted Funds  Ensure that the Student Information System identifies Foster Youth and shares/reports Foster Youth data in a timely and accurate manner with the State,	Continue to update Board policies to reflect new legislation regarding Foster Youth. Anticipated Cost: \$5000 Funding Source: Targeted Funds  Maintain Foster Youth Advocacy Council comprised of foster parents, school personnel, and social workers. Anticipated Cost: \$10,000 Funding Source: Targeted Funds  Continue to ensure that the Student Information System identifies Foster Youth and	Continue to update Board policies to reflect new legislation regarding Foster Youth. Anticipated Cost: \$5000 Funding Source: Targeted Funds  Maintain Foster Youth Advocacy Council comprised of foster parents, school personnel, and social workers. Anticipated Cost: \$10,000 Funding Source: Targeted Funds  Continue to ensure that the Student Information System identifies Foster Youth and

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
					<p>County, and other agencies. Anticipated Cost: \$10,000 Funding Source: Targeted Funds</p> <p>Assign counseling services to monitor attendance and academic and social data for Foster Youth. Anticipated Cost: \$20,000 Funding Source: Targeted Funds</p>	<p>shares/reports Foster Youth data in a timely and accurate manner with the State, County, and other agencies. Anticipated Cost: \$10,000 Funding Source: Targeted Funds</p> <p>Continue assignment of counseling services to monitor attendance and academic and social data for Foster Youth. Anticipated Cost: \$20,000 Funding Source: Targeted Funds</p>	<p>shares/reports Foster Youth data in a timely and accurate manner with the State, County, and other agencies. Anticipated Cost: \$10,000 Funding Source: Targeted Funds</p> <p>Continue assignment of counseling services to monitor attendance and academic and social data for Foster Youth. Anticipated Cost: \$20,000 Funding Source: Targeted Funds</p>
<b>Goal #20</b> All re-designated students will continue to be	#4: Pupil Achievement  #5:	<b>For re-designated fluent English-proficient pupils:</b> Ensure that re-designated students	LEA		District EL staff will develop systems and structures that monitor students two years after re-designation to English	Evaluate and modify systems and structures that monitor students two years after re-	Continue to evaluate and modify systems and structures that monitor students two years after re-

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
academically proficient.	Pupil Engagement	<p>are fully monitored for two years beyond their date of re-designation.</p> <p>RFEPs will be monitored and intervention plans will be established as needed.</p> <p>Annually evaluate trends of RFEP student performance at site and district level.</p>			<p>proficiency. Anticipated Cost: \$10,000 Funding Source: Targeted Funds</p> <p>Provide increased funding to schools to offer additional supports to re-designated students. (e.g., teachers, instructional aides). Anticipated Cost: \$500,000 Funding Source: Targeted Funds</p> <p>District EL staff will ensure that sites provide RFEP monitoring and intervention plan for each identified student as reflected in the School Plan for Student Achievement. Anticipated Cost: \$1000 Funding Source:</p>	<p>designation to English proficiency. Anticipated Cost: \$10,000 Funding Source: Targeted Funds</p> <p>Continue to provide funding to schools to offer additional supports to re-designated students (e.g., teachers, instructional aides). Anticipated Cost: \$500,000 Funding Source: Targeted Funds</p> <p>District EL staff will continue to ensure that sites provide RFEP monitoring and intervention plan for each identified student as reflected in the School Plan for Student</p>	<p>designation to English proficiency. Anticipated Cost: \$10,000 Funding Source: Targeted Funds</p> <p>Continue to provide increased funding to schools to offer additional supports (e.g., teachers, instructional aides). Anticipated Cost: \$500,000 Funding Source: Targeted Funds</p> <p>District EL staff will continue to ensure that sites provide RFEP monitoring and intervention plan for each identified student as reflected in the School Plan for Student</p>

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
					Targeted Funds	Achievement. Anticipated Cost: \$1000 Funding Source: Targeted Funds	Achievement. Anticipated Cost: \$1000 Funding Source: Targeted Funds

