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

<u>**Introduction:**</u>
LEA: <u>Saugus Union School District</u>   **Contact (Name, Title, Email, Phone Number**):<u>Joan Lucid, Ed. D., Superintendent, jlucid@saugususd.org, 661-294-5300</u>   **LCAP Year:**<u>2014</u>

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement
Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

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

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

Involvement Process	Impact on LCAP
LCAP Staff Development Meetings: September 30, 2013 October 22, 2013 February 3, 2014 February 4, 2014 February 10, 2014 February 18, 2014 March 19, 2014 April 1, 2014 May 14, 2014 Wellness Committee Meetings: October 23, 2013 November 14, 2013 January 13, 2014	Throughout the year we created specific opportunities to share information and receive input from parents, teachers, classified staff, and administrators regarding the needs of our students and how we can best meet them. Their contribution was solicited through scheduled meetings as well as through teacher and parent surveys that were conducted on line. We presented dis-aggregated student achievement data as well as information related to student attendance, truancy, Student Attendance Review Team (SART), and Student Attendance and Review Board (SARB) data. We presented our master facilities plan and how the Local Control Funding Formula works. Additionally, our LCAP committee participated in four days of staff development focused on Common Core Implementation so that they could give more specific feedback regarding our plan for implementing Common Core. Our Local Education Area Plan and Board Policies were also used to make connections with the eight State Priorities. As the groups met, we updated feedback and gave it back to committee members so that they could help us refine priorities in all eight areas.

Involvement Process	Impact on LCAP
March 24, 2014 May 2, 2014 June 2, 2014 Physical Fitness Testing - Staff Development: February 24, 2014 March 5, 2014 Curriculum Council Meeting: November 18, 2013 January 27, 2014 February 28, 2014 May 23, 2014 GATE Meetings: January 21, 2014 February 21, 2014 April 2, 2014 DELAC Meetings: November 18, 2013 January 27, 2014 March 17, 2014 May 19, 2014 Cabinet Meetings: February 4, 2014 February 18, 2014 March 11, 2014 April 25, 2014 April 22, 2014 May 1. 2014 May 13, 2014 Parent Advisory Committee Meetings (PAC): September 25, 2013 January 22, 2014 April 23, 2014 May 14, 2014	Specific parent input centered around smaller class sizes (PAC, LCAP, and Special Education students' Parent Survey); more convenient access to student progress through online grades; increased technology access in the classroom; equity at the sites; and more structure to the GATE programs at each site. The final combined Parent Advisory Committee (PAC) and LCAP Committee meeting provided an opportunity to present the rough draft of the plan in its entirety, and hear final committee feedback.

Involvement Process	Impact on LCAP
Administrators' Meetings: August 26, 2013 September 5, 2013 October 3, 2013 November 14, 2013 November 21, 2013 December 12, 2013 February 6, 2014 March 6, 2014 March 20, 2014 May 13, 2014 Individual meetings with Site Administrators and their ELD teams (3/13/-4/21/2014) Technology Committee Meetings September 27, 2013 November 15, 2013 January 24, 2014 May 5, 2014 Surveys: Each Site's Annual Site Council Survey Special Education Parent Survey Communication Committee Parent and Teacher Surveys	

Section 2: Goals and Progress Indicators

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

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

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

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP Year Year 3: 2016-17	
2013 District API score:876 Need: Continue to increase API

Truancy Rate for 2012-13 was 13.94% Need: Decrease Truancy Rate

Suspension Rate for 2012-13 was 0.7%. There were no expulsions. Need: Decrease suspension; maintain 0 expulsions.

AMAO # 1 measures the percent of English Learners who progress one full language proficiency level as measured by the CELDT: Target met; 72% Need: Continue to meet or exceed targets. | Increase Student Achievement | All Socio-economically disadvantaged students Foster Youth Homeless Youth English Learners GATE Special Education students | LEA-wide | | Establish baseline based on Smarter Balance and new Common Core District Benchmarks and use new calculations for API, AYP, and AMAO #3.

Decrease truancy rate from 13.94% to 12%.

