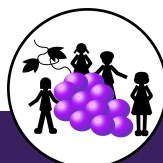


2016-17 Learning Communities for School Success Program (LCSSP) Grant Application

Enclosed is the District's previously funded application to the LCSSP Grant in 2016-17. The District's submission this year will be similar in scope and nature.





CALIFORNIA
DEPARTMENT OF
EDUCATION

TOM TORLAKSON
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

May 31, 2017

Cathy Washer, Superintendent
Lodi Unified School District
1305 East Vine Street
Lodi, CA 95240

Dear Superintendent Washer:

Subject: Grant Award Information for the 2017–2020 Learning Communities for School Success
Competitive Grants, Cohort 1

Congratulations! The application from your district/local lead agency for a Learning Communities for School Success Program (LCSSP) grant has been selected to be funded.

Soon you will be receiving your official Grant Award Notification (AO-400) along with other pertinent documentation.

Your grant is tentatively funded at \$1,701,032 for the term of the grant. Your grant amount will be confirmed when you receive your AO-400 signed by State Superintendent of Public Instruction Tom Torlakson. We look forward to working with you in the implementation and evaluation of evidence-based, non-punitive programs and practices to keep our state's most vulnerable students in school. Technical assistance information for implementing your LCSSP grant will be regularly provided and made available on the LCSSP web page at <http://www.cde.ca.gov/lr/ss/se/schoolsuccess.asp>.

Should you have questions regarding your budget, please contact Tissy Simmons, Grants Fiscal Analyst, at 916-323-1026 or by e-mail at tsimmons@cde.ca.gov. General program inquiries may be directed to Elvia McGuire, Education Programs Consultant, at 916-319-0277 or by e-mail at emcguire@cde.ca.gov.

Sincerely,


Tom Herman, Administrator
Coordinated School Health and Safety Office

TH:ts

cc: Randall Malandro, Coordinator
Assessment, Research and Evaluation

California Department of Education
California Learning Communities for School Success Program
2017-2020 Grant Application

APPLICATION COVER SHEET

Applicant/Lead Local Educational Agency: Lodi Unified School District (LUSD)		County/District Code: 39-68585	
Mailing Address: 1305 East Vine Street		County: San Joaquin	
City: Lodi		ZIP Code: 95240	
Contact Person: Randall J. Malandro		Telephone: 209-331-2212	
Title: Coordinator		Fax: 209-331-8188	
Program Office: Assessment, Research and Evaluation		E-Mail Address: rmalandro@lodiUSD.net	
Check one of the following:			
SINGLE LEA		CONSORTIUM OF LEAs	
<input type="checkbox"/> All schools in the LEA For programs providing funds to all schools in the LEA, Attachment C is not required.	<input checked="" type="checkbox"/> Limited number of schools in the LEA Applicant must complete Attachment C.	<input type="checkbox"/> All schools in each consortium LEA Applicant must complete Attachment C.	<input type="checkbox"/> Limited number of schools in some or all consortium LEA Applicant must complete Attachment C.
Total 2016-17 student enrollment to be served by this application: 12,891 Enrollment will be determined by the 2016-17 CBEDS reported enrollment on Attachment C.		Funding requested for entire funding term of three years: \$1,933,650 See Section II, C. Funding Levels for minimum/maximum funding level limits.	
Certification: <i>I have read this application, the General Assurances, and the Program Assurances and certify that this agency and the participating schools will, if funded, fully support and implement the program and adhere to all the assurances. Further, I certify that the 2016-17 CBEDS reported enrollment listed on the following page(s) for the participating schools is correct to the best of my knowledge.</i>			
Superintendent, Charter Director, or Designee Signature (in blue ink) ⇒ 		Date 5/10/17	
Type or Print Name Cathy Nichols-Washer, Ed.D.		Title Superintendent	

California Department of Education
California Learning Communities for School Success Program
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**LOCAL EDUCATIONAL AGENCY (LEA)/SCHOOL SITE
PARTICIPANT IDENTIFICATION**

Applicants must provide an accurate list of participating school sites and the number of enrolled students (2016-17 California Basic Education Data System (CBEDS) enrollment) at each school site if the grant is not designed to provide direct funds and services to all students enrolled in the LEA.

Applicant/Lead Local Educational Agency: Lodi Unified School District (LUSD)		County/District Code: 39-68585		
SINGLE LEA		CONSORTIUM OF LEAs		
<input type="checkbox"/> All schools in the LEA For programs providing funds to all schools in the LEA, Attachment C is not required.	<input checked="" type="checkbox"/> Limited number of schools in the LEA Applicant must complete Attachment C.	<input type="checkbox"/> All schools in each consortium LEA Applicant must complete Attachment C.	<input type="checkbox"/> Limited number of schools in some or all consortium LEA Applicant must complete Attachment C.	
LEA Name	School Name	CDS Code	Check if all schools in the district are participating	Total 2016-17 CBEDS Enrollment
Lodi Unified	Ansel Adams Elementary	39-68585-0102632	<input type="checkbox"/>	734
Lodi Unified	Bear Creek High School	39-68585-3930237	<input type="checkbox"/>	2,083
Lodi Unified	Christa McAuliffe Middle	39-68585-0102657	<input type="checkbox"/>	738
Lodi Unified	Clairmont Elementary	39-68585-6104426	<input type="checkbox"/>	449
Lodi Unified	Creekside Elementary	39-68585-6104038	<input type="checkbox"/>	573
Lodi Unified	Delta Sierra Middle	39-68585-6107114	<input type="checkbox"/>	617
Lodi Unified	George Lincoln Mosher	39-68585-0111286	<input type="checkbox"/>	548
Lodi Unified	Henderson School	39-68585-0132837	<input type="checkbox"/>	60
Lodi Unified	John Muir Elementary	39-68585-6111983	<input type="checkbox"/>	629
Lodi Unified	Julia Morgan Elementary	39-68585-6120059	<input type="checkbox"/>	539
Lodi Unified	Manlio Silva Elementary	39-68585-0108217	<input type="checkbox"/>	862
Subtotal enrollment for above LEAs:				7,832
Subtotal enrollment for LEAs listed on additional page(s):				5,059
Total enrollment for all participating LEAs in this grant application: (Transfer this total to Application Cover Sheet/Attachment B):				12,891

LEA/SCHOOL SITE PARTICIPANT IDENTIFICATION

Additional Participating LEAs/School Sites (Duplicate as needed)

LEA Name	School Name	CDS Code	Check if all schools in the district are participating	Total 2016-17 CBEDS Enrollment
Lodi Unified	Morada Middle	39-68585-6042196	<input type="checkbox"/>	749
Lodi Unified	Oakwood Elementary	39-68585-6100341	<input type="checkbox"/>	495
Lodi Unified	Parklane Elementary	39-68585-6100366	<input type="checkbox"/>	525
Lodi Unified	Plaza Robles Continuation	39-68585-3930278	<input type="checkbox"/>	148
Lodi Unified	Ronald E. McNair High	39-68585-0108225	<input type="checkbox"/>	1,719
Lodi Unified	Sutherland Elementary	39-68585-6110944	<input type="checkbox"/>	345
Lodi Unified	Wagner-Holt Elementary	39-68585-6108807	<input type="checkbox"/>	516
Lodi Unified	Westwood Elementary	39-68585-6109839	<input type="checkbox"/>	562
		- -	<input type="checkbox"/>	
		- -	<input type="checkbox"/>	
		- -	<input type="checkbox"/>	
		- -	<input type="checkbox"/>	
		- -	<input type="checkbox"/>	
		- -	<input type="checkbox"/>	
		- -	<input type="checkbox"/>	
		- -	<input type="checkbox"/>	
		- -	<input type="checkbox"/>	
		- -	<input type="checkbox"/>	
		- -	<input type="checkbox"/>	
		- -	<input type="checkbox"/>	
Subtotal enrollment for above LEAs: (Transfer the sum of this page to previous page, C-1)				5,059

California Department of Education
California Learning Communities for School Success Program
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PROJECT ABSTRACT

Applicant/Lead Local Educational Agency: Lodi Unified School District		County/District Code: 39-68585	
Contact Person/Program Office: Randy Malandro		Telephone: 209-331-2212	
Title: Assessment, Research, and Evaluation Coordinator		E-Mail Address: rmandro@lodiUSD.net	
<input checked="" type="checkbox"/> Single Agency Application		<input type="checkbox"/> Consortium Application (List LEA members of the consortium below.)	
Consortium LEA Member	County/District Code	Consortium LEA Member	County/District Code

Short Description of Grant Activity:

The Lodi Unified School District (LUSD) is requesting \$1.9 million over the next three-year period to build a sustainable, multi-tiered system of supports (MTSS) to promote school engagement and positive behavior, combat truancy and chronic absenteeism, and minimize the unintended consequences of punitive discipline, namely, the disproportionate exclusion and “push out” of students of color. The project will be led by Mr. Enrique Avalos, Positive School Climate Coordinator, who will serve as the LCSSP Program Coordinator. The program intent is to create more supportive and equitable learning environments that are less reliant on exclusionary discipline, and to establish a multi-tiered system for identifying youth with academic and behavioral challenges, and connecting them with school-, family-, and community-based interventions that address underlying service needs and keep them engaged in school. Key components include: (a) stakeholder engagement, (b) professional development for administrators, educators, and non-classified staff, (c) early warning systems supporting identification and referral, (d) expansion of student support staff implementing Check & Connect evidence-based interventions, (e) academic tutoring (f) culturally-centered intensive interventions for African-American and LGBT+ youth, and (f) use of restorative discipline practices. The project targets services to youth enrolled in 19 high-need elementary schools, middle schools, and high schools in the north Stockton area. Priority populations specifically targeted by the grant include low income and foster youth, students of color, and sexual minority populations.

This application will specifically address the needs of the following priority population(s):
(Check all that apply)

- Kindergarten-3rd Grade
 Middle School
 High School
 African American
 American Indian or Alaska Native
 Asian
 Filipino
 Hispanic or Latino
 Native Hawaiian/Pacific Islander
 Homeless
 Foster
 English Language
 Socioeconomically Disadvantaged
 Rural Population

List the applicant's collaborative partners and the activity to which the partner will contribute.

