§ 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, 47605.5, 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

I. SCUSD's Stakeholder Engagement and Input Process

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.

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:

Conditions of Learning (LCAP Specific: State Priorities 1, 2, and 7)

- 1. How could our schools and facilities be more conducive to (or "better support") learning?
- 2. How might instruction be improved to successfully implement the new "common core" state standards?

Impact on LCAP

II. Integration of Stakeholder Input into the Development of SCUSD's LCAP

Step 1—Analysis of Raw Data: 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.

Step 2—Needs Identified: 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 is available for review on the SCUSD website.

Step 3—Goals and Actions Developed: With the District's needs clearly identified, the LCAP Planning Team met multiple times to identify goals, action steps, and required

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 (*Goal10*, 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*).

2. Online LCAP Survey

Core 11 questions (see above); posted on District's website; translated versions available in Spanish, Vietnamese, and Punjabi; 180 respondents

3. Online LCAP Survey—Teachers Only

Designed around same core 11 questions above

4. LCAP Community Forum

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

5. LCAP Teachers and Classified Staff Forum

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

6. Migrant Education Focus Group

Held March 5, 2014 at District Office; focus group discussion organized around 11 core questions (see above)

7. DELAC Focus Group

Held April 2, 2014 at the District Office; focus group discussion organized around 11 core questions (see above)

8. Superintendent's Student Advisory Council

Held on February 26, 2014; focus group discussion organized around 11 core questions (see above); 40 participants

9. Leadership Santa Clara Focus Group

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

10. Board of Trustees Planning Retreat

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

Step 4—Stakeholder Comments Obtained: 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.

Step 5—LCAP Finalized: 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.

11. District LCAP Planning Team 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.

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, paraeducators, psychologists, nurses, support staff and administrators. Each member of the team plays an important role in delivering quality instruction to students. The professional team helps to meet the special education needs of students from birth to age 22. Each year, students benefit from the intensive instructional programs and services provided at a variety of sites. Infants and toddlers receive early intervention services. Parents are provided information and resources to support their child's needs.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Identified Need and Metric (What needs have been		Goals			What will be different/improved for students? (based on identified metric)		dents? (based on	Related State and Local Priorities
identified and what metrics are used to measure progress?)		Applicable Pupil	School(s) Affected	Annual			(Identify specific state priority. For districts and	
	Description of Goal	Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	(Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Update: Analysis of Progress	LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
Need:	Goal #1	All	All		The District will	The District will	The District will	#1: Basic
Based on review and	Maintain clean				meet the	meet the	meet the	
analysis of the	and safe				requirements for	requirements for	requirements for	#6:
identified metrics	learning				safe & clean	safe & clean	safe & clean	School
below, stakeholder	environments				facilities as	facilities as	facilities as	Climate
input participants					evidenced by:	evidenced by:	evidenced by:	
express concerns					State of CA	State of CA	State of CA	
regarding					Facilities	Facilities	Facilities	
cleanliness and					Inspection Tool	Inspection Tool	Inspection Tool	
safety on campuses.					Williams Findings	Williams	Williams	
_					 Campus Safety 	Findings	Findings	
Metrics:					Incident Reports	 Campus Safety 	 Campus Safety 	
State of CA Facilities					SARC (School	Incident Reports	Incident Reports	
Inspection Tool					Accountability	SARC (School	SARC (School	
Williams Findings					Report Card)	Accountability	Accountability	
Campus						Report Card)	Report Card)	
Safety/Incident								
Reports						Update District		

SARC (School Accountability Report Card)				Update District wide Emergency & Safety Plan as evidenced by: • Updated Plan Conduct annual site and district level safety drill as evidenced by: • Schedule of drills • District calendar	wide Emergency & Safety Plan as evidenced by: • Updated Plan Conduct annual site and district level safety drill as evidenced by: • Schedule of drills • District calendar	Update District wide Emergency & Safety Plan as evidenced by: • Updated Plan Conduct annual site and district level safety drill as evidenced by: • Schedule of drills • District calendar	
Need:	Goal #2	All	All	Create and post on	Provide ongoing	Provide ongoing	#2:
Based on an administration of	Provide			District website a	training	training	Implement- ation of State
the state's CCSS	professional development			3 year CCSS Implementation	opportunities to 100% of	opportunities to 100% of	Standards
Implementation	to strengthen			Plan	certificated and	certificated and	Standards
Survey, the	the capacity of			As evidenced by:	classified	classified	#4:
Academic	teachers and			• CCSS	instructional staff	instructional staff	Pupil
Performance Survey,	classified staff			Implementatio	to deepen	to deepen	Achievement
the District's Local	in the			n Plan	understanding of	understanding of	
Education Agency	continued			 LEA Plan 	CCSS implement-	CCSS implement-	
Plan, the Title III	transition and				ation, as	ation, as	
Improvement Plan,	successful			Provide CCSS	evidenced by:	evidenced by:	

			<u> </u>				
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. Metrics: Professional Development staffing, calendars, schedules, and participant lists (site and District levels) Collaboration logs	implement the Common Core State Standards.			training for 100% of certificated and classified instructional staff as evidenced by: Classified training schedule Sign In Sheets Provide 4 additional PD days for certificated staff during the 14-15 school year as evidenced by: PD calendar Sign In sheets	 PD Staffing PD calendar Staff Sign In sheets PD evaluation 	 PD Staffing PD calendar Staff Sign In sheets PD evaluation 	
·	Goal #3 Increase student and teacher access to standards- aligned instructional materials.	AII	All	Select and pilot Common Core standards aligned Math curriculum materials as evidenced by: • Curriculum	Adopt and purchase Common Core standards aligned Math curriculum as evidenced by: • Curriculum	Increase student and teacher access to electronic platforms for instructional materials as evidenced by:	#1: Basic #2: Implement- ation of State Standards

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of the District's				inventory	inventory	 Curriculum 	
current instructional				 Curriculum 	 Purchasing 	Inventory	
materials, the Local				selection	records	 Purchasing 	
Education Agency				process and		Records	
Plan, teacher				rubric		 Classroom 	
feedback from				 Purchasing 		Observation	
professional				Records		Logs	
development							
training, elements				100% of teachers		Pilot standard	
of strategic planning				and students will		aligned ELA	
indicate a need for				have standards		curriculum as	
greater access to				aligned bridge		evidenced by:	
Common Core				material as		 County Office 	
aligned instructional				evidenced by:		of Education	
materials.				Curriculum		records	
				Inventories		Curriculum	
Metrics:				 Purchase 		Committee	
Curriculum				requisitions		Meeting	
Inventory				 Classroom 		calendar	
Purchasing Records				Observation			
				Logs			
Need:	Goal #4	All	All	Update and align	Improve District	Improve District	#2:
Based on a	Increase			District Technology	infrastructure to	infrastructure to	Implement-
technology	student access			Plan to reflect LCAP	support student	support student	ation of State
inventory and	to and use of			goals as evidenced	access to	access to	Standards
stakeholder input, a	technology to			by:	technology in	technology in	
need exists to	promote			• The revised	every classroom	every classroom	SCUSD Local
ensure that all	academic			Technology	by 50% as	by 100% as	Priority
schools, students	achievement			Plan	evidenced by:	evidenced by:	,
and teachers have	and the				Technology	 Technology 	
equitable access to	acquisition of			Improve District	Inventory	Inventory	
technology.	21 st Century			infrastructure to	Instruction	Instruction	
	skills.			support student	Technology	Technology	
Metrics:				access to	Annual Report	Annual Report	
	1	1	l	_ =====================================	/ iiiiaai neport	/ iiii dai Neport	