Decrease suspension rate from 0.7% to 0.6%.

Continue to meet AMAO targets based on CELDT.

Increase the number of students Proficient or Advanced on Science from 72% to 75%.

PFT: Increase the percentage of students demonstrating | Common Core testing: increase 2% to 3% on new Proficiency Levels. Increase API and AYP based on new Common Core Measures.

Decrease truancy rate from 13.94% currently to 10%.

Decrease suspension rates from 0.7% to 0.5%.

Continue to meet AMAO targets based on new ELD tests.

Increase the number of students Proficient or Advanced on Science CSTs from 72% to 77%.

PFT: Increase the number of students who meet the requirements for all 6 Healthy | Common Core testing: increase 2% to 3% on new Proficiency levels. Increase API and AYP based on new Common Core Measures.

Decrease truancy rate from 13.94% to 8%

Decrease suspension rate from 0.7% to 0.4%.

Continue to meet AMAO targets based on the new ELD tests.

Science: Set a baseline for growth on the Next Generation Science Standards.

PFT: Increase the number of students who met the requirements for all 6 HFZ areas. | Basic Implementation of State Standards; Course access; Pupil achievement; Pupil engagement; Other Pupil Outcomes School climate; Parent Involvement; Board Policy 0200 a-c; Board Policy 0210 a-b; LEAP Performance Goal #1; LEAP Performance Goal #2; LEAP Performance Goal #3 |

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP Year Year 3: 2016-17	
AMAO # 2 measures the percentage of students who meet the CELDT proficiency level (early advanced or advanced overall, and no domain score below intermediate). The data is further subdivided into two categories: students in U.S. schools less than 5 years and students in U.S. schools more than 5 years. Less than 5 Years: Met the Target ;46.2%. More than 5 Years: Met the target, 65.7% Need: Continue to meet or exceed targets. AMAO #3 is tied to CST scores. We did not meet the target for Proficient or Above for English					abdominal strength and flexibility by 3% in each category. Increase reclassification rate of EL students from 12.8% to 14.3%.	Fitness Zones. Increase reclassification of EL students from 12.8% to 15.8%.	Increase reclassification of ELD students from 12.8% to 17.3%.	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP Year Year 3: 2016-17	
Learner students in Language Arts (59.5%) or Math (74.2%). Need: Continue to meet or exceed targets.

AYP: Only Asian subgroup met AYP although many made progress towards safe harbor. Need: Increase AYP for all subgroups.

Science CST: 74% Proficient or above. Need:Continue to increase the number of students proficient in Science.

Physical Fitness Tests (PFT): Students made progress in 4 of six domains:Abdominal Strength decreased 3%, and | | | | | | | | |

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP Year Year 3: 2016-17	
Flexibility decreased 2%. Need: continue to make progress in all 6 PFT areas. Reclassification Rate for 13-14: 12.8%. Need: Continue to reclassify students as soon as they demonstrate English Language Proficiency.								
2013-14 was the first year teachers were given initial training in Common Core standards. No baseline measure available. Need: Implement Common Core with fidelity across the district.	Implement Common Core State Standards (CCSS)	All	LEA-wide		Complete transition to Common Core State Standards in Math and Language Arts so that teachers are only teaching common core in both subject areas.	Develop lessons and local assessments so that all Math and Language Arts lessons and assessments (classroom and district) are based on Common Core Standards.	All local Math. Language Arts, and Science lessons and assessments based on Common Core Standards and Next Generation Science Standards. Increase year over year performance on local district measures from	Implementation of State Standards; Board Policy 0210 a-b; LEAP Performance Goal #1; LEAP Performance Goal #3