Partner Name	Collaborative Activity
San Joaquin PRIDE Center (SJPC)	The San Joaquin PRIDE Center (SJPC) will implement the <i>Cultivating Acceptance</i> Community-Defined Evidence Program (CDEP), which aims to create safe school and community environments, support families in accepting and embracing LGBT+ youth, and provide LGBT+ culturally-competent clinical support for youth, friends, and family members. The program model includes campus-based student engagement activities, diversity and cultural awareness training for school administrators, educators, and non-classified staff, and peer support and individual counseling services for identified youth. SJPC has agreed to implement the program on all middle school and high school campuses identified for the LCSSP grant program. The program is funded under the California Department of Health, California Reducing Disparities Project (CRDP).
Evaluation, Management, and Training (EMT), Associates, Inc.	EMT Associates, Inc. will partner with the LUSD to conduct a formal process and outcome evaluation of the LCSSP grant program. EMT will work closely with the district to produce and submit all annual and final LCSSP progress reports, and will provide technical consulting and resources to support project implementation. EMT will subcontract with Freeman Consulting and Development (Freeman CD) to develop and maintain an online training curriculum and learning management system to train district administrators, educators, and non-classified staff on social-emotional learning and trauma-informed practices.

California Department of Education
California Learning Communities for School Success Program
2017-2020 Grant Application

PROJECT BUDGET

Applicant/Lead Local Educational Agency: Lodi Unified School District		County/District Code: 39-68585			
BUDGET SUMMARY					
Object Code	Line Item	Year 1	Year 2	Year 3	Total
1000	Certificated Salaries				
2000	Classified Salaries	\$346,785	\$377,022	\$377,022	\$1,100,829
3000	Benefits	\$169,940	\$174,787	\$174,787	\$519,514
4200	Books and Other Reference Materials		\$450	\$450	\$900
4300	Materials and Supplies	\$800			\$800
4400	Noncapitalized Equipment				
5200	Travel and Conferences	\$3,500	\$1,500	\$1,500	\$6,500
5600	Rentals, Leases, Repairs, and Noncapitalized Improvements				
5700	Interprogram Services				
5800-0000	Noninstructional Consultant Services	\$79,367	\$53,600	\$53,600	\$186,567
5800-1000	Instructional Consultant Services	\$6,967	\$0.00	\$0.00	\$6,967
TOTAL DIRECT COSTS		\$607,359	\$607,359	\$607,359	\$1,822,077
7000	Year 1 Indirect Costs Estimated at 5.77 %	\$37,191			\$111,573
	Year 2 Indirect Costs Estimated at %		\$37,191		
	Year 3 Indirect Costs Estimated at %			\$37,191	
5100	Subagreements for Services (Amounts over \$25,000 per subagreement)				
TOTAL BUDGET		\$644,550	\$644,550	\$644,550	\$1,933,650

BUDGET JUSTIFICATION					
Object Code	Line Item Detail	Year 1	Year 2	Year 3	Total
1000					
2000	Classified Salaries in year one includes 1 program manager, 13 community liaisons, and 4,224 hours of Avid Tutoring. In years 2 and 3 it includes 1 program manager, 14.5 community liaisons, and 4, 224 hours of Avid Tutoring.	\$346,785	\$377,022	\$377,022	\$1,100,829
3000	Benefits in all years includes the program manager, community liaisons, and Avid tutors.	\$169,940	\$174,787	\$174,787	\$519,514
4200	Books and other reference materials include cost to purchase additional Check & Connect implementation manuals as needed in Years 2 and 3 (\$45/manual x 10). Cost of manuals is included in total base year training fees.	--	\$450	\$450	\$900
4300	Materials and Supplies includes the materials for the Check and Connect program implementation in year one only.	\$800			\$800
4400					
5200	Travel and conferences includes travel-related expenses (e.g., mileage, per diem) for (3) LCSSP staff (LCSSP Coordinator, Positive School Climate Coordinator, and Coordinator of Assessment, Research, and Evaluation) to attend annual regional CDC training events. Also included in year one is funds (\$2000) for transportation as part of the Check and Connect implementation.	\$3,500	\$1,500	\$1,500	\$6,500
5600					
5700					

<p>5800-0000</p>	<p>Non-instructional consultant services include direct service contract with EMT Associates, Inc. to provide curriculum development and evaluation consulting services. Total cost includes base year IT subcontract (\$16,000) to produce online training portal and social-emotional learning and trauma-informed classroom training module, online training hosting and maintenance fees (\$3,600/year), and program evaluation, performance measurement, and reporting (\$50,000/year).</p>	<p>\$79,367</p>	<p>\$53,600</p>	<p>\$53,600</p>	<p>\$186,567</p>
<p>5800-1000</p>	<p>Instructional consultant services include a base year direct service contract with the University of Minnesota, Institute on Community Integration to provide on-site consultation and staff training on implementation of the evidence-based Check & Connect program.</p>	<p>\$6,967</p>	<p>--</p>	<p>--</p>	<p>\$6,967</p>
<p>5100</p>					

California Department of Education
California Learning Communities for School Success Program
2017–2020 Grant Application

Applicant Agency:

APPLICATION CHECKLIST

Applicants are encouraged to use this checklist to verify that the LCSSP Application contains all required information and the application elements are in the required sequence as listed.

- Original application and four copies (original has authorized signature in **blue ink**)
- Each page is single-sided and 8½- by 11-inch paper
- Application stapled or binder-clipped only in the upper left-hand corner
- Application Cover Sheet (Attachment B)
- LEA/School Site Participant Identification page(s) (Attachment C)
- One Page Abstract (Attachment D)
- Narrative—25-page maximum (30-page maximum for consortium application), 12-point Arial font, one-inch margins, and page numbers required. Enclosed charts and graphs may be no smaller than 10-point font
- Letter(s) of Agreement or Memorandum of Understanding
- Project Budget (Attachment E)
 - Budget Summary
 - Budget Justification
- Application Checklist (Attachment F)

LCSSP Project Narrative

The Lodi Unified School District (LUSD) is pleased to respond to the California Department of Education's Request for Applications for funding under the California Learning Communities for School Success (LCSSP) grant program. The district is requesting \$1.9 million in funding over the next three-year period to build a sustainable, multi-tiered system of interventions and supports to create more supportive and equitable learning environments, and to help our most vulnerable students remain engaged in the learning process. The overarching goal of our proposed program is to bring together schools, families, and communities to partner in promoting school engagement and positive behavior, combatting truancy and chronic absenteeism, and eliminating the unintended consequences of punitive discipline practices, namely, the disproportionate exclusion and "push out" of students of color.

I. Local Educational Agency Needs Assessment

The Lodi Unified School District (LUSD) is a large public school district located in the Central Valley of Northern California. The district currently enrolls 28,248 students in grades pre K-12, and operates 49 school sites, including 33 elementary schools, 7 middle schools, 4 comprehensive high schools, and 2 continuation schools. Although the district is designated as urban (large city), the district boundary encompasses 350 square miles and is geographically diverse, spanning the City of Lodi, the large urban community of north Stockton, and the suburban and rural fringe communities of Acampo, Clements, Lockeford, Victor, and Woodbridge. Within the overall district population, 43 percent of students are Hispanic or Latino, 24 percent are White, 21 percent are Asian/Pacific Islander, and 7 percent are African American. The neighborhoods and communities located within district boundaries have experienced substantial population growth in recent years (15% growth from 2000-2015) accompanied by shifts in demographic composition. School populations have become more racially and culturally diverse and the number of foreign-born residents, including migrant and refugee populations, has increased. Census data indicates that 38.2 percent of the population residing within district boundaries speaks a primary language other than English in the home. English Learners comprise more than a quarter of the district's school-age population with Spanish, Hmong, Urdu, Cambodian and Vietnamese as the most commonly spoken non-English languages. The district also enrolls a significant percentage of students who are socio-economically disadvantaged, which places them at risk for educational disparities. The current Free Reduced Price Lunch (FRPL) eligibility percentage (65.3%) districtwide significantly exceeds the statewide rate (58.9%), meeting the FRPL priority criteria for the LCSSP grant. The population served by LUSD schools is also economically divided along racial and ethnic lines. Specifically, about 6.9 percent of White family households residing within the district boundary are living at or below poverty level, compared to 16 percent of Asian households, 18.1 percent of African-American households, and 21.2 percent of Hispanic households. Median income is approximately 26 percent higher among White householders than among Hispanic or Latino householders, and 35 percent higher than among African-American householders.

Within the student population, differences in race and socio-economic status are highly correlated with indicators of student engagement and school performance, as demonstrated by gaps in student achievement and disproportionate rates of truancy, chronic absenteeism, and suspension and expulsion among low income students and students of color. For the 2014-15 school year, 38.6 percent of students districtwide achieved proficiency in English Language Arts on standardized tests, compared to 28.7 percent of low income students, and 9.3 percent of English Learners who comprise one-third of the student population. Low income students and students of color are also more likely to be disengaged from the learning environment as evidenced by high rates of absenteeism and resulting loss of instructional time. According to recent data from LUSD data tracking systems, the rate of chronic absenteeism, defined as missing more than 10 percent of the school year for either excused or unexcused absences, was 12.6 percent districtwide in 2014-15. This translates into more than 64,000 lost instructional days. Chronic absenteeism across LUSD schools also varied substantially across race/ethnic subgroups, with nearly 1 in 4 African American students (24.6%) identified as chronically absent from school in 2014-15, compared to 1 in 10 White students (11.6%). Cohort dropout rates for the district also show disparities by race. For example, among White students, the cohort dropout rate was 6.2 percent in 2014-15, compared to 14.8 percent among African-American students. Although the 2014-15 district cohort dropout rate of 7.2 percent fell below the state average rate, the dropout rate increased by 2 percentage points to 9.4 percent between 2014-15 and 2015-16, signaling an alarming change in trend. District schools have also faced significant challenges managing student conduct, and frequently resort to exclusionary discipline practices to maintain order in schools, resulting in school removal and loss of instruction without addressing underlying causes of the behavior. The district suspension rate for all students (5.7%) for 2014-15, far exceeded the statewide average rate (3.8%), meeting the suspension priority criteria for the LCSSP.

The district has often struggled to address the challenges of serving an increasingly high need and diverse student population, while ensuring equity of access, opportunity, and outcomes. Recently, the district was subject to investigation by the federal Office of Civil Rights (OCR) on claims that the LUSD discipline policy, while not adopted with any discriminatory intent, had a disproportionate impact on African-American students. More specifically, the investigation found that the district's 2,827 African-American students had received more than 2,400 in-school and out-of-school suspensions, and lost roughly 3,400 days of instruction. This compares to more than 7,700 White students, who experienced only 1,200 in-school and out-of-school suspensions, and 1,200 fewer days of lost instruction.