Technology inventory Ratio of computers/ technology devices to students Technology Plan				technology in every classroom by 50% as evidenced by: Technology Inventory Instruction Technology Annual Report Provide additional technology annually to decrease student to device rations from 1:5 to 1:4 as evidenced by: Technology inventory Purchasing records	Provide additional technology annually to decrease student to device rations from 1:4 to 1:3 as evidenced by: Technology inventory Purchasing records	Provide additional technology annually to decrease student to device rations from 1:3 to 1:1 as evidenced by: Technology inventory Purchasing records	
Need:	Goal #5	All	All	Develop a 3 year	Evaluate	Audit & evaluate	#7:
Based on an analysis	Increase Visual			plan to support the	Elementary music	Visual &	Course Access
of the metrics	& Performing			K-12 visual and	to determine	Performing Arts	
below, input from	Arts programs			performing arts	additional staffing	course offerings &	#8:
parents and	across the			(VAPA) program, as	needs as	demographic data	Other Pupil
stakeholders,	District			evidenced by:	evidenced by:	to ensure equity	Outcomes
concerns were				 Completed 	 Program 	in access. Based	
expressed for the				VAPA plan	evaluation	on results,	
need to provide					 Schedules 	increase course	
greater access to				Elementary music	&calendars	offerings as	
State adopted				programs will be		needed as	
course of study in				restored as	Audit & evaluate	evidenced by:	
the area of visual				evidenced by:	Visual &	• VAPA	

and a soft and a soft		D = uf = u== i = = A :	
and performing arts;	• Increas	_	schedules
particularly music in	staffin		• Course
the elementary	FTE	demographic data	Offerings
grades.	Music		Master
	schedu	ıles in access. Based	Schedules
	• Music	on results,	Provide
Metrics:	progra	ims increase course	opportunity for
VAPA		offerings as	students to
schedules/calendars	Provide	needed as	participate in
(elementary)	opportunit	ty for evidenced by:	enrichment
Number of sections	students to		activities such as
(secondary)	participate		field trips, to
Number of course	enrichmen		enhance
offerings	activities s		knowledge of the
(secondary)	field trips,		Arts, as evidenced
VAPA Framework	enhance	Schedules	by:
Program Evaluation	knowledge		Schedules and
VAPA Plan	Arts, as evi		calendars
	by:	opportunity for	carcinaars
		ules and students to	
	calend		
	Calend	enrichment	
		activities such as	
		field trips, to	
		enhance	
		knowledge of the	
		Arts, as evidenced	
		by:	
		Schedules and	
		calendars	

Need: 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 st Century learning and College and Career Readiness.	Goal #6 Increase access to library and media services for all students.	All	All	Provide additional staffing to support Elementary librarians as evidenced by: HR staffing reports	Update District library systems to incorporate e- resources as well as a web based portal as evidenced by: Curriculum Inventory Purchasing Records Site Inventories	Continue to increase digital book collections and e-resources as evidenced by: Curriculum Inventory Purchasing Records Site Inventories	SCUSD Loca Priority
Metrics: District staffing reports, curriculum and materials inventory. Purchasing records for electronic & media resources, site inventories.							

Need:	Goal #7	All	All	Students will	Based on results	Based on results	#4
Review of the	All students			establish a baseline	of the Year 1 SBAC	of the Year 2 SBAC	Pupil
District's Local	will master the			of ELA proficiency,	assessments,	assessments,	Achievement
Educational Agency	ELA common			as evidenced by:	student ELA	student ELA	
Plan, Title III	core standards			State	proficiency will	proficiency will	#2:
Improvement Plan,	as measured by			Accountability	grow by 3-5	grow by 3-5	Implemen-
2013 District	the SBAC			System (SBAC)	percentage points	percentage points	tation of CCSS
achievement data,	assessments			, , , ,	over Year 1 as	over Year 2 as	
and the metrics	established in				evidenced by:	evidenced by:	
below reflect the	2014-15.				• State	• State	
need to increase ELA					Account-	Account-	
proficiency levels for					ability System	ability System	
all students. 2013					(SBAC)	(SBAC)	
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%).							
Metrics:							
SBAC							
District Benchmark							
Assessments							
NWEA							
Curriculum							
Assessments							

AMAO 3 indicators							
AYP,CELDT,CAPA,							
CAHSEE							
Need:	Goal #8	All	All	Students will	Based on results	Based on results	#4
Review of the	All students			establish a baseline	of the Year 1 SBAC	of the Year 2 SBAC	Pupil
District's Local	will master the			of Math	assessments,	assessments,	Achievement
Educational Agency	Math common			proficiency, as	student Math	student Math	
Plan, Title III	core standards			evidenced by:	proficiency will	proficiency will	#2:
Improvement Plan,	as measured by			State	grow by 3-5	grow by 3-5	Implemen-
2013 District	the SBAC			Accountability	percentage points	percentage points	tation of CCSS
achievement data,	assessments			System (SBAC)	over Year 1 as	over Year 2 as	
and the metrics	established in				evidenced by:	evidenced by:	
below reflect the	2014-15				State Account-	State Account-	
need to increase					ability System	ability System	
Math proficiency					(SBAC)	(SBAC)	
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-							

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represented								
populations.								
Metrics:								
SBAC								
District Benchmark								
Assessments								
NWEA								
Curriculum								
Assessments								
AMAO 3 Indicators								
AYP,CAPA,CELDT,								
CAHSEE								
Need:	Goal #9	All	All		Meet or exceed	Meet or exceed	Meet or exceed	#4:
An insufficient	Title III Plan	All	All		AMAO 1 (State	AMAO 1 (State	AMAO 1 (State	Pupil
number of English	Goals 2A-2B:	English			Annual CELDT	Annual CELDT	Annual CELDT	Achievement
Language Learners	Meet or	Learners			Growth) target of	Growth) target of	Growth) target of	Acmevement
are being	exceed the	Learners			61.5%.	63%.	64.5%.	#2:
reclassified as	Title III Annual				01.570.	0370.	04.570.	Implement-
English Proficient	Measurable				Meet or exceed	Meet or exceed	Meet or exceed	ation of CCSS
	Achievement				AMAO 2 targets:	AMAO 2 targets	AMAO 2 targets	
Metrics:	Objectives				(Annual % of ELs at	(Annual % of ELs	(Annual % of ELs	#7:
AMAO 1 and 2	(AMAO1 for				CELDT Levels 4 & 5)	at CELDT levels 4	at CELDT Levels 4	Course Access
annual targets	CELDT Growth				a. 24.2% for EL	& 5):	& 5):	
	& AMAO2 for				students<5	a. 25.6% for EL	a. 27% for EL	
CELDT Proficiency	achieving levels				years in the	students with	students with	
Growth	4 & 5 in CELDT)				U.S.	<5 years in the	<5 years in	
	for English				b. 51% for EL	U.S.	the U.S.	
	Learners as				students with	b. 53% for EL	b. 55% for EL	
	established by				>5 years in the	students with	students with	
	State and				U.S.	>5 years in the	>5 years in	
	Federal growth					U.S.	the U.S.	
	targets							