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP Year Year 3: 2016-17	
							2015-16.	
Annual Parent, Teacher and Community Survey indicates that 77% of parents feel the District communicates sufficiently with stakeholders. Need: Continue to increase communication with stakeholders.	Increase Communication with all Stakeholders	All	LEA-wide		Conduct a communication survey annually; Increase parent satisfaction with the quantity of District communication from 77% to 79%.	Conduct a communication survey annually; increase parent satisfaction with the quantity of district communication from 77% to 81%.	Conduct annual Communication survey; increase parent satisfaction with quantity of district communication from 77% to 83%.	Parent involvement; Board Policy 0100.1; Board Policy 0200 a-c; LEAP Performance Goal #2
The facilities master plan was Board approved in October, 2013. Student Accident Reports: 07/01/13 - 05/12/14 = 124 accident/injury reports. Need: Decrease student accidents. Work Comp Claims:	Maintain a Safe and Clean Learning Environment	All	LEA-wide		Decrease student accidents, workers' comp and Indoor Air Quality concerns by 2%. Continue to update school safety plans.	Decrease student accidents, workers'comp and Indoor AIr Quality concerns by 2%. Continue to update school safety plans.	Decrease student accidents, workers' comp, and Indoor Air Quality concerns by 2%. Continue to update school safety plans.	School climate; Board Policy 0200 a-c; LEAP Performance Goal #4

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP Year Year 3: 2016-17	
07/01/13 - 05/10/14 = 33 claims. Need: decrease employee accidents. Indoor Air Quality Concerns: Fall 2013 = 199 incident reports. Need: Improve Indoor air quality indicators.								

Section 3: Actions, Services, and Expenditures

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

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:
1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
2) How do these actions/services link to identified goals and performance indicators?
3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2	Related State and Local Priorities (from Section 2	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
Increase Student Achievement	Basic Implementation of State Standards; Course access; Pupil achievement; Pupil engagement; Other Pupil Outcomes School climate; Parent Involvement; Board Policy 0200 a-c; Board Policy 0210 a-b; LEAP Performance Goal #1; LEAP Performance Goal #2; LEAP Performance Goal #3	a. ELA and Math	LEA-wide		District purchases text books ELA & Math : Restricted Lottery ($148,000) District provides deconstructed standards; teachers teach and assess them. Provide Staff Development for all teachers in how to create 20 Day Plans by grade level that incorporate layered activities and assessments. District provides two days of optional summer staff development in the use of models for teaching mathematical practices and problem solving and the integration of Arts/and Language Arts. : CCSS Funding ($425,000)	District purchases text books ELA and Math Refine curriculum choices used to teach Common Core; refine assessments used. Refine 20 Day Plans by grade level. : Restricted Lottery ($148,000)	District purchases text books ELA and Math : Restricted Lottery ($148,000) Continue to refine choices of curriculum and the assessments used: ($0)

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 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
					District Curriculum Committee identifies appropriate math curriculum for teaching Common Core Standards. : Title II ($22,000)		Refine 20 Day Plans by grade level.: ($0)
		b. Social Studies and Science			District purchases text books for Social Studies and Science;

Teach current content standards looking for ways to integrate with ELA Common Core. : Restricted Lottery ($120,000) | District purchases text books for Social Studies and Science;

Refine current content standards looking for ways to integrate with ELA Common Core. : Restricted Lottery ($120,000)

Provide NGSS staff development to all teachers.: Title II ($66,000) | District purchases text books for Social Studies and Science;

Refine current content standards looking for ways to integrate with ELA Common Core. : Restricted Lottery ($120,000)

Teachers begin implementing NGSS: ($0) |
| | | c. P.E. | | | District provides a pacing guide and PE supplies for all grade levels; teachers teach PE 200 minutes every 10 days minimum.: Restricted Lottery ($30,000) | Teachers teach PE 200 minutes every 10 days minimum;
District replaces outdated PE equipment as needed. : Base ($15,000) | Teachers teach PE 200 minutes every 10 days minimum.: Base ($15,000) |