School climate data helps to underscore disparities in how vulnerable LUSD youth experience school. Survey responses districtwide suggest that at the aggregate level students feel safe at school (81%), perceive a sense of school connectedness (83%), and believe that their teachers care about them (87%). Overall, students also generally agree (82%) that the adults working at their schools treat all students with respect. However, among African American students, only 71 percent felt that adults treated students respectfully. Eighty-eight percent of students believed that if they were to miss school, an adult at the school would notice their absence. When asked about

disciplinary equity and fairness, district-wide about 76 percent of all students perceived that discipline in their schools was fair, while only 67 percent of African-American students shared this perception.

The challenges of ensuring equity in diverse schools is compounded by the fact that many district staff do not share the cultural backgrounds or collective histories of the student populations they serve. Districtwide, three-quarters of all school staff are White, while more than three-quarters of the student population is non-White. For example, 12 percent of LUSD school personnel are Hispanic or Latino, compared to 43 percent of enrolled students. Similar gaps are found for African-American students and for students of Asian and Southeast Asian descent. Research suggests that non-white students tend to benefit when they are assigned to a teacher of their own race, and often fare worse when they are not. This gap is most pronounced on issues of school discipline. Studies have demonstrated that while students of color are no more likely to commit serious behavioral infractions than other students, they are judged more harshly by White teachers and are more likely to receive serious consequences for infractions. The district has acknowledged the need for greater diversity in its workforce and has outlined specific strategies in its Local Control and Accountability Plan (LCAP) to recruit and retain a diverse workforce and to build capacity among staff around cultural-responsiveness. While professional development can be an effective tool for cultivating cultural-competence and understanding of how poverty and trauma influence student engagement and behavior, the district has not had sufficient resources to train its certificated and non-classified school staff in this area.

b. Target schools within the LEA. Although the district, through its LCAP, invests in efforts to improve student engagement and positive school climate districtwide, core services funded under the proposed LCSSP program will focus on youth and families attending 19 high-need schools that are concentrated in the north Stockton area of the district. These schools collectively enroll 12,891 students across 11 elementary schools, 3 middle schools, 3 comprehensive high schools, and 2 continuation schools. This high need urban “pocket area” within the larger district is distinct with respect to demographic composition and student need. The 19 schools collectively meet all three priority criteria for the LCSSP grant. These schools are considerably more racially and ethnically diverse than the district population as whole. Approximately one-third of enrolled students are Hispanic or Latino (33.8%), one-third are Asian/Pacific Islander, and 14 percent are African-American. The nineteen targeted schools also enroll a significantly higher proportion of students who are socio-economically disadvantaged (72%), with the FRPL percentage in several schools exceeding 90 percent. Twelve of the 19 schools in the targeted neighborhoods and communities are Title 1. Schools also report extremely high suspension (6.9%), chronic absenteeism (12.3%), and high school cohort dropout rates (12.3%) relative to both district and state averages. Exhibit 1 compares the district and the LCSSP targeted schools on key indicators of need.

Exhibit 1 LCSSP Criteria and District Indicators of Need

	Cumulative Enrollment	Foster Care	FRPL	Suspension Rate	Truancy Rate	High school dropout	Chronically absent
LCSSP Criteria	--	--	58.9%	3.8%	--	10.7%	--
LUSD	30,349	1%	65.3%	5.7%	48.8%	9.4%	10.6%
LCSSP Schools	14,727	2%	72.3%	6.9%	51.3%	12.3%	13.9%

School and community data indicates that students enrolled in targeted north Stockton area schools also face elevated risk for trauma and adverse childhood experiences tied to poverty and exposure to crime and violence in their neighborhoods and communities. Comparisons of violent crime rates reported by law enforcement agencies suggest that the incidence of violent crime in neighborhoods targeted by the district (1,329 violence crimes per 100,000 population) more than tripled violent crime rates statewide in 2014 (394 per 100,000). Family dysfunction and domestic violence are also serious concerns impacting district families. In 2015, local law enforcement agencies serving the north Stockton community received 2,595 domestic violence calls for assistance. Foster youth comprise nearly 2 percent of the student population and account for 65 percent of all foster youth enrolled district wide.

An analysis of school climate data for LCSSP schools reveals differences in how students perceive their learning environments relative to students districtwide. While 85 percent of students in non-targeted schools reported feeling safe while they were at school, only 76 percent of students in LCSSP schools enjoyed a similar sense of safety. Students in targeted schools were also less likely to feel connected to school (81%) compared to students in other areas of the district (84%). Students were also less likely to believe that adults at their school treated students with respect, were less likely to believe that their teachers cared about them, and were less likely to believe that an adult would notice if they were absent from school. On issues of school discipline, LCSSP youth were also less likely to perceive that discipline practices in their schools were fair (74%) compared to students enrolled in other district schools (77%).

c. LCAP Priority Goals. The proposed LCSSP program model aligns with Goal 3 of the LUSD LCAP, which focuses on transforming schools into positive and supportive learning environments that provide maximum opportunities for each student to succeed. The LCAP defines several actions and services that support achievement of this goal. These include: (1) maintaining support to address the needs of students experiencing behavioral difficulty, (2) continuing community outreach programs, including use of committees, to address needs of specific student populations, (3) maintaining staff to provide additional parent contact to address attendance difficulties, (4) maintaining options for middle school and high school students who are at risk of school failure, (5) expanding the SAFE intervention program to additional K-8 schools to provide a consistent and systematic support for improving students' academic success through increased parent involvement, (6) maintaining additional services to support students experiencing attendance difficulties, and (7) increasing parent knowledge regarding

specific needs through parent workshops. The underlying intent of these strategies is to address challenges of student disengagement in the form of truancy and chronic absenteeism, and to more effectively support students who are at risk for dropping out or experiencing “push out” resulting from academic or behavioral challenges. Student subgroups identified in the LCAP to be served under goal 3 include low income students, English Learners, and foster youth, although selected strategies target all students districtwide. The proposed LCSSP program model expands this list of targeted sub-groups to include students of color who have historically experienced significant disparities in achievement and discipline in LUSD schools. The program also focuses on addressing the unique service needs of Lesbian, Gay, Bisexual, and Transgender youth (LGBT+) who represent an ‘invisible’ minority in school information systems, but who are at heightened risk for bullying, harassment, and discrimination leading to chronic absenteeism and school dropout. LGBTQ youth are also overrepresented in juvenile justice system populations and are more likely to be homeless or in foster care.

II. Proposed Grant Activities

The proposed LCSSP program compliments and enhances actions and services identified in the three-year LCAP by expanding the continuum of evidence-based, tiered interventions and supports that address the needs of our most vulnerable students. This includes students who are disengaged from school, or who are experiencing academic and behavioral issues that place them at risk for chronic absenteeism, school removal due to disciplinary action, or academic failure resulting in school dropout. The program model integrates new evidence-based program components at the universal, selective, and targeted intensive intervention levels, and establishes linkages among new and existing program resources to more effectively coordinate supports for youth. Each of the major program components are described in more detail below:

PBIS. The LCSSP program model builds on the culturally-responsive School-Wide Positive Behavior Interventions and Supports (PBIS) framework that is currently being implemented in LUSD schools districtwide. The PBIS framework offers a universal approach to improving school climate and safety and teaching and reinforcing behavioral expectations. The district began implementing the PBIS framework in 2015-16 using a phased implementation approach. LUSD schools were divided into three cohorts with a new cohort of schools trained each year. The first cohort targeted the highest need schools in the district, including 15 of 19 schools selected for the LCSSP grant program. One additional LCSSP school was trained in 2016-17 and the three remaining schools are scheduled to be trained in the upcoming 2017-18 school year. School implementation will be monitored over a 4-5-year timeline to ensure that schools are implementing the framework with fidelity.

Professional development for school staff. A core universal strategy supported with LCSSP funding will be the development of an online training curriculum, and online training registration portal and learning management system, to support the delivery of professional development opportunities to district certificated and non-classified staff. Historically, the district has struggled to implement professional development for school staff due to high costs of covering substitute teachers during professional development hours. The move to an online learning management system will open opportunities for

the district to train staff on a large-scale at low relative cost. The LUSD will work with our evaluation contractor and a sub-contracting web-based training developer, Freeman Consulting and Development (Freeman CD), to build an online training platform and series of online training modules. The core training curriculum will focus on educating staff on the use of trauma-informed approaches in classrooms and school settings. Research has demonstrated that exposure to trauma can significantly impact learning, behavior, and relationships at school, leading to difficulty with attention and learning, problems identifying and controlling feelings while in school, increased absences, and increased likelihood of being suspended or expelled for behavioral issues. Additional training modules may include social-emotional learning, and diversity and cultural awareness training. The online training be a requirement for all certificated and non-classified staff. Staff will receive professional growth credit toward advancement on the salary schedule. The district's investment in the online learning management system also provides a mechanism for future curriculum development and training delivery.

Stakeholder outreach, engagement and awareness-raising. A key component of the proposed model focuses on expanding district outreach to more effectively engage school and community stakeholders in school planning and decision-making efforts, including defining school needs, identifying responsive strategies, and providing feedback on the perceived effectiveness of district efforts. The proposed program component will involve three key elements: convening an LCSSP Advisory Committee to guide program planning, implementation, and evaluation activities, creating opportunities for youth voice to inform school policy and planning, and enhancing communication to raise-awareness about grant funded efforts and the importance of school attendance and positive behavior in promoting school outcomes.

The district will convene an LCSSP advisory committee comprised of key stakeholders, include school and district administrators, teachers, counselors, parents, youth, community partners, and other members of the community at large. Targeted outreach recruitment efforts will be made to ensure that youth and parent representation of all segments of the student population with respect to race, culture, language, and sexual orientation. The Committee will meet quarterly in Year One and semiannually in subsequent years. The Advisory Committee will support grant planning efforts, will provide guidance on implementation, and contribute to a participatory evaluation approach to ensure that evaluation efforts are responsive to stakeholder needs and interest. The Advisory Committee will also play a key role in reviewing interim evaluation findings, school climate results, and disciplinary incident data disaggregated by race, color and national origin, and will make recommendations regarding the district's attendance and discipline policies and procedures, the implementation of the LCSSP program model. This approach recognizes that school policies and practices should engage parents as partners in the process by promoting supportive roles for family members in identifying and addressing concerns.

Student voice. LSUD teachers will also conduct educational in-classroom sessions during regular school hours that provide students with information about attendance and discipline policies, practices, and procedures, including information about the importance of regular school attendance and definitions of terms and consequences for

absenteeism and misbehavior. The sessions will also include an opportunity for students to provide suggestions for improvements in attendance and discipline policies, procedures, and practices. The district will select an appropriate format for each session based on the age and grade levels of students and the needs of each school.