Need:	Goal #10	All	All	Reduce the	Reduce the	Reduce the	#4:
An analysis and	Reduce the			percentage of	percentage of	percentage of	Pupil
review of the	overall number			students identified	students	students	Achievement
metrics below, State	of students			for Special	identified for	identified for	
and District data,	being identified			Education from	Special Education	Special Education	#6: School
and classroom	for special			15% to 13% as	from 13% to 10%	to align with State	Climate
observations	education by			evidenced by:	as evidenced by:	averages.	
indicate that within	implementing a			State Special Ed.	State Special Ed.		
the district, the	multi-tiered			Data	Data		
identification of	system of						
students with	supports within						
disabilities is above	the general						
the statewide	education						
average.	setting, while						
	providing						
Metrics:	better support						
District data on	for students						
school and parent	with special						
referrals to special	needs.						
education							
Interim placement							
data, annual review							
of district special							
education							
demographic data							

			•				
Need:	Goal #11	All	All	Increase District	Increase District	Increase District	#4:
Based on input from	Increase the			cohort graduation	cohort graduation	cohort graduation	Pupil
parents, staff, and	percentage of			rate from 81% to	rate from 87% to	rate from 93% to	Achievement
the community, and	students who			87% as evidenced	93% as evidenced	100% as	
the metrics below,	are college or			by:	by:	evidenced by:	
concerns were	career ready.			• State	State Account-	 State Account- 	
expressed regarding				Accountability	ability Measures	ability Measures	
student				Measures and	and Data	and Data	
preparedness for				Data	CAHSEE Pass	CAHSEE Pass	
college and career				 CAHSEE Pass 	Rates	Rates	
upon graduating				Rates	CTE Pathway	CTE Pathway	
high school.				• CTE Pathway Data	Data	Data	
				 EAP Assessments 	• EAP	• EAP	
Metrics:					Assessments	Assessments	
Number of students				Increase graduation			
completing four-				rate for English	Increase	Increase	
year graduation plan				Learners from 69%	graduation rate	graduation rate	
Monitoring the				to 75% (Title III	for English	for English	
number of students				goal) as evidenced	Learners from	Learners from	
completing the				by:	75% to 81% (Title	81% to 87% (Title	
FAFSA				• State	III goal) as	III goal) as	
Graduation Rate				Accountability	evidenced by:	evidenced by:	
Graduates				Measures &	• State	• State	
completing UC/CSU				Data	Accountability	Accountability	
Required Courses				• EAP	Measures &	Measures &	
Graduates				Assessments	Data	Data	
completing CTE				 CAHSEE Pass 	• EAP	• EAP	
pathways				Rates	Assessments	Assessments	
EAP Assessments				• CELDT	CAHSEE Pass	CAHSEE Pass	
State Accountability				• EAP	Rates	Rates	
Measures				Assessments	CELDT	• CELDT	
					• EAP	• EAP	
					Assessments	Assessments	

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	Goal #11			Increase number of	Increase number	Increase number	
	(continued)			courses meeting	of courses	of courses	
				UC/CSU entrance	meeting UC/CSU	meeting UC/CSU	
				requirements from	entrance	entrance	
				57 to 65 as	requirements	requirements	
				evidenced by:	from 65 to 80 as	from 80 to 85 as	
				• Master	evidenced by:	evidenced by:	
				schedules	Master	Master	
				Course Catalog	schedules	schedules	
					Course Catalog	Course Catalog	
					Course catalog	Course catarog	
Need:	Goal #12	All	All	Reduce class size	Reduce class size	Reduce class size	#5:
Based on the	Reduce class			averages based on	averages based on	averages based on	Pupil
metrics below, staff,	sizes			available facilities	available facilities	available facilities	Engagement
parent, and				and funding.	and funding.	and funding.	
community input,							#6:
the need exists to				Baseline district			School
reduce class size, to				class size average is			Climate
allow for greater				28:1 K-3, 30:1			
opportunity for				Grades 4-5 as			#4:
student/teacher				evidenced by:			Pupil
interactions, to				 District staffing 			Achievement
promote improved				data			
academics and the				• State			
social and emotional				enrollment			
well-being of all				data			
students.							
Metrics:							
Feedback and							
evaluation data							

		I			1		,
from Instructional							
Rounds							
Classroom							
Observation logs							
PBIS referral Data							
Feedback from							
counselors,							
psychologists,							
wellness							
coordinators							
Need:	Goal #13	All	All	Establish a position	Provide ongoing	Provide ongoing	#3:
As a part of the	Increase parent			for Parent	parent training	parent training	Parent
District's Local	engagement			Engagement	(including CCSS) as	(including CCSS) as	Involvement
Education Agency	preschool			Facilitator as	evidenced by:	evidenced by:	
Plan, Title III	through Adult			evidenced by:	• Flyers	• Flyers	
Improvement Plan,	Ed for our			 Hiring of staff 	Meeting	Meeting	
pending Strategic	diverse student				schedules	schedules	
Plan, and through	populations.			Establish a District	Parent Feedback	Parent Feedback	
parent and				Parent Resource	Form Survey	Form Survey	
community input,				Center as	Parent Advisory	Parent Advisory	
improvement is				evidenced by:	meeting	meeting	
needed in the				 Allocated 	0	0	
quality, quantity,				budgeting	Increase	Increase	
and timely				Site or location	attendance of	attendance of	
communication with				of facility	parents at school	parents at school	
parents.				,	and district events	and district events	
				Create District	by 10% as	by 20% as	
Metrics:				Parent Engagement	evidenced by:	evidenced by:	
Stakeholder input,				Plan as evidenced	Sign in sheets	 Sign in sheets 	
parent feedback,				by:	Annual Parent	 Annual Parent 	
Annual District				Posting on	Survey	Survey	
Survey (to be				District website	Parent Feedback	Parent Feedback	
developed)				Reference in			

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	
Need: Based on the metrics below, and staff, parent and community input, some district students report being bullied at school, thereby hindering the learning experience. Metrics: Healthy Kids Survey District behavioral data School level behavioral data	Goal #14 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 Districtwide 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
Need: To better prepare 21 st Century	Goal #15 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

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	based		partnerships over	partnerships by	partnerships by
•	organizations		baseline (17 in	40% over baseline	50% over baseline
exists to provide a	and businesses		2013-2014 School	as evidenced by:	as evidenced by:
students with t	to		Year) by 30% as	 Membership 	 Membership
greater	collaboratively		evidenced by:	Database	Database
opportunities for	prepare		 Membership 	 Community 	Community
internships with s	students for		Database	Partnership	Partnership
Business Partners,	college and		 Community 	events	events
, ,	career success.		Partnership	 Meeting and 	Meeting and
Medical Institutions,			events	Networking	Networking
and Universities, to			 Meeting and 	Opportunities	Opportunities
extend learning			Networking		
experiences beyond			Opportunities	Conduct District-	Conduct District-
the boundaries of				wide events for	wide events for
school, and to			Increase number of	students to	students to
increase career			students enrolled	network with	network with
pathways.			in Career Technical	partners as	partners as
			Education/Regional	evidenced by:	evidenced by:
Metrics:			Occupational	• Flyers	• Flyers
Number of			Program and	• Event Notices	Event Notices
organizations			participating in	Sign In sheets	• Sign In sheets
engaged in			partnerships	Field Trip	• Field Trip
partnerships.			 Enrollment Data 	Document-ation	Document-ation
			Partnership		
Number of			tracking records	Increase number	Increase number
businesses engaged				of students	of students
in partnerships.				enrolled in Career	enrolled in Career
				Technical	Technical
Number of students				Education/Region	Education/Region
participating in				al Occupational	al Occupational
partnerships.				Program and	Program and
				participating in	participating in
				partnerships	partnerships
				• Enrollment Data	Enrollment Data