Goal (Include and identify all goals from Section 2	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
		d. VAPA			District selects at least 19 more teachers to participate in the Kennedy Center Arts Integration staff development. Current Kennedy Center teachers provide after school workshops for teachers relating VAPA to Common Core by grade level. District provides optional summer staff development in integrating Common Core and the Arts.(See (a) above.) District provides all teachers 3rd - 6th with crosswalk between VAPA and Common Core. : Base ($7,500)	District selects at least 10 more teachers to participate in the Kennedy Center Arts Integration staff development. Current Kennedy Center teachers provide after school workshops for teachers relating VAPA to Common Core by grade level. District provides all teachers TK - 2nd with cross walk between VAPA and Common Core. : Other ($8,500) District funds one TOSA for Arts Integration: Base ($94,000)	District selects at least 10 more teachers to participate in the Kennedy Center Arts Integration staff development. Current Kennedy Center teachers provide after school workshops for teachers relating VAPA to Common Core by grade level. All teachers implement VAPA integrated with Common Core. : Base ($10,000) District funds one TOSA for Arts Integration: Base ($94,000)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
		e. Technology and Library Services			Technology Committee provides grade level Technology Skills expectations; teachers teach them.

All teachers begin using the recommended keyboarding program with students.
: Base ($10,000) | Technology Committee provides technology resources for teaching in all subjects; teachers begin implementing them.

All teachers use the recommended keyboarding program with students.
: Base ($10,000) | Teachers regularly integrate technology.

All teachers use the recommended keyboarding program with students.
: Base ($10,000) |
					Technology committee makes recommendation for further classroom technology purchases and related staff development.: Base ($600,000)	Technology committee makes recommendation for further classroom technology purchases and related staff development.: Base ($600,000)	Technology committee makes recommendation for further classroom technology purchases and related staff development.: Base ($600,000)
					Provide library software (Follett): Base ($10,500)	Provide library software (Follett): Base ($10,500)	Provide library software (Follett): Base ($10,500)
					District provides staffing allocation based on 30 minutes per class, per week, for 36 weeks.: Base ($200,000)	District provides staffing allocation based on 30 minutes per class, per week, for 36 weeks.: Base ($200,000)	District provides staffing allocation based on 30 minutes per class, per week, for 36 weeks.: Base ($200,000)
					Provide CA Streaming Services: Base ($10,000)	Provide CA Streaming Services: Base ($10,000)	Provide CA Streaming Services: Base ($10,000)
					Film and licenses: Base ($5,800)	Film licenses: Base ($5,800)	Film and licenses: Base ($5,800)
					Provide Accelerated Reader/Scholastic Reading at sites.: Base ($40,000)	Provide Accelerated Reader/Scholastic Reading at sites: Base ($40,000)	Provide Accelerated Reader/Scholastic Reading at sites.: Base ($40,000)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
		f. Health and Wellness			Wellness Committee finalizes Wellness Plan; recommends grade level health lessons tied to Science and Caring School Communities.: Title II ($2,000)	District monitors the Wellness Plan implementation.: ($0)	District monitors the Wellness Plan implementation.: ($0)
					District trains a Positive Behavior Intervention and Supports (PBIS) team; PBIS team creates a district plan.: Base ($6,500)	Teachers teach health lessons related to Science and Caring School Communities.: ($0)	Teachers teach health lessons related to NGSS and Caring School Communities.: ($0)
					SST team monitors referrals to Educationally Relevant Intensive Counseling Services (ERICS) for students with IEPs.: Base ($4,500)	Analyze progress of students with Educationally Relevant Intensive Counseling Services (ERICS). Evaluate effectiveness of program and explore alternatives.: Base ($4,500)	Collaborate with SELPA Directors to evaluate effectiveness of ERICS and implement additional training to special education staff.: Base ($4,500)
						PBIS team trains and pilots the program at three sites. $8,000 per day for CALTAC training.: Base ($24,000)	PBIS implemented at 3 additional sites. $8,000 per day for CALTAC training, cost of software/on-going support.: Base ($24,000)
					Provide training to administrators and staff on issues, needs and legislation for foster and homeless youth.: Title II ($2,000)	Provide training to administrators and staff on issues, needs and legislation for foster and homeless youth.: Title II ($2,000)	Provide training to administrators and staff on issues, needs and legislation for foster and homeless youth.: Title II ($2,000)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
		g. Gifted and Talented (GATE)			Student identification (Universal testing) 1,400 3rd Grade students; 300 4th - 6th Grade students; NNAT online : Other ($16,900)	Student identification (Universal testing) 1,400 3rd Grade students; 100 4th - 6th Grade students; NNAT online : Other ($15,000)	Student identification (Universal testing) 1,400 3rd Grade students; 100 4th - 6th Grade Students; NNAT online : Other ($15,000)
					Provide professional development related to GATE teaching strategies; Provide Differentiated Instruction to GATE students : Title II ($15,000)	Professional Development, GATE teaching strategies : Title II ($15,000)	Professional Development GATE teaching strategies : Title II ($15,000)
					Develop Academic Competition: Title II ($3,000)	Academic Competition: Title II ($3,000)	Academic Competition: Title II ($3,000)
					Provide site funds for site GATE program based on number of identified students: Base ($20,000)	Fund Site Programs to provide Differentiated Instruction to GATE students.: Base ($20,000)	Fund site programs to provide Differentiated Instruction to GATE students.: Base ($20,000)
		h. Attendance: Truancy and Suspensions/Expulsions			Use Aeries to track attendance, truancies, suspensions and expulsions.: Base ($10,200)	Use Aeries to track attendance, truancies, suspensions and expulsions. : Base ($10,200)	Aeries: Base ($10,200)