Parent communication. Research has demonstrated that students and parents are often unaware of the negative impacts of chronic absenteeism and that parents or educators lack awareness of what constitutes risk of chronic absenteeism based on number of missed school days. This strategy will involve proactive parent and community outreach to raise awareness of the effects of absenteeism on school outcomes. The district will design a set of communication tools based on sample templates presented in the Office of the Attorney General's In-School and On-Track toolkit. This universal, research-based strategy for communicating with parents suggests that differences in how communications are framed can significantly impact their effect on parenting behaviors. The district will develop and disseminate parent communications to be posted online and distributed by mail two times each school year.

Early warning and referral system. The LCSSP grant integrates existing district personnel, who serve as Child Welfare and Attendance Advisors (CWAs), into the LCSSP program design and expands on their designated roles. CWAs are currently assigned across schools districtwide and are tasked with monitoring student attendance patterns, notifying parents when students have repeated absences, and conducting home visits with families when the number of missed school days reaches a critical threshold. There are currently 9 FTE CWAs employed districtwide, 6 of whom are assigned to monitor students attending LCSSP schools. The expanded advisor role will involve disseminating parent communications that raise awareness about the impact of missed school, working in collaboration with the LCSSP Program Coordinator to design a data-driven, early warning system to flag students with excessive absences, and establishing referral criteria and processes to connect identified students with targeted interventions. Under current state law, districts are required to notify parents after the third and fifth unexcused absence. The proposed LCSSP model will involve a review of the parent notification process and revise the SIS to alert parents based on chronic absenteeism rather than truancy to identify youth with excessive absences. The early warning system will use the Aeries Student Information System (SIS) to systematically identify students at risk for attendance issues. Aeries Analytics™ provides an unlimited number of customizable and dynamic dashboards with drill-down capabilities that allow users to identify individual students who meet risk criteria and assign them to LCSSP interventions that can be tracked in the system. CWAs will also establish clear protocols to ensure timely access to attendance and absence data for transfer students who move from one school or district to another. This is particularly important when serving student populations with high mobility rates, notably, students in foster care.

Student Support Liaisons. The core component of the LUSD LCSSP program model is the evidence-based, targeted and intensive intervention component that will be implemented across all LCSSP elementary, middle school, and high schools. The LUSD is proposing to hire 14.5 FTE new Student Support Liaisons (SSLs) who will work with at-risk youth who are identified and referred by CWAs through the early warning

system. The district is proposing to add 13 FTE SSLs in Year 1 and an additional 1.5 FTE in Year 2. The SSLs will serve as mentors and school-family liaisons who are assigned to individual school sites to work with a caseload of identified youth and their families. SSLs will communicate with parents regarding student attendance, behavior, and academic achievement. The district currently employs 6 FTE Community Support Liaisons who primarily serve non-English speaking families. The addition of 14.5 SSLs represents a significant expansion in both personnel resources and staff roles.

The SSLs work will be structured using the evidence-based *Check & Connect* program model. *Check & Connect* is a structured mentoring intervention featuring four key components: mentoring, monitoring of student performance, supportive interventions, and parent and family engagement. The program is designed to foster school connectedness and school completion for marginalized, disengaged students in grades K-12. *Check & Connect* is implemented by a trained mentor whose primary goal is to work with students and family members to help youth remain focused on education. The mentor works with a caseload of students and families over a two-year period and may follow their caseload from school to school within the district. The trained mentor regularly checks on students, assessing their engagement with school and learning through close monitoring of their attendance, behavior, and grades, and connects students with available resources. SSLs will coordinate with CWAs assigned to their schools to access data supporting regular monitoring of student progress.

Check & Connect rests on the underlying assumption that the family-school interaction is the means to changing student behavior and improving learning outcomes. The program establishes guidelines for mentors that include: maintaining a positive, honest orientation to communication with parents, developing a two-way communication system, focusing all communication on the student's engagement at school and progress in learning, ensuring that parents have the information they need to support their children's education, and recognizing that trusting relationships develop over time. The program utilizes a cognitive-behavioral approach to help build youth skills to resolve conflict constructively, encourage the search for solutions rather than a source of blame, foster productive coping skills, and diminish dependency on the mentor.

The *Check & Connect* staff from the University of Minnesota's, Institute for Community Integration have agreed to provide comprehensive, on-site training for SSLs and district administrative teams. Staff will conduct a planning and preparation conference call to assist in identifying specific implementation goals, and supporting mentor selection, and decision-making to prepare for staff training. *Check & Connect* trainers will conduct one on-site, two-day training session that will include core training on the background, philosophy, and implementation strategies for the *Check & Connect* model, and strategies for establishing successful mentor / mentee relationships. *Check & Connect* staff also provide remote technical assistance sessions for district administrators up to a maximum of 5 hours within 12-months after training has concluded. The staff training will include all participant training materials.

The *Check and Connect* intervention has been rigorously evaluated and reviewed by the U.S. Department of Education's *What Works Clearinghouse*, which found the program to have *strong evidence* of positive effects on staying in school. The program is

listed in the National Dropout Prevention Center (NDPC) database of Model Programs as having “*strong evidence of effectiveness.*” Compared to students in control or comparison groups, students served by the program showed significant decreases in truancy, absenteeism, and dropout rates, increases in credit accrual, and increases in school completion.

Parent education. As a complimentary component to the *Check & Connect* intervention, the district is seeking to expand its existing parent education program to 10 additional schools in the 2017-18 school year. *Parenting Partners* is a parent leadership and skill-building program that focuses on strengthening parent and student engagement in schools. The program is implemented over an 8-week session, covering a range of topics, including positive parenting, building confidence, effective communication, structure and discipline, and parent engagement. The program trains school site teams, comprised of parents, staff, and other school leaders, as instructors who facilitate parent workshops at their schools. Program training fees, substitute teachers, and materials are covered under the district LCFF. The *Parenting Partners* program has been historically underutilized due to challenges identifying and recruiting parents to participate. SSLs funded under the LCSSP grant will be positioned to leverage relationships with families on their student caseloads to connect parents with school-based education programs.

Expansion of restorative discipline practices. The district recently began implementing Restorative Circles and Restorative Conferences at one LCSSP high school. The goal of restorative discipline is to enhance school connectedness and respond to problem behavior by engaging in open communication with students, staff, and family members, developing a mutual understanding of impact, and agreeing on next steps to make amends. The Restorative Circles are used to address minor behavioral incidents and are conducted with groups of students involved in similar offenses. The Restorative Conferences are used to address more serious behavioral offenses. The district has developed scripts for facilitators to use to guide discussions during Restorative Conferences. Students are asked to provide an account of what occurred, what they were feeling or thinking during the event, how they have been affected, how their actions affected others, how they feel about the event in retrospect, following the event what has been the most difficult, and are given the opportunity to provide additional information. Person(s) harmed or involved in the event and family members will be asked to share an account for what happened and how they have been affected. The facilitator will ask the student to provide a recap of the accounts and will ask the student what they believe needs to happen to make amends. Once the student and facilitator have determined next steps, an agreement will be signed by all parties. Each student who enters into an agreement will also schedule check-in appointments with the facilitator. The LCSSP model includes an expansion of restorative discipline practices.

Culturally-centered programming for high-risk minority students. The district also plans to use LCSSP funds to expand the array of Tier III intensive interventions to offer culturally-centered services and supports that address the unique service needs of vulnerable youth populations.

LGBT+ School-Based Model. The first of these components involves a new community-partnership with the San Joaquin Pride Center (SJPC) to implement the *Cultivating Acceptance* community-defined evidence program. *Cultivating Acceptance* is designed to encourage acceptance of LGBT+ youth by creating safe school and community environments, supporting families in accepting and embracing their LGBT+ youth, and providing LGBT+ culturally-competent clinical support for youth, friends, and family during the coming out process. SJPC cultivates acceptance at schools through youth empowerment activities that provide LGBT+ youth with tools to advocate for acceptance and safer spaces in their schools. These tools include informational material, anti-bullying and safe-zones posters, an SJPB staff presence within schools, and guidance and support around the coming out process. The approach includes diversity and cultural awareness training for school administrators, educators and non-classified staff on how they can improve school climates for LGBT+ students and how they can be more tolerant and accepting of diversity. In addition, SJPC creates social opportunities and activities for LGBT+ youth by providing a unique space for them at the center where peer support groups and individual counseling sessions are offered for students and parents. The San Joaquin Pride Center has committed to partnering with the district as part of the LCSSP grant to implement the *Cultivating Acceptance* model on its six LCSSP middle and high school campuses.

Mentoring for African-American Males. The LUSD also supports a school-based, culturally-centered mentoring program serving male, African-American youth. The program is led by a district staff member from the African-American community in north Stockton who recruits adult leaders to work with at-risk high school students by training them as mentors. Training topics include: an introduction to mentoring, characteristics of a real man, overcoming fear of public speaking, health and nutrition, how to form effective study groups, standing on the shoulders of those before me, and job interview skills. High school students are matched with middle school and elementary school youth from their neighborhoods and communities as part of a peer mentoring model and work with students in small group sessions on their school campuses. Student mentors are paid minimum wage for each one-hour mentoring session. The program has several key objectives including supporting parents and schools in their efforts to develop disciplined and academically successful students, to motivate and inspire youth to become more committed to school, to nurture the building of strong character, and to positively impact youth attitudes and behaviors. An objective for the LCSSP grant will be to offer technical consulting and sharing of training resources and best practices with program staff to strengthen the program model, and to help connect African-American youth with mentoring services.

Academic tutoring for youth at risk of school failure. The LCSSP model will include academic tutoring for students performing below grade level who are identified through the district early warning system or who seek academic assistance. The district will recruit and hire tutors from local colleges and universities (e.g., University of the Pacific) to work with students after school on their school campuses to improve academic achievement. Tutors will be paid minimum wage and will be supervised by the Student Support Liaison assigned to each school site. Academic tutors will be available to assist students 12 hours per week on high school campuses, 9 hours per week on middle

school campuses, and 3-6 hours per week on elementary school campuses for a total allocation of 4,224 tutoring hours annually.