					Partnership	Partnership	
					tracking records	tracking records	
Need:	Goal #16	Low Income	All	District Staff will	Implement and	Evaluate ongoing	#2:
SCUSD is in Year 3 of	Provide	Pupils		participate in CCSS	monitor strategic	implementation of	Implement-
Title I Program	additional			trainings that	interventions	intervention and	ation of State
Improvement and in	supports and			support	provided for	support services,	Standards
Year 4 of Title III	services to			differentiated	identified	and the impact on	
Program	accelerate			instruction for	students.	student	#4:
Improvement, facing	student			accelerating	CCSS PD	achievement and	Pupil
corrective action	achievement			student	records	school	Achievement
under both	and school			achievement and	• Site	connectedness	
programs.	connected-			school	Intervention	CCSS PD	#5:
	ness			connectedness.	Plans	records	Pupil
Metrics:				 CCSS PD 	SST data	• Site	Engagement
SBAC				records		Intervention	
CAHSEE						Plans	
School Attendance						SST data	
Graduation Rate							
Student Suspension						Reduce the	
and Expulsion rates						number of	
				Identify students	Reduce the	students needing	
CCSS-Professional				needing additional	number of	intensive vs	
Dev. records				supports per	students needing	strategic supports	
SST documents				metrics below, and	intensive vs	by 75% as	
Site Intervention				review	strategic supports	evidenced by:	
Plans				placement/interven	by 25% as	SBAC (as data	
CCSS				tion schedules	evidenced by:	becomes	
Implementation				 SBAC (as data 	SBAC (as data	available)	
Plan				becomes	becomes	District	
				available)	available)	Benchmark	
				 District 	 District 	Assessments	
				Benchmark	Benchmark	CAHSEE	
				Assessments	Assessments	performance	
				 CAHSEE 	• CAHSEE		

				Identify at risk student populations requiring additional support, to improve school connectedness and attendance. • School Attendance Rates • Drop out and High School	Provide professional development to Counselors, Community Liaisons, Parents, Administrators, Registrars, on key identification factors that influence school connectedness and attendance per: • School Attendance Rates • Drop out and High School	Extend professional development to teachers and community on key identification factors that influence school connectedness and attendance per: School Attendance Rates Drop out and High School	
Need:	Goal #17	English	All	Administrators,	Administrators,	Administrators,	#4 Pupil
SCUSD is in Year 4 of	English	Learners		Teachers, EL	Teachers, EL	Teachers, EL	Achievement
Title III Program	Learners will			support staff and	support staff and	support staff and	
Improvement status	be provided			EL Parents will	parents will	parents will	SCUSD Local
for not meeting the	with additional			participate in CCSS	participate in CCSS	participate in CCSS	Priority
academic targets for	support in			trainings that	trainings on early	trainings	
ELs to meet the AYP	language			supports initial	implementation of	supporting full	
expectations for	acquisition and			implementation of	Designated and	implementation of	
growth in CELDT and	academic			the new CA	Integrated ELD	Designated and	
STAR testing the last	areas.			ELA/ELD	per the new CA	Integrated ELD	

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for 4 years.					Frameworks	Frameworks	and materials per	
					designed to	designed to	the new CA	
Metrics:					accelerate EL	accelerate EL	Frameworks	
CELDT					student	student	designed to	
SBAC					achievement as	achievement as	accelerate EL	
CAHSEE					measured by:	measured by:	student	
					• CELDT	• CELDT	achievement as	
EL Redesignation					• SBAC	• SBAC	measured by:	
Rates					CAHSEE and	CAHSEE	• CELDT	
Long-term EL Data					• EL Re-	• EL Re-	• SBAC	
Title III					designation	designation	• CAHSEE	
Improvement Plan					Rates	Rates	• EL Re-	
							designation	
							Rates	
Need:	Goal #18	Foster	All		Site staff, Teachers	Site staff,	Site staff,	#4:
A review of district	Close Foster	Youth			and Student	Teachers and	Teachers and	Pupil
structures identifies	Youth				Services staff will	Student Services	Student Services	Achievement
the need for a	achievement				collaborate in	staff will	staff will	
comprehensive	gap.				assessing Foster	collaborate in	collaborate in	#5:
system of					Youth academic	assessing Foster	assessing Foster	Pupil
identification of					performance and	Youth academic	Youth academic	Engagement
Foster Youth, and					participation in	performance and	performance and	
the provision of					support services to	participation in	participation in	
academic and socio-					establish baseline	support services	support services	#6 School
emotional supports					data on Foster	in order to have	in order to have	Climate
to address the					Youth academic	80% of Foster	100% of Foster	
unique needs of					performance in a	Youth performing	Youth performing	
Foster Youth.					minimum of three	at standard in a	at standard in a	
					of the following	minimum of three	minimum of three	
Metrics:					measures:	of the following	of the following	
CELDT					• CELDT	measures:	measures:	
SBAC					• SBAC	CELDT	CELDT	
CAHSEE					• CAHSEE	• SBAC	• SBAC	
Local Assessments					5, 11,022	CAHSEE	• CAHSEE	

School Attendance High School Graduation Rate				• School Attendance	• School	• School	
School suspension and expulsion rates Counselor records Master Schedules Student Enrollment data				 & High School Graduation Rate School suspension and expulsion rates Healthy Kids Survey 	Attendance • & High School Graduation Rate • School suspension and expulsion rates • Healthy Kids Survey	Attendance • & High School Graduation Rate • School suspension and expulsion rates Healthy Kids Survey	
A review of district programs identifies the need to provide a comprehensive r	Goal #19 Decrease adverse effects of school mobility on Foster Youth	Foster Youth	All	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: CELDT SBAC CAHSEE	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: CELDT SBAC CAHSEE School Attendance	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: CELDT SBAC CAHSEE	#4: Pupil Achievement #5: Pupil Engagement #6: School Climate

School Attendance High School Graduation Rate School suspension and expulsion rates Healthy Kids Survey				Attendance • & High School Graduation Rate • School suspension and expulsion rates • Healthy Kids Survey	 & High School Graduation Rate School suspension and expulsion rates Healthy Kids Survey 	Attendance • & High School Graduation Rate • School suspension and expulsion rates • Healthy Kids Survey	
Need: Prevent RFEP students' academic regression after re- designation and keep them on track for_College and Career transition. Metrics: SBAC CAHSEE Local Assessment Data School Attendance High School Graduation Rate	Goal #20 All redesignated 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