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 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
					Track Attendance: Investigate programs for restorative justice (Positive Behavior Intervention Services) to track truancy and behavior. Train teams at five sites. Monitor attendance through SART/DART and SARB; Create and implement a plan for alternatives to suspension and expulsions. : Base ($250,000)	Implement PBIS and restorative justice at five sites. Provide training to all sites. Monitor attendance through SART/DART and SARB. Monitor plan for alternatives to suspension and expulsions by analyzing number and type of suspensions. : Base ($250,000)	Implement PBIS and restorative justice at all sites. Monitor attendance through SART/DART and SARB. Monitor plan for alternatives to suspension and expulsions by analyzing number and type of suspensions. : Base ($250,000)
		i. Targeted Intervention			Explore implementing an online program (SST Online) to monitor Response to Intervention and referrals to special education: Base ($5,000) Contract with universities for psychology field workers and interns to provide counseling services.: ($0) Track student performance by software (Data Director): Base ($64,000)	Provide training for SST Online to monitor Response to Intervention and referrals to special education. Implement at three sites.: Base ($55,000) Increase number of psychology field workers and interns by 10% to provide counseling services. Investigate funding sources to provide stipend.: ($0) Track student performance by software (Data Director): Base ($64,000)	Provide district-wide training for SST Online to monitor Response to Intervention and referrals to special education. Implement at all sites, based on enrollment of 10,000.: Base ($17,500) Increase number of psychology field workers and interns by 20% to provide counseling services. Investigate funding sources to provide stipend.: ($0) Track student performance by software (Date Director): Base ($64,000)