LCSSP Schools Needs Enrolled Populations. The proposed LCSSP grant program model is designed as a school-wide, multi-tiered system of support that will reach all students enrolled across 19 high-need schools that serve the urban community of north Stockton. The constellation of programs and services supported by the grant are designed to better identify and support at-risk students and broader school populations that are characterized by significant need, including high rates of suspension (6.9%), truancy (51.3%), and chronic absenteeism (13.9%), and high rates of dropping out of school (12.3%). The schools selected for the LCSSP grant collectively enrolled 12,891 students in the 2016-17 school year, across 12 elementary schools, 3 middle schools, 2 comprehensive high schools, 1 continuation middle school, and 1 continuation high school. The selected schools are large with respect to school size, which has been correlated with higher dropout and expulsions rates, and higher rates of behavioral issues, including truancy, disorder, student conflict, and violence. The LCSSP schools include eight very large middle schools and high schools (600 or more students), eight medium-large elementary schools (401-<600 students), one medium-small elementary school (200-400 students), and two very small continuation schools (<200 students). Schools also serve high proportions of socio-economically disadvantaged youth (72.3%) and foster youth (2%), who are a greater risk for educational disparities.

LCSSP Workplan. The following section briefly summarizes major tasks that are outlined in the preliminary project workplan.

Task 1. Project Kick-Off and Monthly Team Meetings. Upon notification of a successful grant award in July 2017, the district administrative team responsible for managing the LCSSP grant will schedule and conduct a kick-off meeting with project stakeholders, including district Superintendents, internal district staff, the external evaluation consultant, and school administrators from LCSSP schools. The kick-off meeting will be used to further refine the project workplan by identifying more specific tasks and subtasks, establishing a communication processes, and further defining roles and responsibilities. The grant management team will continue to meet monthly, or more frequently as needed, to monitor progress and to address emerging challenges.

Task 2. LCSSP Advisory Committee Convening. The LCSSP Coordinator will begin recruiting committee members in July 2017 and will schedule the first advisory committee in August 2017. Advisory Committee meetings will be held quarterly in Year One and semi-annually in Years 2 and 3 of the grant.

Task 3. Stakeholder Outreach and Awareness-Raising Activities. The LCSSP Coordinator and Program Manager will meet regularly with CWAs to develop a series of parent communications to inform parents about the risks of absenteeism, and will distribute communications twice annually in October and February of each school year. The LCSSP Coordinator and Program Manager will also work with district administrators to develop a format for classroom teachers to guide discussions with students about the risk absenteeism and problem behavior, and to solicit feedback from

youth on school attendance and discipline policies and approaches. Classroom discussions with youth will be held November of each year.

Task 4. Development of an Early Warning System. The LCSSP Project Coordinator, the Assessment, Research and Evaluation Coordinator, and the evaluation team will work in collaboration to design an appropriate early identification and referral system using the Aeries Student Information System. The early warning system and referral procedure will be completed by October 2017 and launched in December 2017. The system will be refined each year based on feedback from CWAs and other project staff.

Task 5. Online Training Development. The district is partnering with EMT Associates, Inc. to design a research-based online training curricula addressing trauma-informed approaches and social-emotional learning. EMT will sub-contract with Freeman CD to build a web-based training portal and Moodle online learning management system to deliver training content. The training content development will be completed by mid-October 2017 and submitted to the district for review and approval. The development of the online learning management system will be completed by December 31, 2017. The district will pilot-test the training platform in January 2018 in selected schools before launching the training project-wide for all administrators, educators, and non-classified staff in February 2018.

Task 6. SSLs and Evidence-Based Program Implementation. The LCSSP Project Coordinator, with the support of the Assessment, Research, and Evaluation Coordinator and the Assistant Superintendent of Curriculum and Instruction, will initiate a recruitment effort to hire 13 FTE staff positions to serve in the SSL role. Staff hiring will be completed by September of 2017 in Year 1. Additional 1.5 FTE staff will be hired in Year 2 by September of 2018. The district will host on-site training for SSLs provided by the University of Minnesota, Institute on Community Integration to train staff on implementation of the Check & Connect evidence-based program in September 2017. The program will be launched by SSLs in schools in October 2017.

Task 7. Academic Tutoring. The LCSSP Project Coordinator, with the support of the Assessment, Research, and Evaluation Coordinator and the Assistant Superintendent of Curriculum and Instruction, will initiate targeted outreach efforts in July 2017 to recruit and hire academic tutors to serve LCSSP school sites. Tutors will participate in a multi-day training conducted by the LCSSP Project Coordinator prior to being placed at designated schools. Tutoring services will begin being offered in August 2017 within the first month of the school year.

Task 8. Community Partner Intervention Programs. Upon an award of funding, the district will prepare and finalize a Memorandum of Understanding with all direct service contractors and community partners detailing a scope-of-work, terms of payment, and timelines for services and deliverables. MOUs will be completed by July 2017. The implementation of direct service contracts and community partner agreements will be overseen by the LCSSP Project Coordinator. The Project Coordinator will work with community partner organizations to identify a timeline for service implementation that will be integrated into the LCSSP workplan.

AVID
Teacher
Training ?

Task 9. Data Collection and Analysis

Within the first two months of the grant period by September 2017, the evaluation team will prepare a formal evaluation plan detailing evaluation methods, process and outcome data collection strategies, roles and responsibilities, timelines, and deliverables. The evaluation team will work collaboratively with district staff to define outcome measures and measurement timelines, and to establish early warning systems based on student data. The evaluation team will complete all data collection tools by December 2017, and will begin data collection to monitor fidelity and outcomes. Evaluation activities will continue throughout three-years and interim evaluation findings will be presented at quarterly and semi-annual advisory committee meetings.

Task 10. Preparation and Submission of Annual and Final Progress Reports. The evaluation team will work in collaboration with the district Assessment, Research, and Evaluation Coordinator to compile process and outcome evaluation data, analyze results and interpret findings, and prepare annual and final progress reports for submission to CDE. Annual and final progress reports will be completed by September of each grant year and will be submitted to the Superintendent and other district administrators staff for review, approval, and revisions as needed. Final versions of reports will be submitted to CDE by October 11 of each contract year.

III. Alignment with LCAP

The proposed LUSD LCSSP grant program was specifically designed to support the overarching goals of the district LCAP and to complement and enhance the actions and services identified in the plan districtwide, as well as the actions and services identified in individual school plans to address needs of at-risk students. The plan was also designed to address concerns related to the district's active OCR complaint and to support programs and strategies that are outlined in the district's Resolution Agreement to ensure that all students have equitable access to the district's educational program.

a. LCAP Goals, Actions and Services. Under the Local Control Funding Formula (LCFF), all LEAs are required to prepare a three-year LCAP addressing eight state priority areas. Across priority areas, plans identify actions and services to increase student achievement for all students, as well as specific actions and services for special populations. The three-year plan is updated on an annual basis with input from students, parents, community members, and employees. Although LUSD LCAP uses most its proportionate share of total LCFF funds to strengthen core instructional programs, the plan also identifies actions and services that address three additional state priorities that are directly aligned with the LCSSP grant. These include school climate and pupil and parent engagement. The LCSSP model also addresses each of four needs identified in the LUSD LCAP, including the need for (1) more effective monitoring of student indicators of success, including attendance, graduation, suspension, and expulsion and chronic absenteeism disaggregated by demographic subgroup, (2) creating a system to connect home and school to improve student academic success and parental involvement, (3) fostering partnerships with the community, and (4) providing professional development for all staff to effectively address student needs.

The proposed LCSSP program model supports Goal 3 of the LUSD LCAP, which focuses on transforming schools into positive and supportive learning environments that provide maximum opportunities for each student to succeed. The LCAP defines several actions and services that promote achievement of this goal and that will be supported with LCSSP funding. Specifically, the current LCAP defines an action to maintain staff to provide additional parent contact to address attendance difficulties. The district has allocated \$350,000 in FTE districtwide to support Child Welfare and Attendance Advisor positions. The advisors' role is to address the attendance needs of students and to provide a systematic support system to address core issues affecting students. These advisors will be formally integrated into the LCSSP model and will directly coordinate with new SSL positions to offer more comprehensive approaches to identifying youth at-risk, communicating with parents, and referring students to evidence-based interventions. Two other related actions under goal 3 of the LCAP are to maintain staff to provide additional parent contact to address attendance difficulties, and to maintain additional services to support students experiencing attendance difficulties. The district currently employs 6 FTE Community Liaisons districtwide who provide parent outreach and engagement, with specific emphasis on working with non-English speaking families. The LCSSP adds 14.5 SSL positions, who will serve in similar, but expanded roles, and who will coordinate with Community Liaisons to facilitate communication with non-English speaking students and families who participate in specific grant funded components.