	Assessment Da • School Attendance • High School Graduation Rates	• Local Assessment Data • School Attendance • High School Graduation Rates • SBAC • CAHSEI • Local Assessi Data • School Assessi Data • School Attend Attend Rates	ment ance hool
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Section 3: Actions, Services, and Expenditures

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

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, 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	Related State and Local Priorities	Actions and Services	Level of Service (Indicate if school-	Annual Update: Review of actions/				
from Section 2)	(from Section 2)		wide or LEA- wide)	services	LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Goal #1 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	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	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:	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:	
		and Procedures.			Funding Sources: Bond fund and developer	Bond fund and developer fees	\$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.			Increase district custodial staffing by 5 FTE. Anticipated Costs: \$300,000 Funding Sources: General Fund Update District-wide Emergency Safety Plan and Procedures Anticipated Costs: \$20,000 Funding Sources: General Fund Conduct Site and District Safety Drills Anticipated Costs: \$1000 Funding Sources: General Fund	Increase district custodial staffing by an additional 5 FTE. Anticipated Costs: \$600,000 Funding Sources: General Fund 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 Review and update Safety Plan. Anticipated Costs: \$1000 Funding Sources: \$1000 Funding Sources: General Fund	Bond fund and developer fees Continue increased custodial staffing by 5 FTE. Anticipated Costs: \$600,000 Funding Sources: General Fund 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 Review and update Safety Plan. Anticipated Costs: \$1000 Funding Sources: \$1000 Funding Sources:

Goal (Include and	Related State and Local		Level of Service (Indicate	Annual Update: Review of	What actions are performed or services provided in each year (and ar projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?			
identify all goals from Section 2)	Priorities (from Section 2)	Actions and Services	if school- wide or LEA- wide)	actions/ services	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	
Goal #2 Provide professional development to strengthen the capacity of teachers and classified staff in the continued transition and successful implement- ation of the Common Core State Standards.	#2: Implementati on 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	Related State and Local		Level of Service (Indicate	Annual Update: Review of	What actions are perforn projected to be provided expenditures for expenditures	-	at are the anticipated
identify all goals from Section 2)	Priorities (from Section 2)	Actions and Services	if school- wide or LEA- wide)	actions/ services	LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		development and	,		Provide Certificated staff	\$765,000	\$765,000
		teacher collaboration.			with four 4 additional	Funding Sources:	Funding Sources:
					professional	Targeted Funds	Targeted Funds
					development days in		
		Provide training on			support of transitioning	Evaluate staffing	Evaluate staffing
		CCSS to Classified			to the CCSS (negotiated).	needs annually to	needs annually to
		Instructional Staff			Anticipated Costs:	ensure District	ensure District
					\$1,500,000	capacity to provide	capacity to provide
					Funding Sources:	support to schools in	support to schools in
					General Fund	transitioning and	transitioning and
						implementing CCSS.	implementing CCSS.
					Establish a Classified	Anticipated Costs:	Anticipated Costs:
					Planning Team of 4	\$85,000 /FTE	\$85,000/FTE
					classified staff, which will	Funding Sources:	Funding Sources:
					require additional pay for	Targeted Funds	Targeted Funds
					attending planning		
					meetings at the	Implement Year 2 of	Implement Year 3 of
					negotiated per hour rate.	the CCSS plan;	the CCSS plan;
					Anticipated Costs:	ongoing professional	ongoing professional
					\$5000	development	development
					Funding Sources:	includes 2 days of	includes 2 days of
					General Fund	substitute costs per	substitute costs per
						classroom teacher.	classroom teacher.
					Provide 2 day training	Anticipated Costs:	Anticipated Costs:
					over the course of the	\$250/teacher	\$250/teacher
					school year, on CCSS for	(\$150,000)	(\$150,000)
					Classified Instructional	Funding Sources:	Funding Sources:
					staff.	General Fund	General Fund

Goal (Include and	Related State and Local		Level of Service (Indicate	Annual Update: Review of	projected to be provide	med or services provided in years 2 and 3)? Whateach action (including fu	at are the anticipated
identify all goals from Section 2)	identify all goals If rom Section	Actions and Services	if school- wide or LEA- wide)	actions/ services	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	Related State and Local		Level of Service (Indicate	Annual Update: Review of	What actions are perform projected to be provided expenditures for a		at are the anticipated
identify all goals from Section 2)	Priorities (from Section 2)	Actions and Services	if school- wide or LEA- wide)	actions/ services	LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal #3	#1:	Purchase and Pilot	LEA		Select and pilot CCSS	Adopt and purchase	Pilot CCSS aligned
Increase access	Basic	CCSS mathematics			mathematics	CCSS aligned math	ELA instructional
to standards-		instructional			instructional materials.	instructional	materials.
aligned	#2:	materials.			Anticipated Costs:	materials.	Anticipated Costs:
instructional	Implement-				\$1000	Anticipated Costs:	\$1,500,000
materials.	ation of State	Pilot standards			Funding Sources:	\$1,500,000	Funding Sources:
	Standards	aligned ELA			Instructional Materials	Funding Sources:	One Time Funds
		instructional			Budget	One Time Funds	
		materials.					Continue to provide
		Develop unit plans,			Substitute costs for	Begin to provide	training to
		pacing guides, and			development of pacing	training to	administrators and
		common assessments			guides and assessments.	administrators and	teachers on new
		in Math.			Anticipated Costs:	teachers on new	standards aligned
		iii iviatii.			\$125/day/teacher	standards aligned	math materials.
		Purchase standards			(\$10,000)	math materials.	Anticipated Costs:
		aligned bridge			Funding Sources:	Anticipated Costs:	\$1000
		materials and			General Fund	\$1000	Funding Sources:
		electronic resources.				Funding Sources:	General Fund
					Purchase standards-	General Fund	
					aligned bridge materials		Inventory electronic
					and electronic resources.	Inventory bridge	standard aligned
					Anticipated Costs:	materials and	resources, purchase
					\$500,000	purchase additional	additional materials
					Funding Sources:	materials based on	based on need and
					One Time Funds	need and results of	results of inventory.
						inventory.	Anticipated Costs:
					Provide professional	Anticipated Costs:	\$1000
					development to teachers	\$1000	Funding Sources:

Goal (Include and	Related State and Local		Level of Service (Indicate	Annual Update: Review of	What actions are perform projected to be provided expenditures for a	•	at are the anticipated
identify all goals from Section 2)	identify all goals (from Section) Actions and Services	if school- wide or LEA- wide)	actions/ services	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
Goal #4 Increase student access to and use of technology to promote academic achievement and the acquisition of 21 st Century skills.	#2: Implement- ation 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	Related State and Local	Askings and Caminas	Level of Service (Indicate	Annual Update: Review of	What actions are perform projected to be provided expenditures for a	_	at are the anticipated
identify all goals from Section 2)	Priorities (from Section 2)	Actions and Services	if school- wide or LEA- wide)	actions/ services	LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal #5	#7:	technology to master CCSS and 21st century skills. Increase VAPA	LEA		Anticipated Costs: \$1,000,000 Funding Sources: One Time Funds Reinstate Elementary	Evaluate District	Evaluate District
Increase Visual and Performing Arts programs across the District.	Course Access #8: Other Pupil Outcomes SCUSD Local Priority	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 extracurricular activities to increase exposure to the Arts.			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:	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	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	Related State and Local		Level of Service (Indicate	Annual Update: Review of		med or services provided d in years 2 and 3)? Whe each action (including fu	at are the anticipated
identify all goals from Section 2)	Priorities (from Section 2)	Actions and Services	if school- wide or LEA- wide)	actions/ services	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
Goal #6 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 st 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	Related State and Local		Level of Service (Indicate if school- wide or LEA- wide)	Annual Update: Review of	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)?			
identify all goals from Section 2)	Priorities (from Section 2)	Actions and Services		actions/ services	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	
Goal #7 All students will master the ELA common core standards as measured by the SBAC assessments established in 2014-15.	#4 Pupil Achievement #2: Implement- ation 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	Related State and Local		Level of Service (Indicate	Annual Update: Review of	What actions are perform projected to be provided expenditures for a		at are the anticipated
identify all goals from Section 2)	Priorities (from Section 2)	Actions and Services	if school- wide or LEA- wide)	wide or services	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
Goal #8 All students will master the Math common core standards as measured by the SBAC assessments established in 2014-15.	#4 Pupil Achievement #2: Implement- ation 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	Related State and Local		Level of Service (Indicate	Annual Update: Review of	What actions are perform projected to be provided expenditures for expenditures	•	at are the anticipated
identify all goals from Section 2)	Priorities (from Section 2)	Actions and Services	if school- wide or LEA- wide)	actions/ services	LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		math coaches, TOSAs, District Math Institute etc.). Conduct District Math Institute Develop unit plans, pacing guides, and common assessments in mathematics.			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 District Math Consultant will facilitate math training and support and development of pacing guides and assessments. Anticipated Costs: \$40,000 Funding Sources: Targeted Funds Develop unit plans, pacing guides, and	programs using identified District curriculum. Anticipated Costs: \$100,000 Funding Source: Instructional Materials Continue to develop unit plans, pacing guides, and assessments. Anticipated Costs: \$125/day/teacher (\$100,000) Funding Sources: Targeted Funds .	assessments. Anticipated Costs: \$125/day/teacher (\$100,000) Funding Sources: Targeted Funds

Goal (Include and	Related State and Local		Level of Service (Indicate	Annual Update: Review of	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)?			
identify all goals from Section 2)	Priorities (from Section 2)	Actions and Services	if school- wide or LEA- wide)	actions/ services	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			
Goal #9 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 Achieve- ment #2: Implement- ation 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	Related State and Local		Level of Service (Indicate	Annual Update: Review of	What actions are perform projected to be provided expenditures for expenditures	•	at are the anticipated
identify all goals from Section 2)	all goals (from Section 2) (from Section 2)	if school- wide or LEA- wide)	actions/ services	LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					\$1000 Funding Source: Title III/Targeted Funds 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 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	core subjects' language demands for ELs. Anticipated Cost: \$1000 Funding Source: Title III/Targeted Funds Evaluate current EL instructional materials and determine needs with regard to existing or new materials. Anticipated Cost: \$1000 Funding Source: Title III/Targeted Funds Administrators pilot the observation tool based on selected 5 key EL instructional strategies and academic vocabulary.	ccss and ELD standards to address core subjects' language demands for ELs. Anticipated Cost: \$1000 Funding Source: Title III/Targeted Funds Monitor instruction for alignment of CCSS, ELD Standards and CAHSEE requirements. Anticipated Cost: \$1000 Funding Source: Title III/Targeted Funds

Goal (Include and	Related State and Local		Level of Service (Indicate	Annual Update: Review of	projected to be provided	What actions are performed or services provided in each year (projected to be provided in years 2 and 3)? What are the anti- expenditures for each action (including funding source)		
identify all goals from Section 2)	Priorities (from Section 2)	Actions and Services	if school- wide or LEA- wide)	actions/ services	LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
						Anticipated Cost: \$5000 Funding Source: Title III/Targeted Funds		
Goal #10 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: \$1,000 Funding Sources: General Fund	

Goal (Include and	Related State and Local	I	Level of Service (Indicate	Update: Review of	What actions are perfor projected to be provide expenditures for	at are the anticipated	
identify all goals from Section 2)	Priorities (from Section 2)	Actions and Services	if school- wide or LEA- wide)	actions/ services	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	scusp'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	Related State and Local		Level of Service (Indicate	Update: Review of	What actions are performed or services provided in each year projected to be provided in years 2 and 3)? What are the ant expenditures for each action (including funding source)		
identify all goals from Section 2)	Priorities (from Section 2)	Actions and Services	if school- wide or LEA- wide)	actions/ services	LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
						\$1,000 Funding Sources: General Fund	
Goal #11 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	Related State and Local		Level of Service (Indicate	Annual Update: Review of	What actions are performed or services provided in each year (and projected to be provided in years 2 and 3)? What are the anticipat expenditures for each action (including funding source)?			
identify all goals from Section 2)	Priorities (from Section 2)	Actions and Services	if school- wide or LEA- wide)	actions/ services	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		
Goal #12 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	Related State and Local		Level of Service (Indicate	Annual Update: Review of	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)?				
identify all goals from Section 2)	Priorities (from Section 2)	Actions and Services	if school- wide or LEA- wide)	actions/ services	LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17		
					class) Funding Source: General Fund				
Goal #13 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	Related State and Local		Level of Service (Indicate	Annual Update: Review of	What actions are perforn projected to be provided expenditures for expenditures		at are the anticipated
identify all goals from Section 2)	Priorities (from Section 2)	Actions and Services	if school- wide or LEA- wide)	actions/ services	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.			Create and distribute a parent needs survey to determine what resources the center will provide. Anticipated Cost: \$5,000 Funding Source: Targeted Funds 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 Include parent awareness and support activities in the School Plan for Student Achievement and monitor through the	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	\$1,000 Funding Source: Targeted Funds

Goal (Include and	Related State and Local		Level of Service (Indicate	Annual Update: Review of	What actions are perforn projected to be provided expenditures for e	•	at are the anticipated
identify all goals from Section 2)	Priorities (from Section 2)	Actions and Services	if school- wide or LEA- wide)	actions/ services	LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal #14	#6:	Reduce bullying and	LEA		School Site Councils. Anticipated Cost: \$1,000 Funding Source: Targeted Funds Increase funding for	Provide	Continue to provide
Provide an environment where students feel safe by reducing the number of students who report being bullied at school.	School Climate #5: Pupil Engagement	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.			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.	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	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	Related State and Local		Level of Service (Indicate	Annual Update: Review of	What actions are perform projected to be provided expenditures for expenditures.		at are the anticipated
identify all goals from Section 2)	Priorities (from Section 2)	Actions and Services	if school- wide or LEA- wide)	actions/ services	LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Anticipated Cost: \$1,000 Funding Source: General Fund		
Goal #15 Partner with community- based organiz- ations 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	Related State and Local		Level of Service (Indicate	Annual Update: Review of	What actions are performed or services provided in each year (and projected to be provided in years 2 and 3)? What are the anticipa expenditures for each action (including funding source)?			
identify all goals from Section 2)	Priorities (from Section 2)	Actions and Services	if school- wide or LEA- wide)	actions/ services	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	
Goal #16 Provide additional supports and services to accelerate student achievement and school connected ness	#2: Implementation of State Standards #4: Pupil Achievement #5: Pupil Engagement #6: School Climate	For low income pupils: 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 dentify all goals (from Section) Actions and Services	al	Level of Service (Indicate	Annual Update: Review of	What actions are performed or services provided in each year (and a projected to be provided in years 2 and 3)? What are the anticipate expenditures for each action (including funding source)?				
identify all goals from Section 2)		if school- wide or LEA- wide)	actions/ services	LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17			
					\$170,000 Funding Source: Title I/Targeted Funds Provide additional funding support for tutoring, mentoring and support programs. Anticipated Cost: \$100,000 Funding Source: Title I/Targeted Funds	Continue to monitor master schedule to ensure sufficient CAHSEE intervention classes. Anticipated Cost: \$170,000 Funding Source: Title I/Targeted Funds Provide professional development to classified instructional staff, teachers and administrators on school connectedness. Anticipated Cost: \$100,000 Funding Source: Title I/Targeted Funds Provide additional funding support for	Continue to monitor master schedule to ensure sufficient CAHSEE intervention classes. Anticipated Cost: \$170,000 Funding Source: Title I/Targeted Funds Provide professional development to classified instructional staff, teachers and administrators on school connectedness. Anticipated Cost: \$100,000 Funding Source: Title I/Targeted Funds Provide additional funding support for		
						tutoring, mentoring	tutoring, mentoring		