- 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 re-designated 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 re-designated 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
<b>Goal #16</b> Provide additional supports and services to accelerate student achievement and school connectedness	#2: Implement-ation of State Standards  #4: Pupil Achievement  #5: Pupil Engagement  #6: School Climate	<b>For low income pupils:</b>  Increase levels of support currently provided at schools with highest percentages of Socio-Economically Disadvantaged (SED) students.  Implement district wide structures for targeted progress monitoring of identified students.	LEA		Begin to provide increased administrative support at Title I schools. Anticipated Cost: \$120,000 Funding Source: Title I/Targeted Funds	Continue to increase administrative support at Title 1 schools. Anticipated Cost: \$240,000 Funding Source: Title I/Targeted Funds	Continue to increase administrative support at Title 1 schools. Anticipated Cost: \$480,000 Funding Source: Title I/Targeted Funds
					Use assessment (NWEA) to identify students needing additional support. Monitor placement into intervention programs. Anticipated Cost: \$150,000	Continue to use assessment (NWEA) to identify students needing additional support. Monitor placement into intervention programs. Anticipated Cost:	Continue to use assessment (NWEA) to identify students needing additional support. Monitor placement into intervention programs. Anticipated Cost:

		Provide tiered academic interventions for students with first priority given to students requiring intense interventions.			<p>Funding Source: Title I/Targeted Funds</p> <p>Monitor master schedule to ensure sufficient CAHSEE intervention classes. Anticipated Cost: \$170,000 Funding Source: Title I/Targeted Funds</p> <p>Provide additional funding support for tutoring, mentoring and student interventions/support programs. Anticipated Cost: \$100,000 Funding Source: Title I/Targeted Funds</p>	<p>\$150,000 Funding Source: Title I/Targeted Funds</p> <p>Continue to monitor master schedule to ensure sufficient CAHSEE intervention classes. Anticipated Cost: \$170,000 Funding Source: Title I/Targeted Funds</p> <p>Provide professional development to classified instructional staff, teachers and administrators on school connectedness. Anticipated Cost: \$100,000 Funding Source: Title I/Targeted Funds</p> <p>Provide additional funding support for tutoring, mentoring, and student interventions/support programs. Anticipated Cost: \$100,000 Funding Source:</p>	<p>\$150,000 Funding Source: Title I/Targeted Funds</p> <p>Continue to monitor master schedule to ensure sufficient CAHSEE intervention classes. Anticipated Cost: \$170,000 Funding Source: Title I/Targeted Funds</p> <p>Provide professional development to classified instructional staff, teachers and administrators on school connectedness. Anticipated Cost: \$100,000 Funding Source: Title I/Targeted Funds</p> <p>Provide additional funding support for tutoring, mentoring and student interventions/support programs. Anticipated Cost: \$100,000 Funding Source:</p>
--	--	---	--	--	--	---	--

						Title I/Targeted Funds	Title I/Targeted Funds
<b>Goal #17</b> English Learners will be provided with additional support in language acquisition and academic areas.	SCUSD Local Priority	<b>For English Learners:</b> Ensure that all English Learners will make sufficient progress in English proficiency and will make sufficient progress toward mastery of the grade level content standards by providing additional support.  Provide targeted Staff Development to teachers and EL Student Support Assistants on ELD Standards, Access to Core strategies, and monitoring of EL progress	LEA		Increase District Level capacity to provide coaching, program monitoring and evaluation of services. (EL Director, EL Coordinator, EL TOSA - Secondary) Anticipated Costs: \$360,000 Funding Sources: Title I, Title III, and Targeted Funds  Reinstate English Learner Student Support Assistants and provide professional development (e.g., ELD Standards, Access to Core strategies, and monitoring EL progress). Anticipated Costs: \$250,000 Funding Sources: Title I, Title III, and Targeted Funds  Audit designated and integrated ELD instruction/courses/	Maintain District Level capacity to provide coaching, program monitoring and evaluation of services. (EL Director, EL Coordinator, EL TOSA - Secondary) Anticipated Costs: \$360,000 Funding Sources: Title I, Title III, and Targeted Funds  Maintain English Learner Student Support Assistants and provide ongoing professional development. Anticipated Costs: \$250,000 Funding Sources: Title I, Title III, and Targeted Funds  Reformulate and monitor designated and integrated ELD instruction/courses/schedules according to ELD Standards	Maintain District Level capacity to provide coaching, program monitoring and evaluation of services. (EL Director, EL Coordinator, EL TOSA - Secondary) Anticipated Costs: \$360,000 Funding Sources: Title I, Title III, and Targeted Funds  Maintain English Learner Student Support Assistants and provide ongoing professional development. Anticipated Costs: \$250,000 Funding Sources: Title I, Title III, and Targeted Funds  Reformulate and monitor designated and integrated ELD instruction/courses/schedules according to ELD Standards