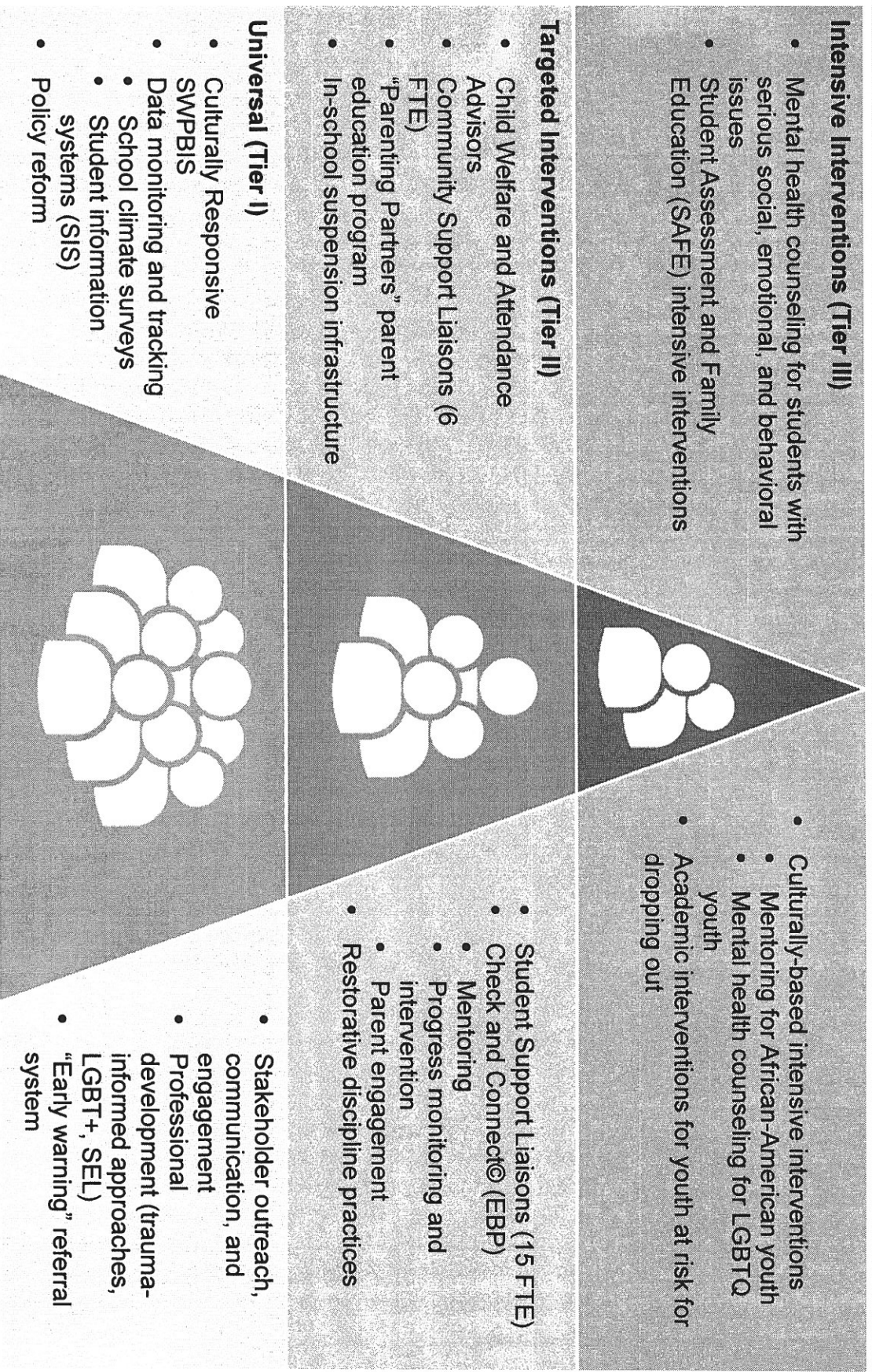
The LCAP also supports a collaborative partnership with the San Joaquin Child Abuse Council to implement the Student Assessment and Family Engagement (SAFE) program. SAFE is a pilot program that focuses on identifying barriers to learning that place students at-risk for poor academic performance and exclusion from school due to suspension and expulsion. The SAFE model targets highest risk students and their families and provides therapy, case management, therapeutic interventions, home visitation and parent support services. The LCAP includes a planned action to expand the SAFE program to 8 new K-8 schools within the LCSSP target area to address core issues affecting target groups, and to improve student's academic success through increased parent involvement. Under the LCSSP model, SSLs will play a key role in coordinating referrals to the SAFE program based on an assessment of student needs. The LCAP also identifies an action to increase parent knowledge regarding specific needs through parent workshops. This action is being achieved through implementation of the *Parent Partners* parent education program, which serves selected LCSSP schools. The proposed program will support the parent education component by leveraging grant funds to encourage expansion of the program to new LCSSP school sites, and by utilizing SSLs to actively promote the program and refer new families.

Lastly, the district LCAP also identifies services and actions under goal 1 that involve recruiting and retaining a diverse work force. This action step aligns with the LCSSP focus on equity and ensuring that all students have opportunities to learn in a culturally-responsive school environment. Although the LCSSP program does not directly support staff recruitment and retention efforts, the program does integrate professional development opportunities addressing cultural competence and trauma-informed

approaches to help bridge the cultural and economic divide between students and school faculty.

b. Integration with LCAP. The LCSSP model also aims to complement and enhance the actions and services identified in the districtwide LCAP and in individual school plans for LCSSP school sites. The exhibit on the following page (1) details the various actions and services identified in the district LCAP and/or mandated under the district's OCR Resolution Agreement, (2) details new services proposed under the LCSSP program model, and (3) depicts how services are integrated into a multi-tiered system of support. The enhancement of actions and strategies at the core of the LCSSP model involve building on the array of services available to support students with attendance difficulties, and to address the needs of students with behavioral challenges. The LCSSP model vastly expands services in each of these areas to identify students early on, to enhance the level of student support, and to increase coordination of new and existing resources. Specific components of the model include the development of an early warning system and referral protocol to link students with attendance and behavioral challenges with targeted interventions. The program utilizes existing CWA positions to engage in data-driven monitoring of student progress and to work in conjunction with new SSL positions, once students are identified, to coordinate outreach to families and to refer students to participate in *Check & Connect* evidence-based interventions and other tiered interventions and supports, including SAFE, culturally-based mentoring, and interventions services targeting LGBT+ youth. The LCAP also specifies actions and services that involve maintaining options for middle school and high school students who are at risk of school failure. The LCSSP program enhances planned services by adding substantial resources to support academic tutoring in LCSSP schools for students at risk of dropping out. The program model also expands supportive discipline practices for students who are struggling with behavioral issues to reduce unnecessary school removal or justice system involvement. The LUSD LCAP also includes small amount of funding for community outreach under goal 3 to support the action of engaging in community outreach to address needs of specific student populations. The district has committed to allocating a portion of funds to support parent and community outreach implemented under the LCSSP grant as a cash expenditure under the program match. Funds will be used to support parent communications addressing absenteeism and other awareness-raising and outreach activities.

c. Individual School Plans. The LCSSP program model is also designed to complement and enhance individual school plans to address needs of at-risk students. The individual plans each outline actions and services within four district goal areas that include English Language Arts, Math, English Learners, and Parent Involvement. These goal areas correspond to the Title I Single Plan for Achievement. All individual schools benefit from centralized services supporting CLs and Parenting Partners programs that address goals of pupil and parent engagement. These student and family intervention programs will be expanded under the LCSSP program with the addition of new SSLs assigned to each school site. Upon an award of funding, the LCSSP School Coordinator will meet with school administrators from each site to engage in school-level planning efforts to achieve full integration between LSCCP program components and individual school plans.



Needs Assessment

Planning

Implementation

Monitoring

Evaluation

IV. Measurement of Outcomes

The LUSD is committed to advancing the goal of increasing the state's knowledge base concerning which strategies are most effective for improving student success and eliminating the school-to-prison pipeline. To this end, the district has partnered with an external evaluation and technical consulting firm to conduct a formal process and outcome evaluation of the program model. The evaluation team will utilize a mixed method, linked-outcome and process evaluation design that will determine the effectiveness of our proposed model in reducing chronic absenteeism and exclusionary discipline, and reducing students' risk of dropping out. Evaluation findings may also be used to support efforts to disseminate promising and proven strategies to other schools and districts. The focus of the process evaluation will be on measuring the strength and fidelity of implementation. Fidelity assessment measures the degree to which interventions are implemented as theoretically planned. Stronger fidelity to the program model will increase confidence that changes in expected outcomes can be attributed to LCSSP strategies. The evaluation team will work closely with the LCSSP Coordinator and project staff to design web-based systems for tracking program fidelity and student participation in LCSSP supported services. The process evaluation will also involve use of structured interviews to document stakeholder perceptions of implementation challenges and strengths, changes to the proposed LCSSP plan, reasons that changes occurred, and factors that supported or impeded plan implementation. The outcome evaluation will focus on measuring changes in expected outcomes and learning environments resulting from project implementation. While some of the intervention efforts will focus on specific students (e.g., the Tier II/III interventions), the overarching goal of the district's multi-tiered system of supports (MTSS) is a school- and districtwide outcomes, such as decreases in the number of students who are chronically absent from school, the number of students expelled, suspended, and otherwise removed from the classroom, and the number of students who fail to graduate. To examine whether the intervention efforts implemented under the grant collectively impacted school and district outcomes, the evaluation team will use an interrupted time series (ITS) design and regression analyses. A time series refers to a continuous sequence of observations on a population, taken repeatedly (normally at equal intervals) over time. Chronic absenteeism and discipline data from multiple years preceding the grant implementation year will be used to establish the baseline underlying data trend, or in other words, the expected trend in the absence of the intervention. The baseline trend will be compared to data after each year or from month-to-month of the intervention time-period to test for the intervention's impact. The benefit of the ITS design is that it will allow for modeling the impact of interventions implemented under the grant despite the absence of a randomized controlled trial, or a treatment and control group.

a. Expected Annual Measurable Outcomes. The LCAP includes several required data collection components that will serve as Expected Annual Measurable Outcomes for the LCSSP grant program to determine LCSSP impact. These measures include school attendance rates, chronic absenteeism, middle and high school dropout rates, high school graduation rates, student suspension and expulsion rates, efforts to seek parent input, and promotion of parental participation. Exhibit 1 presents the LUSD's FY 2015–16 base year data that will be used to measure change in student outcomes over time.

The base year data was extracted from multiple data sources, including the Aeries Student Information System (SIS) and CDC DataQuest. The exhibit reports (1) districtwide data that corresponds to metrics reported in the current LCAP, (2) aggregate data for the 19 schools proposed for the LCSSP grant program, and (3) LCSSP school data disaggregated by race/ethnicity and program (e.g., socio-economically disadvantage, special education, foster youth) for all subgroups that meet the minimum sample size for data reporting. The exhibit also presents expected annual measurable outcomes based on target percent change. Note that targets dropout rates were not reported at the middle school level, as numbers did not meet the minimum sample size criteria for data reporting (i.e., <10 middle school dropouts in 2015-16).

The LUSD LCAP targeted a 1 percent decrease in the high school dropout rate over three years and a 1 percent decrease in the suspension rates each year. The expected annual measurable outcome for graduation rates was an increase by 1 percent each year. LUSD also set goals to maintain low expulsion rates and maintain high attendance rates. With LCSSP schools, suspension rates varied considerably by program and race/ethnicity. For example, suspensions rates in LCSSP targeted schools were above average for African-American students, and expulsion rates were highest among African-American students followed by Filipino and Hispanic students. The outcome goal for the three-year LCSSP grant period will be to reduce suspension and expulsion rates among these high-risk groups to bring them in closer alignment with current LCSSP school averages.