Goal (Include and identify all goals from Section 2	Related State and Local Priorities (from Section 2	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
					Provide substitutes for SDC IEPs: Base ($13,000)	Train aides for RTI implementation.: Title II ($2,000) Provide substitutes for SDC IEPs.: Base ($13,000) Provide RTI aides for sites: Base ($8,000)	Train aides for RTI implementation: Title II ($2,000) Provide substitutes for SDC IEPs.: Base ($13,000) Provide RTI aides for sites: Base ($8,000)
		j. Hire Teachers and Provide Opportunities for Teachers to Improve Instruction			PAR: Base ($8,000) BTSA: Base ($25,000) Recruitment: Base ($5,000)	PAR: Base ($8,000) BTSA: Base ($25,000) Recruitment: Base ($5,000)	PAR: Base ($8,000) BTSA: Base ($25,000) Recruitment: Base ($5,000)
Implement Common Core State Standards (CCSS)	Implementation of State Standards; Board Policy 0210 a-b; LEAP Performance Goal #1; LEAP Performance Goal #3	a. Continue the use of Direct Instruction for teaching new information and skills based on Common Core.	LEA-wide		Provide staff development to all teachers in Declarative Lesson Writing and incorporating Depth of Knowledge questioning for Common Core.: CCSS Funding ($60,000) Provide training to special education staff in writing IEP goals aligned with Common Core.: Title II ($5,000) One TOSA to serve as a resource to teachers for finding materials related to Common Core. : CCSS Funding ($94,000)	All staff demonstrate proficiency in Procedural and Declarative Lessons for new information and skills incorporating DOK for Common Core.: ($0) Special education staff demonstrate consistency in writing IEP goals aligned with Common Core.: ($0) Two TOSAs to serve as a resource to teachers for finding materials related to Common Core. : Base ($188,000)	All staff continue to use Procedural and Declarative lessons incorporating DOK for Common Core.: ($0) Special education staff demonstrate proficiency in writing IEP goals aligned with Common Core.: ($0) Two TOSAs to serve as a resource to teachers for finding materials related to Common Core.: Base ($188,000)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
		b. Use layered activities and assessments for students to demonstrate proficiency in meeting Common Core standards.			Provide Staff Development for all teachers in how to create layered activities and assessments using DOK for Common Core.: Title II ($50,000)	Provide additional training in creating layered activities and assessments using DOK for Common Core.: Title II ($45,000)	All staff demonstrate proficiency in creating layered activities and assessments using DOK for Common Core.: ($0)
		c. Provide accountability for implementation of Direct Instruction and Layered activities and assessments.			Train administrators at each site to collect data during classroom visits around the implementation of Direct Instruction and layered activities and assessments. Teach administrators to interpret and use the data for improvement of instruction. : Title I ($20,000)	Administrators provide regular feedback to teachers related to data they collect in weekly walk-throughs.: ($0)	Administers provide regular feedback to teachers related to data they collect in weekly walk-throughs.: ($0)
		d. Create District Common Core benchmarks to be used in addition to online assessments			Create Speaking and Listening Assessments by grade level and align Toastmasters expectations to Common Core.: Title II ($3,000)	Pilot and refine district Speaking and Listening assessments and Toastmasters.: Henry Mayo ($2,000)	Full implementation of Speaking and Listening Benchmarks and Common Core aligned Toastmasters.: Henry Mayo ($2,000)
					Create Writing Assessments by grade level aligned to Common Core.: Title II ($3,000)	Pilot and refine district writing assessments and Toastmasters: ($0)	Full implementation of writing Benchmarks aligned to Common Core.: ($0)
Increase Communication with all Stakeholders	Parent involvement; Board Policy 0100.1; Board Policy 0200 a-c; LEAP Performance Goal #2	a. Communicate with all stakeholders through technology, print and meetings.	LEA-wide		Maintain/update accurate District and Site websites.: Base ($11,520)	Maintain/update accurate District and Site websites.: Base ($11,520)	Maintain/update accurate District, Site and teacher websites.: Base ($11,520)