					<p>schedules to establish effective language development instruction. Anticipated Cost: \$10,000 Funding Source: Title III and Targeted Funds</p> <p>Maintain EL Taskforce to monitor programs and practices, recommend modifications, and support implementation across the District. Anticipated Cost: \$10,000 Funding Source: Title III and Targeted Funds</p>	<p>continuum to ensure high quality and effectiveness of language development instruction. Anticipated Cost: \$10,000 Funding Source: Title III and Targeted Funds</p> <p>Monitor progress of English Learners who are supported by the ELSSAs. Anticipated Cost: \$1000 Funding Source: Title III and Targeted Funds</p> <p>Maintain EL Taskforce to monitor programs and practices, recommend modifications, and support implementation across the District. Anticipated Cost: \$10,000 Funding Source: Title III and Targeted Funds</p>	<p>continuum to ensure high quality and effectiveness of language development instruction. Anticipated Cost: \$10,000 Funding Source: Title III and Targeted Funds</p> <p>Monitor progress of English Learners who are supported by the ELSSAs. Anticipated Cost: \$1000 Funding Source: Title III and Targeted Funds</p> <p>Maintain EL Taskforce to monitor programs and practices, recommend modifications, and support implementation across the District. Anticipated Cost: \$10,000 Funding Source: Title III and Targeted Funds</p>
--	--	--	--	--	--	--	--



<b>Goal #18</b> Close Foster Youth achievement gap.	#4: Pupil Achievement  #5 Pupil Engagement  #6 School Climate	<b>For Foster Youth:</b> Update Board policies to reflect current legislation on Foster Youth.  Evaluate current district staffing to ensure provisions for and supports for a Foster Youth.  Implement the Foster Vision system in collaboration with the Santa Clara County Office of Education to direct appropriate academic support services to Foster Youth	LEA		Elevate Student Services Coordinator to Director level position to increase focus on Foster Youth. Anticipated Cost: \$25,000 Funding Source: Targeted Funds  Appoint a Foster Youth Liaison. Anticipated Cost: \$50,000 Funding Source: Targeted Funds  Establish a Foster Youth academic credit policy detailing method and practice for partial credit calculation, recovery in missing credits from other schools/districts, and determining requirements for waivers of local graduation requirements (AB167/216). Anticipated Cost:	Continue Student Services Coordinator at Director level position to increase focus on Foster Youth. Anticipated Cost: \$25,000 Funding Source: Targeted Funds  Maintain Foster Youth Liaison. Anticipated Cost: \$50,000 Funding Source: Targeted Funds  Continue to train Administrators, Counselors, and Teachers on new Foster Youth legislation and unique needs of Foster Youth. Anticipated Cost: \$10,000 Funding Source: Targeted Funds  Continue to train Administrators, Counselors, and Teachers on new Foster Youth legislation and unique	Continue Student Services Coordinator at Director level position to increase focus on Foster Youth. Anticipated Cost: \$25,000 Funding Source: Targeted Funds Maintain Foster Youth Liaison. Anticipated Cost: \$50,000 Funding Source: Targeted Funds  Evaluate programs and supports for Foster Youth and modify based on findings. Anticipated Cost: \$10,000 Funding Source: Targeted Funds  Continue to train Administrators, Counselors, and Teachers on new Foster Youth legislation and unique

					<p>\$25,000 Funding Source: Targeted Funds</p> <p>Train Administrators, Counselors, Teachers, and those responsible for enrollment on new Foster Youth legislation and unique needs of Foster Youth. Anticipated Cost: \$10,000 Funding Source: Targeted Funds</p> <p>Provide increased funding to schools to provide targeted supports monitoring Foster Youth. Anticipated Cost: \$100,000 Funding Source: Targeted Funds</p> <p>Monitor placement of foster youth into alternative programs. Anticipated Cost: \$10,000 Funding Source: Targeted Funds</p>	<p>and County Agencies to ensure access to knowledge and resources to support Foster Youth. Anticipated Cost: \$10,000 Funding Source: Targeted Funds</p> <p>Train Administrators, Counselors, and Teachers on new Foster Youth legislation and unique needs of Foster Youth. Anticipated Cost: \$10,000 Funding Source: Targeted Funds</p> <p>Provide increased funding to schools to provide targeted supports monitoring Foster Youth. Anticipated Cost: \$100,000 Funding Source: Targeted Funds</p> <p>Monitor placement of foster youth into alternative programs. Anticipated Cost: \$10,000 Funding Source: Targeted Funds</p>	<p>needs of Foster Youth. Anticipated Cost: \$10,000 Funding Source: Targeted Funds</p> <p>Provide increased funding to schools to provide targeted supports monitoring Foster Youth. Anticipated Cost: \$100,000 Funding Source: Targeted Funds</p> <p>Monitor placement of foster youth into alternative programs. Anticipated Cost: \$10,000 Funding Source: Targeted Funds</p> <p>Continue to participate in local Foster Youth collaborative and other information sharing forums to ensure access to knowledge and resources to support Foster Youth.</p>
--	--	--	--	--	---	--	---