Although the district did not define specific outcome goals for chronic absenteeism, chronic absenteeism will serve as a key outcome under the grant. Targets for improvements in chronic absenteeism were established based on findings from the research on the impact of the evidence-based *Check & Connect* program model. According to a research study of students involved in the *Check & Connect* program, 40 percent of students served were engaged in school and regularly attending classes after two-years of intervention. Based on projected caseloads, it is estimated that about 10 percent of students who are chronically absent in the targeted schools will remain in class and engaged in Year 2 of program implementation. Following Year 2, the Student Community Support Liaisons will begin implementing the program with a new cohort of students, replacing students who move out of the program, and thus the estimated decrease in chronic absenteeism in Year 3 will be about 5 percent of students identified as chronically absent in targeted schools.

b. Local Measures. The LCAP also identified local measures to assess outcomes. These include measures from the LUSD Parent Survey, which is administered to elementary and secondary school parents during the last month of the school year. The 54-item Parent Survey captures 6 dimensions about the academic programming, school climate, feedback on teachers and administrators, school connectedness, technology, and college and career readiness, and is translated into Spanish and is available to parents online. The LCAP establishes the district goal that 94 percent of parents will perceive that their children feel safe at school, and that 94 percent of elementary school parents and 80 percent of secondary school parents will feel connected to their child's school. School connectedness is measured by combining the following three items: "the

school makes an effort to ensure all parents receive notices about meetings,” “I have ample opportunities to become involved in school activities,” and “parents are asked for input about important decisions about the school.” The district LCAP targets a 1 percent improvement in school climate and school connectedness among elementary parents, and perceptions of school connectedness among secondary parents. Parent survey data was not available within program subgroup.

LUSD also administers a student school climate survey annually to all students in grades 4-12. The survey, which captures dimensions of school climate, bullying, school connectedness, and disciplinary fairness and equity, was adapted from existing surveys shared by OCR that are well-validated and have established reliability. The first administration of the student survey took place in the spring of the 2016-17 academic year and will represent a baseline measure to compare annual outcomes for the LCSSP targeted schools. The following three questions will be reviewed annually to assess changes in student perceptions over time: “if I am absent, there is a teacher or some other adult at school that will notice my absence,” “school rules are applied equally to all students,” and “discipline is fair.” The results of the student survey at baseline show discrepancies between experiences and perceptions of African-American, Hispanic, and multi-race students compared to other groups. Under the LCSSP grant initiative, targets for improvement in school climate measurement will involve bringing high risk sub-groups more in line with LCSSP school averages.

c. Measurement Capacity. The district is committed to evaluation as strategy to promote accountability, build knowledge of effective practice, and to facilitate continuous quality improvement efforts. The LUSD will partner with an external evaluation contractor, EMT Associates, Inc., to comply with the terms of the grant. EMT Associates, Inc. is a small business specializing in evaluation and technical consulting for education and behavioral health field. EMT’s mission is to promote and facilitate the use of science-based information to improve health and social policy and to enhance the resolution of public problems. EMT brings more than 30 years of corporate experience with evaluation and performance measurement at the federal, state, and local levels. For the past five years, EMT has served as a contractor for the U.S. Department of Education’s, National Center for Safe and Supportive Learning Environments (NCSSLE) In this capacity, our team has contributed to the development of an array of training and technical assistance products addressing school climate, school safety and bullying prevention, and supportive discipline for national audiences. EMT also currently serves an evaluation technical assistance provider for the California Reducing Disparities Project (CRDP) and as the statewide evaluator for the Tennessee Department of Education’s, Advancing Wellness and Resilience in Education grant program, which aims to expand multi-tiered systems of support for students experiencing behavioral challenges. The evaluation team will work closely with the district Assessment, Research, and Evaluation Coordinator to support performance measurement and evaluation activities. The district has strong data monitoring and reporting capacity in its Aeries Student Information System (SIS) software solution, which allow for disaggregation of data to the student sub-group or individual level on each of the key outcome measures required for the grant. This data has been used to inform sections of the report on truancy, chronic absence, chronic truancy, severe

chronic absence and suspensions. The evaluation team will work in close collaboration with the LUDS Assessment, Research, and Evaluation Coordinator to prepare annual and final progress reports that contain all required elements, including narrative describing how grant funds have been used, metrics used to assess interim success overall and within target sub-populations, assurances that use of grant funds complies with requirements, and a discussion of changes or modifications.

d. Using outcome data to inform continuous quality improvement. The LCSSP will involve a continuous quality improvement (CQI) process to support stakeholders and participants to improve program model components for quality, process, capacity, and outcomes. The CQI involves four essential steps including planning or identifying evidence-based programs and practices that meet the needs of high-risk student populations, implementing program models and evaluating activities, assessing the data with partners, stakeholders, and participants in the program, and making decisions on how to improve program practices. The LUSD will use interim and final grant program outcome data to identify and implement changes in programs and practices directed toward reducing student dropout rates, and addressing the needs of at-risk students and students who have been victims of crime. The role of the external evaluator will be to work closely with district administrative staff and school-level implementers to ensure that programs and activities proposed under the LCSSP program model are implemented with fidelity and are rigorously evaluated to test the effectiveness of the proposed design. The evaluation team will work closely with the LUSD to formalize a CQI process that actively utilizes performance measurement and evaluation findings to promote data-centered planning, decision-making, and quality improvement. Use of data to support project management and quality improvement efforts will include ongoing measurement and communication of outcomes to assist the district and targeted schools in assessing progress toward meeting priority outcome goals.

The successful implementation of the CQI process will depend on clear communication among the district administrative team and the program evaluator. The evaluation team will hold regular, monthly check-in calls with LUSD staff, and participate in in-person meetings, as needed, to review grant progress, to identify resolutions to emerging challenges, and to discuss next steps. The evaluation team will additionally produce quarterly reports summarizing monthly progress toward completion of data collection and performance measurement tasks, challenges encountered and resolutions, and planned activities for the next quarter. All data collected through the evaluation and CQI process will be shared with stakeholders to promote a collaborative approach to analysis and decision-making. Findings from the CQI process will be used to inform and revise LCAP strategies and outcomes to reflect high-risk subpopulations. Although the current LCAP does not include specific targets disaggregated by subgroup, we plan to incorporate disaggregation into future LCAP submissions.

2015-16 Baseline and Expected Annual Measurable Outcomes for LCSSP Targeted Schools

	LCSSP Sub-groups													
	LC				LCSSP Sub-groups									
	LUSD	SSP	SED	EL	Fos	SpED	AJ	As	BI	FI	His	2M	Wh	
School attendance	Baseline	95.9	82.8	95.6	96.0	94.5	94.0	97.0	93.6	97.5	95.3	-	94.9	
	2017-18	95.9	82.8	95.6	96.0	94.5	94.0	97.0	93.6	97.5	95.3	-	94.9	
	2018-19	95.9	82.8	95.6	96.0	94.5	94.0	97.0	93.6	97.5	95.3	-	94.9	
	2019-20	95.9	82.8	95.6	96.0	94.5	94.0	97.0	93.6	97.5	95.3	-	94.9	
Chronic absenteeism	Baseline	10.6	13.9	15.0	13.0	26.0	27.7	7.7	23.0	6.2	15.4	15.9	14.4	
	2017-18	10.6	13.9	15.0	13.0	26.0	27.7	7.7	23.0	6.2	15.4	15.9	14.4	
	2018-19	9.5	12.5	13.5	11.7	23.4	18.0	24.9	6.9	20.7	5.6	13.9	14.3	13.0
	2019-20	9.1	11.9	12.8	11.1	22.2	17.1	23.7	6.6	19.7	5.3	13.2	13.6	12.3
High school dropout	Baseline	9.4	12.3	13.4	16.0	*	16.8	*	12.4	24.0	3.4	*	8.7	
	2017-18	8.4	11.6	12.7	15.3	*	16.1	*	11.7	23.3	2.7	*	8.0	
	2018-19	7.4	11.3	12.4	15.0	*	15.8	*	11.4	23.0	2.4	*	7.7	
	2019-20	6.4	11.0	12.1	14.7	*	15.5	*	11.1	22.7	2.1	*	7.4	
High school graduation	Baseline	80.6	82.6	80.9	76.2	*	47.4	*	83.8	68.3	94.3	*	87.8	
	2017-18	81.6	83.6	81.9	77.2	*	48.4	*	84.8	69.3	95.3	*	88.8	
	2018-19	82.6	84.6	82.9	78.2	*	49.4	*	85.8	70.3	96.3	*	89.8	
	2019-20	83.6	85.6	83.9	79.2	*	50.4	*	86.8	71.3	97.3	*	90.8	
Pupil suspension rate	Baseline	6.1	7.9	6.1	4.7	17.5	14.3	4.0	3.1	22.1	3.7	4.9	8.6	
	2017-18	5.1	6.9	6.1	4.7	17.5	14.3	4.0	3.1	17.4	3.7	4.9	8.6	
	2018-19	4.1	5.9	6.1	4.7	17.5	14.3	4.0	3.1	12.7	3.7	4.9	8.6	
	2019-20	3.1	4.9	6.1	4.7	17.5	14.3	4.0	3.1	7.9	3.7	4.9	8.6	
Pupil expulsion rate	Baseline	0.3	0.3	0.0	0.0	0.0	1.7	0.0	0.2	1.2	0.3	0.1	0.2	
	2017-18	0.3	0.3	0.0	0.0	0.0	1.7	0.0	0.2	0.9	0.3	0.1	0.2	
	2018-19	0.3	0.3	0.0	0.0	0.0	1.7	0.0	0.2	0.6	0.3	0.1	0.2	
	2019-20	0.3	0.3	0.0	0.0	0.0	1.7	0.0	0.2	0.3	0.3	0.1	0.2	

	LCSSP Sub-groups												
	LC					LCSSP Sub-groups							
	LUSD	SSP	SED	EL	Fos	SpED	AI	As	BI	FII	His	2M	Wh
School safety (Parent elementary)	Baseline	94.0	-	-	-	-	-	-	-	-	-	-	-
	2017-18	95.0	-	-	-	-	-	-	-	-	-	-	-
	2018-19		-	-	-	-	-	-	-	-	-	-	-
	2019-20		-	-	-	-	-	-	-	-	-	-	-
School connectedness (Parent elementary)	Baseline	94.0	-	-	-	-	-	-	-	-	-	-	-
	2017-18	95.0	-	-	-	-	-	-	-	-	-	-	-
	2018-19		-	-	-	-	-	-	-	-	-	-	-
	2019-20		-	-	-	-	-	-	-	-	-	-	-
School connectedness (Parent secondary)	Baseline	94.0	-	-	-	-	-	-	-	-	-	-	-
	2017-18	95.0	-	-	-	-	-	-	-	-	-	-	-
	2018-19		-	-	-	-	-	-	-	-	-	-	-
	2019-20		-	-	-	-	-	-	-	-	-	-	-
Accountability for attendance (Student survey)	Baseline	88.2	87.2	-	-	-	89.8	88.7	84.8	-	85.7	87.9	88.2
	2017-18	88.2	87.2	-	-	-	89.8	88.7	85.6	-	86.2	87.9	88.2
	2018-19	88.2	87.2	-	-	-	89.8	88.7	86.4	-	86.7	87.9	88.2
	2019-20	88.2	87.2	-	-	-	89.8	88.7	87.2	-	87.2	87.9	88.2
Equity (Student survey)	Baseline	83.5	82.9	-	-	-	89.0	88.6	76.8	-	79.2	81.4	82.1
	2017-18	83.5	82.9	-	-	-	89.0	88.6	78.8	-	80.4	81.9	82.1
	2018-19	83.5	82.9	-	-	-	89.0	88.6	80.9	-	81.7	82.4	82.1
	2019-20	83.5	82.9	-	-	-	89.0	88.6	82.9	-	82.9	82.9	82.1
Fairness (Student survey)	Baseline	75.5	74.1	-	-	-	76.4	79.9	66.7	-	70.5	71.5	74.6
	2017-18	75.5	74.1	-	-	-	76.4	79.9	69.2	-	71.7	72.4	74.6
	2018-19	75.5	74.1	-	-	-	76.4	79.9	71.6	-	72.9	73.2	74.6
	2019-20	75.5	74.1	-	-	-	76.4	79.9	74.1	-	74.1	74.1	74.6