Goal (Include and	Related State and Local		Level of Service (Indicate	Annual Update: Review of	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)?			
identify all goals from Section 2)	Priorities (from Section 2)	Actions and Services	if school- wide or LEA- wide)	actions/ services	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	
Goal 17: English Learners will be provided with additional support in language acquisition and academic areas.	SCUSD Local Priority	For English Learners: 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	Related State and Local	cal	Level of Service (Indicate	Annual Update: Review of	What actions are perform projected to be provided expenditures for a	•	at are the anticipated
identify all goals from Section 2)	Priorities (from Section 2)	Actions and Services	if school- wide or LEA- wide)	actions/ services	LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
			widey		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/ schedules to establish effective language development instruction. Anticipated Cost: \$10,000 Funding Source: Title III and Targeted Funds	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 continuum to ensure high quality and effectiveness of language development instruction. Anticipated Cost: \$10,000	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 continuum to ensure high quality and effectiveness of language development instruction. Anticipated Cost: \$10,000
					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 Monitor progress of English Learners who are supported by the ELSSAs.	Funding Source: Title III and Targeted Funds Monitor progress of English Learners who are supported by the ELSSAs.

Goal (Include and	Related State and Local		Level of Service (Indicate if school- wide or LEA- wide)	Annual Update: Review of	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)?			
identify all goals from Section 2)	Priorities (from Section 2)	Actions and Services		actions/ services	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	
Goal 18: Close Foster Youth achievement gap.	#4: Pupil Achievement #5 Pupil	For Foster Youth: 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	Related State and Local		Level of Service (Indicate if school- wide or LEA- wide)	Annual Update: Review of	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)?			
identify all goals from Section 2)	Priorities (from Section 2)	Actions and Services		actions/ services	LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
	#6 School Climate	Evaluate current district staffing to ensure provisions for and supports for a Foster Youth.	wide)		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: \$25,000 Funding Source:	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	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	
					Targeted Funds Train Administrators,	Continue to Collaborate with	Foster Youth legislation and unique needs of	

Goal (Include and	Related State and Local		Level of Service (Indicate if school- wide or LEA- wide)	Annual Update: Review of	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)?				
identify all goals from Section 2)	Priorities (from Section 2)	Actions and Services		actions/ services	LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17		
					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 Provide increased funding to schools to	State and County Agencies to ensure access to knowledge and resources to support Foster Youth. Anticipated Cost: \$10,000 Funding Source: Targeted Funds Train Administrators,	Foster Youth. Anticipated Cost: \$10,000 Funding Source: Targeted Funds Provide increased funding to schools to provide targeted supports monitoring Foster Youth. Anticipated Cost: \$100,000		
					provide targeted supports monitoring Foster Youth. Anticipated Cost: \$100,000 Funding Source: Targeted Funds Monitor placement of foster youth into alternative programs. Anticipated Cost: \$10,000 Funding Source: Targeted Funds	Counselors, and Teachers on new Foster Youth legislation and unique needs of Foster Youth. Anticipated Cost: \$10,000 Funding Source: Targeted Funds Provide increased funding to schools to provide targeted supports monitoring	Funding Source: Targeted Funds Monitor placement of foster youth into alternative programs. Anticipated Cost: \$10,000 Funding Source: Targeted Funds Continue to participate in local Foster Youth collaborative and		

Goal (Include and	Related State and Local		Level of Service (Indicate if school- wide or LEA- wide)	Annual Update: Review of	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)?			
identify all goals from Section 2) (from	Priorities (from Section 2)	Actions and Services		actions/ services	LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					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	Foster Youth. Anticipated Cost: \$100,000 Funding Source: Targeted Funds Monitor placement of foster youth into 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	other information sharing forums to ensure access to knowledge and resources to support Foster Youth. Anticipated Cost: \$20,000 Funding Source: Targeted Funds	

Goal (Include and	Related State and Local	d Local	Level of Service (Indicate if school- wide or LEA- wide)	Annual Update: Review of	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)?			
identify all goals from Section 2)	Priorities (from Section 2)	Actions and Services		actions/ services	LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Goal #19 Decrease adverse effects of school mobility on Foster Youth	#4: Pupil Achievement #5 Pupil Engagement #6 School Climate	For Foster Youth: 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	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	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	
					Information System identifies Foster Youth and shares/reports	Targeted Funds Continue to ensure that the Student	Targeted Funds Continue to ensure that the Student	

Goal (Include and	Related State and Local		Level of Service (Indicate	Annual Update: Review of	What actions are perforn projected to be provided expenditures for expenditures	•	at are the anticipated
identify all goals from Section 2)	Priorities (from Section 2)	Actions and Services	if school- wide or LEA- wide)	actions/ services	LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					County, and other agencies. Anticipated Cost: \$10,000 Funding Source: Targeted Funds Assign counseling services to monitor attendance and academic and social data for Foster Youth. Anticipated Cost: \$20,000 Funding Source: Targeted Funds	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 Continue assignment of counseling services to monitor attendance and academic and social data for Foster Youth. Anticipated Cost: \$20,000 Funding Source: Targeted Funds	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 Continue assignment of counseling services to monitor attendance and academic and social data for Foster Youth. Anticipated Cost: \$20,000 Funding Source: Targeted Funds
Goal #20 All redesignated students will continue to be	#4: Pupil Achievement #5:	For re-designated fluent English-proficient pupils: Ensure that redesignated 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	Related State and Local		Level of Service (Indicate if school- wide or LEA- wide)	Annual Update: Review of	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)?			
identify all goals from Section 2)	Priorities (from Section 2)	Actions and Services		actions/ services	LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
academically proficient.	Pupil Engagement	are fully monitored for two years beyond their date of redesignation. RFEPs will be monitored and intervention plans will be established as needed. Annually evaluate trends of RFEP student performance at site and district level.			proficiency. Anticipated Cost: \$10,000 Funding Source: Targeted Funds 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 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:	designation to English proficiency. Anticipated Cost: \$10,000 Funding Source: Targeted Funds 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 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	designation to English proficiency. Anticipated Cost: \$10,000 Funding Source: Targeted Funds Continue to provide increased funding to schools to offer additional supports (e.g., teachers, instructional aides). Anticipated Cost: \$500,000 Funding Source: Targeted Funds 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	