					Participate in local Foster Youth collaborative and other information sharing forums to ensure access to knowledge and resources to support Foster Youth. Anticipated Cost: \$20,000 Funding Source: Targeted Funds	alternative programs. Anticipated Cost: \$10,000 Funding Source: Targeted Funds  Continue to participate in local Foster Youth collaborative and other information sharing forums to ensure access to knowledge and resources to support Foster Youth. Anticipated Cost: \$20,000 Funding Source: Targeted Funds	Anticipated Cost: \$20,000 Funding Source: Targeted Funds
<b>Goal #19</b> Decrease adverse effects of school mobility on Foster Youth	#4: Pupil Achievement  #5 Pupil Engagement  #6 School Climate	<b>For Foster Youth:</b> Ensure provision of LEA infrastructure to support monitoring and supporting foster youth’s unique needs, and resources that align with state and county regulations.  Monitor attendance, academic and social data for Foster Youth.	LEA		Update Board policies to reflect new legislation regarding Foster Youth. Anticipated Cost: \$5000 Funding Source: Targeted Funds  Establish Foster Youth Advocacy Council comprised of foster parents, school	Continue to update Board policies to reflect new legislation regarding Foster Youth. Anticipated Cost: \$5000 Funding Source: Targeted Funds  Maintain Foster Youth Advocacy Council comprised of foster	Continue to update Board policies to reflect new legislation regarding Foster Youth. Anticipated Cost: \$5000 Funding Source: Targeted Funds  Maintain Foster Youth Advocacy Council comprised of foster

		Implement the Foster Vision System with the Santa Clara County Office of Education which provides its members more efficient access to relevant Foster Youth data and collaboration with other districts and/or other local or state agencies.			<p>personnel, and social workers. Anticipated Cost: \$10,000 Funding Source: Targeted Funds</p> <p>Ensure that the Student Information System identifies Foster Youth and shares/reports Foster Youth data in a timely and accurate manner with the State, County, and other agencies. Anticipated Cost: \$10,000 Funding Source: Targeted Funds</p> <p>Assign counseling services to monitor attendance and academic and social data for Foster Youth. Anticipated Cost: \$20,000 Funding Source: Targeted Funds</p>	<p>parents, school personnel, and social workers. Anticipated Cost: \$10,000 Funding Source: Targeted Funds</p> <p>Continue to ensure that the Student Information System identifies Foster Youth and shares/reports Foster Youth data in a timely and accurate manner with the State, County, and other agencies. Anticipated Cost: \$10,000 Funding Source: Targeted Funds</p> <p>Continue assignment of counseling services to monitor attendance and academic and social data for Foster Youth. Anticipated Cost: \$20,000 Funding Source: Targeted Funds</p>	<p>parents, school personnel, and social workers. Anticipated Cost: \$10,000 Funding Source: Targeted Funds</p> <p>Continue to ensure that the Student Information System identifies Foster Youth and shares/reports Foster Youth data in a timely and accurate manner with the State, County, and other agencies. Anticipated Cost: \$10,000 Funding Source: Targeted Funds</p> <p>Continue assignment of counseling services to monitor attendance and academic and social data for Foster Youth. Anticipated Cost: \$20,000 Funding Source: Targeted Funds</p>
--	--	--	--	--	---	---	---