V. LEA Capacity and Commitment

a. LEA Commitment. The LUSD is a large district with strong internal capacity to successfully implement LCAP enhancements over the three-year grant period, and to sustain effective program components beyond the life of the grant. The district is also extremely motivated to resolve issues in our schools related to educational equity. Recently the district entered into an unfunded Resolution Agreement with OCR that requires us to take immediate action to address concerns related to school climate, student engagement, and educational disparities. The district is dedicated to meeting these obligations, and has allocated significant resources to school climate measurement, school policy reform, and program development efforts, which now serve as the foundation for our proposed LCSSP grant. For example, the LCSSP model builds on the newly implemented culturally-responsive PBIS framework that is supported by the district through staff training and ongoing monitoring of implementation quality. The program also builds on a foundation of youth and family intervention and support services, outlined in the district LCAP, that would benefit from increased coordination to have the greatest impact for targeted youth. This array of existing programs and resources, includes but is not limited to: attendance monitoring and parent notification, use of community support liaisons to engage non-English speaking families, parent education, and youth and family counseling and mental health interventions to address intensive youth service needs.

The district has proposed a strong management team to oversee implementation of the grant and to ensure fiscal accountability and program quality. The district Positive School Climate Coordinator, Mr. Enrique Avalos, will serve as the LCSSP Project Coordinator responsible for managing implementation of all grant components, including hiring and supervising key staff, documenting program activities and monitoring timelines, managing direct service contracts, coordinating with community partners, delivering direct services in LCSSP schools, and ensuring compliance with annual and final reporting requirements. Mr. Avalos will perform grant responsibilities with support from the district Assessment, Research, and Evaluation Coordinator, Mr. Randy Malandro, who will provide data system support to design data monitoring and tracking procedures and to generate outcome data. The LUSD also plans to hire a LCSSP Program Manager who will provide on-site supervision of SSLs and academic tutors, will facilitate coordination with Child Welfare and Attendance Advisors, and will assist the Project Coordinator as needed. Additionally, the district has opted to use funds to support a sub-contract with an external evaluation firm to conduct a formal process and outcome evaluation of the grant. This decision reflects a priority to rigorously assess the quality and effectiveness of our investments, and to ensure that program components are implemented in a way that will be both impactful and sustainable over time. The evaluation team will collaborate with the Project Coordinator to facilitate a continuous quality improvement process to track progress and monitor program fidelity, analyze data from stakeholders, facilitators, and participants, and develop plans for improvement based on data findings. Results from the formal evaluation will be integrated into future LCAP planning processes to inform goal setting, the selection of actions and services, and the setting of meaningful targets and benchmarks for

measuring success. Specifically, outcome information will be used to formulate specific performance targets disaggregated by subgroup that will be incorporated into future LCAP submissions.

b. Program Match. The LUSD has demonstrated its commitment to the LCSSP program by dedicating significant in-kind personnel hours to support implementation of the grant, and to pave the way for integrating and institutionalizing effective strategies and activities into future LCAP planning and funding allocation efforts. The LUSD will provide an in-kind match in the amount of \$280,495.00 annually. The match will be comprised of salaries and benefits for 6 Child Welfare and Attendance Advisors (CWAs) who are assigned to the 19 LCSSP schools sites (3.7 FTE), in addition to salaries and benefits for the district Positive School Climate Coordinator (\$50,000/ FTE), and the Coordinator of Assessment, Research, and Evaluation (\$25,000/FTE). The district also agrees to allocate up to \$5,000 LCFF funding annually to support community outreach efforts associated with implementation of specific grant components (i.e., parent outreach and communication). The total value of in-kind and cash expenditures of the LUSD LCSSP program is \$280,495 annually, representing a 44 percent match. This figure meets and exceeds the minimum 20 percent match requirement.

c. Commitment to Evidence-based, Non-punitive Programs. The district is also strongly committed to implementing evidence-based, non-punitive programs and practices to better support vulnerable youth in our schools, to more effectively remediate problem behaviors, and to decrease reliance on punitive practices that result in “push out” as part of a school-to-prison pipeline. Our proposed program model expands the continuum of evidence-based, non-punitive programs and practices available to students in LCSSP schools with a focus on reducing chronic absenteeism and behavioral challenges, and supporting students who are at risk of dropping out. The district is in the early stages of implementing Culturally-Responsive Positive Behavioral Intervention & Supports (PBIS)—a multi-tiered system of support (MTSS) that provides the framework for integrating new and existing LCSSP interventions and supports. These additional evidence-based, non-punitive interventions include professional development addressing social-emotional learning, culturally-responsive practice and trauma-informed approaches, increased staffing to monitor and address chronic attendance problems, early interventions programs for students experiencing academic and behavioral challenges, and restorative justice models. The program design also integrates evidence-based program models, including the *Check & Connect* targeted intervention, which was reviewed by the National Dropout Prevention Center, and the U.S. Department of Education’s What Works Clearinghouse, and was rated as having *strong evidence of effectiveness* in increasing student engagement and reducing absenteeism. The LCSSP program also establishes a new community support and partnership program, *Cultivating Acceptance*, that will be implemented by the non-profit SJPC under an MOU with district. The program is supported by the California Department of Health, California Reducing Disparities Project (CRDP). The program aims to address the unique service needs of LGBT+ students using grassroots, community-defined evidence program (CDEP) models. The program will be rigorously evaluated as a requirement of the MOU to test its effectiveness in supporting school

completion among LGBT+ youth in schools, and minimizing negative outcomes resulting from discrimination, harassment, and disengagement.

d. CHKS and School Climate Surveys. School climate surveys from students, staff, and parents are useful tools for assessing the climate in schools and monitoring changes in conditions for learning over time. The district administers the core module of the California Healthy Kids Survey (CHKS) on a biennial basis to a sample of students enrolled in elementary and secondary schools, with the latest administration completed in 2015-16. More recently, in response to the federal OCR complaint, the district expanded its school climate measurement effort by administering a custom online survey to a census of students enrolled in grades 4-12. The survey captures student and staff perceptions of school safety, student engagement, and disciplinary fairness and equity. The student sample included 16,143 students, or approximately 76 percent of the enrolled population districtwide. The online survey will continue to be administered each year as a supplement to the CHKS. The new survey questionnaire includes 39 items from reliable and validated school climate questionnaires that were recommended, and later reviewed and approved, by OCR to capture information about student perceptions of disciplinary fairness and equity, school connectedness, student risk behavior, conflict resolution, and student experiences in the classroom. Students are asked to indicate how much they agree or disagree with specific statements such as, “adults at this school treat students respectfully”; “teachers care about me”, or “when I misbehave in class, teachers treat me differently than students of different races or ethnicities”. The district also administers a school climate staff survey to measure staff attitudes and perceptions of student risk behavior, disciplinary equity and fairness, parent engagement, opportunities for meaningful student participation, and professional development opportunities related to cultural competency. The survey is administered annually to all teaching and support staff districtwide. The district is also implementing a new parent survey to measure parent perceptions regarding academic programming, school climate, relationships with teachers and administrators, parent partnerships and communication, technology, and college and career readiness. The survey is administered online to all parents districtwide in the final month of each school year. Following the administration of the 2016-17 surveys, district administrators met to review results to identify areas of strength and need, to assess differences in perceptions of school climate across various segments of the school population, and to compare staff and student perceptions of similar constructs. The data was disaggregated by school, and shared with district and school administrative staff as part of a facilitated dialogue about school climate and student experiences. School principals were tasked with further reviewing their school data and developing strategies to address areas of need and differences in climate perceptions across student groups.

e. Use of Technical Assistance. The LUSD is strongly committed to implementing the LCSSP program model with fidelity and with a focus on continuous quality improvement. As such, the district is committed to sending staff to regional workshops and to actively utilizing CDE technical assistance to maximize program effectiveness in meeting the needs of our district’s most vulnerable youth. The district has budgeted \$1,500 per year in travel-related expenses to cover the cost of key staff attendance at regional training events.

Personnel Budget Proposal for CLCSSP Grant

School	Students Enrollment	Community Liason 1=FT .6=3d/w .4=2d/w	AVID Tutor hrs/wk
Bear Creek	2083	1	12
McNair	1719	1	12
Manlio Silva	862	1	12
Morada Middle	749	1	9
Christa McAuliffe	738	1	9
Ansel Adams	734	1	9
John Muir	629	1	9
Delta Sierra	617	1	9
Creekside	573	0.6	6
Westwood	562	0.6	6
Mosher	548	0.6	6
Julia Morgan	539	0.6	6
Parklane	525	0.6	6
Wagner-Holt	516	0.4	6
Oakwood	495	0.4	3
Clairmont	449	0.4	3
Sutherland	345	0.4	3
Plaza Robles	148	0.2	3
Henderson	60	0.2	3
	12891	13	132

\$408,939.70

\$56,263.68

Year 1

Total Budget	\$516,725.00
Supervisor	\$51,339.00
Community Liasons	\$408,939.70
Avid Tutors	\$56,263.68
Leftover	\$182.62

In year two, as the contractor costs go down, we will be adding an additional 1.5 community liaisons to the program.

Currently, the AVID Tutor budget is based upon hours per week for 32 weeks. This covers the whole school year, minus the first and last week of each semester. For every week that the AVID Tutor's don't work, we save \$1,758.24.