Goal (Include and identify all goals	Related State and Local Priorities	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)?			
	(from Section 2)				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 redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals	(Include and State and		Level of Service (Indicate	Annual Update: Review of	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)?			
from Section 2, if	Priorities (from Section 2)	7,4110110 4114 001 11400	if school- wide or LEA-wide)	actions/ services	LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Goal #16	#2:	For low income	LEA		Begin to provide	Continue to increase	Continue to increase	
Provide	Implement-	pupils:			increased	administrative	administrative	
additional	ation of State				administrative support	support at Title 1	support at Title 1	
supports and	Standards	Increase levels of			at Title I schools.	schools.	schools.	
services to		support currently			Anticipated Cost:	Anticipated Cost:	Anticipated Cost:	
accelerate	#4:	provided at schools			\$120,000	\$240,000	\$480,000	
student	Pupil	with highest			Funding Source:	Funding Source:	Funding Source:	
achievement and school	Achievement	percentages of Socio- Economically			Title I/Targeted Funds	Title I/Targeted Funds	Title I/Targeted Funds	
connectedness	#5:	Disadvantaged (SED)			Use assessment	Continue to use	Continue to use	
	Pupil	students.			(NWEA) to identify	assessment (NWEA) to	assessment (NWEA) to	
	Engagement				students needing	identify students	identify students	
		Implement district			additional support.	needing additional	needing additional	
	#6:	wide structures for			Monitor placement	support. Monitor	support. Monitor	
	School	targeted progress			into intervention	placement into	placement into	
	Climate	monitoring of			programs.	intervention	intervention	
		identified students.			Anticipated Cost:	programs.	programs.	
					\$150,000	Anticipated Cost:	Anticipated Cost:	

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

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

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

Funding Source: Targeted Funds Train Administrators, Counselors, Teachers, and those responsible for enrollment on new Foster Youth legislation and unique needs of Foster Youth. Anticipated Cost: Yangeted Funds Foster Youth legislation and unique needs of Foster Youth. Anticipated Cost: Yangeted Funds Foster Youth. Anticipated Cost: Train Administrators, Anticipat	\$25,000	and County Agencies	needs of Foster Youth.
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Funding Source: knowledge and Targeted Funds Monitor placement of resources to support	Anticipated Cost:	Funding Source:	sharing forums to
Targeted Funds Monitor placement of resources to support	\$10,000	Targeted Funds	ensure access to
	Funding Source:		knowledge and
foster youth into Foster Youth.	Targeted Funds	Monitor placement of	resources to support
		foster youth into	Foster Youth.

				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
Goal #19 Decrease adverse effects of school mobility on Foster Youth	#4: Pupil Achievement #5 Pupil Engagement #6 School Climate	For Foster Youth: 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	personnel, and social	parents, school	parents, school
	Vision System with the	workers.	personnel, and social	personnel, and social
	Santa Clara County	Anticipated Cost:	workers.	workers.
	Office of Education	\$10,000	Anticipated Cost:	Anticipated Cost:
	which provides its	Funding Source:	\$10,000	\$10,000
	members more	Targeted Funds	Funding Source:	Funding Source:
	efficient access to		Targeted Funds	Targeted Funds
	relevant Foster Youth	Ensure that the		
	data and collaboration	Student Information	Continue to ensure	Continue to ensure
	with other districts	System identifies	that the Student	that the Student
	and/or other local or	Foster Youth and	Information System	Information System
	state agencies.	shares/reports Foster	identifies Foster Youth	identifies Foster Youth
		Youth data in a timely	and shares/reports	and shares/reports
		and accurate manner	Foster Youth data in a	Foster Youth data in a
		with the State, County,	timely and accurate	timely and accurate
		and other agencies.	manner with the	manner with the
		Anticipated Cost:	State, County, and	State, County, and
		\$10,000	other agencies.	other agencies.
		Funding Source:	Anticipated Cost:	Anticipated Cost:
		Targeted Funds	\$10,000	\$10,000
			Funding Source:	Funding Source:
		Assign counseling	Targeted Funds	Targeted Funds
		services to monitor		
		attendance and	Continue assignment	Continue assignment
		academic and social	of counseling services	of counseling services
		data for Foster Youth.	to monitor attendance	to monitor attendance
		Anticipated Cost:	and academic and	and academic and
		\$20,000	social data for Foster	social data for Foster
		Funding Source:	Youth.	Youth.
		Targeted Funds	Anticipated Cost:	Anticipated Cost:
			\$20,000	\$20,000
			Funding Source:	Funding Source:
			Targeted Funds	Targeted Funds
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Goal #20	#4:	For re-designated	LEA	District EL staff will	Evaluate and modify	Continue to evaluate
All re-	Pupil	fluent English-		develop systems and	systems and	and modify systems
designated	Achievement	proficient pupils:		structures that monitor	structures that	and structures that
students will		Ensure that re-		students two years	monitor students two	monitor students two
continue to be	#5:	designated students		after re-designation to	years after re-	years after re-
academically	Pupil	are fully monitored for		English proficiency.	designation to English	designation to English
proficient.	Engagement	two years beyond		Anticipated Cost:	proficiency.	proficiency.
		their date of re-		\$10,000	Anticipated Cost:	Anticipated Cost:
		designation.		Funding Source:	\$10,000	\$10,000
				Targeted Funds	Funding Source:	Funding Source:
		RFEPs will be			Targeted Funds	Targeted Funds
		monitored and		Provide increased		
		intervention plans will		funding to schools to	Continue to provide	Continue to provide
		be established as		offer additional	funding to schools to	increased funding to
		needed.		supports to re-	offer additional	schools to offer
				designated students.	supports to re-	additional supports
		Annually evaluate		(e.g., teachers,	designated students	(e.g., teachers,
		trends of RFEP		instructional aides).	(e.g., teachers,	instructional aides).
		student performance		Anticipated Cost:	instructional aides).	Anticipated Cost:
		at site and district		\$500,000	Anticipated Cost:	\$500,000
		level.		Funding Source:	\$500,000	Funding Source:
		- ·		Targeted Funds	Funding Source:	Targeted Funds
		Train Administrators,			Targeted Funds	
		EL support staff,		District EL staff will		
		Teachers and Parents		ensure that sites	District EL staff will	District EL staff will
		on the procedures for		provide RFEP	continue to ensure	continue to ensure
		annual monitoring of		monitoring and	that sites provide	that sites provide
		re-designated EL		intervention plan for	RFEP monitoring and	RFEP monitoring and
		students		each identified student	intervention plan for	intervention plan for
				as reflected in the	each identified	each identified
				School Plan for Student	student as reflected in	student as reflected in
				Achievement.	the School Plan for	the School Plan for
				Anticipated Cost:	Student Achievement.	Student Achievement.
				\$1000	Anticipated Cost:	Anticipated Cost:

	Funding Source: Targeted Funds	\$1000 Funding Source: Targeted Funds	\$1000 Funding Source: Targeted Funds
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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 (± 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]