<p><b>Goal #20</b> All re-designated students will continue to be academically proficient.</p>	<p>#4: Pupil Achievement</p> <p>#5: Pupil Engagement</p>	<p><b>For re-designated fluent English-proficient pupils:</b> Ensure that re-designated students are fully monitored for two years beyond their date of re-designation.</p> <p>RFEPs will be monitored and intervention plans will be established as needed.</p> <p>Annually evaluate trends of RFEP student performance at site and district level.</p> <p>Train Administrators, EL support staff, Teachers and Parents on the procedures for annual monitoring of re-designated EL students</p>	<p>LEA</p>		<p>District EL staff will develop systems and structures that monitor students two years after re-designation to English proficiency. Anticipated Cost: \$10,000 Funding Source: Targeted Funds</p> <p>Provide increased funding to schools to offer additional supports to re-designated students. (e.g., teachers, instructional aides). Anticipated Cost: \$500,000 Funding Source: Targeted Funds</p> <p>District EL staff will ensure that sites provide RFEP monitoring and intervention plan for each identified student as reflected in the School Plan for Student Achievement. Anticipated Cost: \$1000</p>	<p>Evaluate and modify systems and structures that monitor students two years after re-designation to English proficiency. Anticipated Cost: \$10,000 Funding Source: Targeted Funds</p> <p>Continue to provide funding to schools to offer additional supports to re-designated students (e.g., teachers, instructional aides). Anticipated Cost: \$500,000 Funding Source: Targeted Funds</p> <p>District EL staff will continue to ensure that sites provide RFEP monitoring and intervention plan for each identified student as reflected in the School Plan for Student Achievement. Anticipated Cost:</p>	<p>Continue to evaluate and modify systems and structures that monitor students two years after re-designation to English proficiency. Anticipated Cost: \$10,000 Funding Source: Targeted Funds</p> <p>Continue to provide increased funding to schools to offer additional supports (e.g., teachers, instructional aides). Anticipated Cost: \$500,000 Funding Source: Targeted Funds</p> <p>District EL staff will continue to ensure that sites provide RFEP monitoring and intervention plan for each identified student as reflected in the School Plan for Student Achievement. Anticipated Cost:</p>
--	--	---	------------	--	---	--	--

					Funding Source: Targeted Funds	\$1000 Funding Source: Targeted Funds	\$1000 Funding Source: Targeted Funds
--	--	--	--	--	-----------------------------------	---	---

- 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 district-wide, school-wide, 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 district-wide or school-wide 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.)

Santa Clara Unified School District is working to ensure that all students receive an excellent education. SCUSD is a Basic Aid district whose revenues are based on local property taxes and not dependent upon LCFF calculation.

The Santa Clara Unified School District calculates its targeted fund as follows:

Fiscal Year		Calculated	Additional	Total	% of LCFF
		Amount	Amount		Target - Est.
2013/14		\$2,233,403	n/a	\$2,233,403	
2014/15		\$2,233,403	\$3,440,072	\$5,673,475	28.05
2015/16		\$5,673,475	\$712,260	\$6,385,735	7.80
2016/17		\$6,385,735	\$736,215	\$7,121,950	8.40
Estimated LCAP expenditures for Year 1 range from \$82,000,000 to \$85,000,000					
Estimated LCAP expenditures for Year 2 range from \$12,000,000 to \$15,000,000					
Estimated LCAP expenditures for Year 3 range from \$12,000,000 to \$15,000,000					

Targeted funds will be used to increase and improve services for low income pupils, English Learners and foster youth. In implementing the goals, the district will provide supplemental supports and services by adding additional staff to provide targeted academic counseling and mental health support, provide training in the implementation of CCSS, purchase technology to support student and teacher learning of CCSS and purchase common core aligned instructional materials. The use of targeted funds is needed to ensure improved outcomes for our most at-risk populations as well as all underperforming students and to facilitate the necessary accelerated growth in academic achievement to close the achievement gap.

- 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.*

Services provided in the LCAP for low income pupils, foster youth and English Learners provided for increased or improved services are proportional and reflected in the plan as follows:

### **District Targeted Allocation 2014-2015**

Sites	\$ 3,306,000
District	\$ 1,733,704
Elementary Music	\$ 300,000
Elementary Library	\$ 160,000
ROP/CTE (MetroEd@56%)	\$ 605,000
Total	\$ 6,104,704

The proportionality percentage will be met by providing additional targeted supports for unduplicated pupils and underperforming students by providing increased targeted supports - counselors, mental health support, academic coaching support for teachers, professional development, increase district staffing and infrastructure for site and district English Learner programs, provide increase access to enrichment and Visual and Performing Arts programs (VAPA), and increase supports for foster youth and advocacy training for guardians.

Justification for use of supplemental and concentration funds in a districtwide manner is based on the district's percentage of unduplicated students ( $\pm$  56%) which is well above the 55% threshold by law, and each school site's percentage of unduplicated students (ranging from 63-79%) which is well above the 40% threshold by law.

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.

1-03-14 [California Department of Education]