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 1: 2014-15	**LCAP YEAR 2: 2015-16**	**LCAP YEAR 3: 2016-17**
					Train teachers to use the teacher website aligned to the district website.: Title II ($3,000)	Teachers use the teacher website aligned to the district website.: Base ()	
					Continue using Constant Contact for regular District messages and site bulletins.: Base ($2,000)	Continue using Constant Contact for regular District messages and site bulletins.: Base ($2,000)	Continue using Constant Contact for regular District meetings and site bulletins.: Base ($2,000)
					Provide training and use Blackboard Connect for emergency messages; Facebook, and tweets. (Safety Credits): Other ($18,500)	Use Blackboard Connect for emergency messages, Facebook, and tweets. (Safety Credits): Other ($18,500)	Use Blackboard Connect for emergency messages, Facebook, and tweets. (Safety Credits): Other ($18,500)
					Use community publications (i.e., Magazine of Santa Clarita, newspaper, and Chamber publications) to provide community information about programs and events.	Use community publications (i.e., Magazine of Santa Clarita, newspaper, and Chamber publications) to provide community information about programs and events.: Base ($12,000)	Use community publications (i.e., Magazine of Santa Clarita, newspaper, and Chamber publications) to provide community information about programs and events.: Base ($12,000)
					Complete branding guidelines. : Base ($12,000)		
					Consider staffing implications for part time social media maintenance.: Base ($50,000)	Consider staffing implications for part time social media maintenance.: Base ($50,000)	Consider staffing implications for part time social media maintenance.: Base ($50,000)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
					Schedule site/community meetings and events; post Board Meeting highlights on website; conduct annual survey; update Communication Plan; provide feedback to stakeholders; continue annual Board presentations.: ($0)	Schedule site/community meetings and events; post Board Meetings highlights on website; conduct annual survey; update Communication Plan; provide feedback to stakeholders; continue annual Board presentations.: ($0)	Schedule site/community meetings and events; post Board Meeting highlights on website; conduct annual survey; update Communication Plan; provide feedback to stakeholders; continue annual Board presentations.: ($0)
		b. Report student progress to parents and community through expanded use of the Parent Portal			Create student mastery levels related to Common Core in order to rewrite the District Progress Report. Expand the use of the Parent Portal in Aeries. : Base ($3,000)	Write and pilot a standards-based District Progress Report, available to parents online or as hard copy.: Title II ($15,000)	Implement a standards-based District Progress Report, available to parents online or as a hard copy.: ($0)
Maintain a Safe and Clean Learning Environment	School climate; Board Policy 0200 a-c; LEAP Performance Goal #4	Maintain a safe, clean learning environment.	LEA-wide		Clean, repair, and update facilities.: Base ($2,500,000) Maintain a quarterly Safety Committee to review and monitor accidents and indoor air quality.: Title II ($4,800) Use Keenan to provide worker's compensation, safety oversight and training: Base ($1,100,000) Property and liability: Base ($386,390)	Clean, repair, and update facilities.: Base ($2,500,000) Maintain a quarterly Safety Committee to review and monitor accidents and indoor air quality.: Title II ($4,800) Use Keenan to provide worker's compensation, safety oversight and training: Base ($1,100,000) Property and liability: Base ($386,390)	Clean, repair, and update facilities: Base ($2,500,000) Maintain a quarterly Safety Committee to review and monitor accidents and indoor air quality.: Title II ($4,800) Use Keenan to provide worker's compensation, safety oversight, and training.: Base ($1,100,000) Property and liability: Base ($386,390)

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

Goal (Include and identify all goals from Section 2	Related State and Local Priorities (from Section 2	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
Increase Student Achievement	Basic Implementation of State Standards; Course access; Pupil achievement; Pupil engagement; Other Pupil Outcomes School climate; Parent Involvement; Board Policy 0200 a-c; Board Policy 0210 a-b; LEAP Performance Goal #1; LEAP Performance Goal #2; LEAP Performance Goal #3	a. Services for Limited English Proficient (LEP) and Redesignated Fluent English Proficient (RFEP) pupils provided at the District level for all sites.	LEA-wide		Summer Intervention: Supplemental ($30,000) District provided Professional Development and support: Writing standards-based ELD lessons; Increasing the rigor of language use during lessons; developing Structured Language Practice Routines. Continued District and Coach Support and Training : Supplemental ($345,000)	Summer Intervention: Supplemental ($30,000) Professional Development: Systematic ELD refresher and new teacher training. Continued District and Coach Support and Training. : Supplemental ($350,000)	Summer Intervention: Supplemental ($30,000) Professional Development: Systematic ELD refresher and new teacher training. Continued District and Coach Support and Training. : Supplemental ($350,000)
		b. Foster Youth Outreach conducted by each site.			Identify foster students; meet with foster parents to discuss ways we can assist them at school; connect with Foster Agencies.: Supplemental ($30,000)	Identify foster students; meet with foster parents to discuss ways we can assist; connect with Foster Agencies.: Supplemental ($30,000)	Identify foster students; meet with foster parents to discuss ways was can assist; connect with Foster Agencies.: Supplemental ($30,000)
		c. Site Counselor services to mitigate the effects of poverty				Provide small group social skills counseling: Supplemental ($600,000)	Provide small group social skills counseling: Supplemental ($600,000)

Goal (Include and identify all goals from Section 2	Related State and Local Priorities (from Section 2	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
		d. Translation provided at site level for families requiring translation for parent meetings.			Provide translation services at Rio Vista and Cedarcreek: Supplemental ($40,000) Provide translation services at all other sites. (13 sites): Supplemental ($50,000)	Provide translation services at Rio Vista and Cedarcreek: Supplemental ($40,000) Provide translation services at all other sites (13 sites): Supplemental ($50,000)	Provide translation services at Rio Vista and Cedarcreek: Supplemental ($40,000) Provide translation services at all other sites (13 sites): Supplemental ($50,000)
		e. Learning Walks planned and conducted at the site level.			Provide teacher teams the opportunity to evaluate school-wide program and implement changes. Four per site: 10 schools, 5 subs; 5 schools, 3 subs. : Supplemental ($25,000)	Provide teacher team the opportunity to evaluate school-wide program and implement changes. Four per site: 10 schools, 5 subs; 5 schools, 3 subs. : Supplemental ($25,000)	Provide teacher teams the opportunity to evaluate school-wide program and implement changes. Four per site: 10 schools, 5 subs; 5 schools, 3 subs. : Supplemental ($25,000)
		f. Site funds for programs to meet the needs of LEP, RFEP, low income, and foster youth			Hire personnel, fund programs and supplies or to conduct additional staff development for Systematic ELD, Intervention, Outreach to Foster Parents, targeted services for low income students.: Supplemental ($420,000) Decrease class size to: 26 : 1 in TK through 2nd grade 28 : 1 in 3rd and 4th grades : Supplemental ($564,000)	Hire personnel, fund programs and supplies or to conduct additional staff development for Systematic ELD, Intervention, Outreach to Foster Parents, targeted services for low income students.: Supplemental ($420,000)	Hire personnel, fund programs and supplies or to conduct additional staff development for Systematic ELD, Intervention, Outreach to Foster Parents, targeted services for low income students.: Supplemental ($420,000)
Implement Common Core State	Implementation of State Standards; Board Policy 0210 a-	See 3(a)	LEA-wide		Included under Question 3 (a): ()	Included under Question 3: ()	Included under question 3: ()

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 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
Standards (CCSS)	b; LEAP Performance Goal #1; LEAP Performance Goal #3						
Increase Communication with all Stakeholders	Parent involvement; Board Policy 0100.1; Board Policy 0200 a-c; LEAP Performance Goal #2	See 3(a)	LEA-wide		Included under Question 3 (a).: ()	Included under Question 3: ()	Include under Question 3.: ()
Maintain a Safe and Clean Learning Environment	School climate; Board Policy 0200 a-c; LEAP Performance Goal #4	See 3(a)	LEA-wide		Included under Question 3 (a): ()	Included under Question 3: ()	Included under Question 3.: ()

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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 districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

SUSD expects to receive increased funding of $1,457,932 based on the number and concentration of unduplicated students. Details regarding how those funds will be expended are in Section 3 (B). A portion of these funds will be spent at the District level for the following purposes:

Summer Intervention: This is coordinated by the District Office so that all qualifying students have an opportunity to attend intensive Language Development Summer School regardless of which school they attend. If every school were to plan their own Summer Intervention, some schools would not have a sufficient number of students to host a program. This system allows all ELL the opportunity to receive additional targeted instruction.

District Support and Professional Development and continued coaching in English Language Development: Over the past seven years SUSD has had the opportunity to provide in-depth training to all teachers in Systematic English Language Development (SELD). We have also trained a cadre of 12 SELD coaches who can provide targeted coaching at sites and well as additional staff development at sites upon request. Our unduplicated pupil enrollment is less than 40%. The number of ELL students at each site ranges from 25 to 263. Asking each site to provide their own training and coaches would be cost prohibitive and less effective.

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.

Our District proportionality for Fiscal Year 2014-15, according to the seven step formula provided by the state, is 2.3%

All of the actions and services specified in Section 3(B) provide an extra layer of service to our ELL, Foster Youth, and Socio-economically Disadvantaged students. All of these services are above and beyond the services they receive under any other section of the LCAP.

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.