SAMPLE LCAP: SUMMER LEARNING TO SUPPORT STUDENT SUCCESS
Partnership for Children & Youth
April 25, 2014

This document provides sample goals, activities and outcomes that directly link summer learning to the LCFF statewide priorities. The summer learning programs described in this template are designed to engage and motivate students through a rich variety of hands-on learning experiences including both academics and enrichment and delivered by a combination of credentialed teachers and after school/summer staff. This approach has proven to be effective in supporting student success across the state.

For more information about summer learning programs and tools to create them, please visit www.summermatters2you.net.

SUMMER MATTERS

PARTNERSHIP FOR CHILDREN & YOUTH

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

LEA: _____   Contact (Name, Title, Email, Phone Number):_____   LCAP Year:_____

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Section 1: SUGGESTED SUMMER LEARNING CONTENT ON STAKEHOLDER ENGAGEMENT

Involvement Process	Impact on LCAP
1. Input requested - through surveys, town halls, planning and oversight committees, one-on-one meetings - from: • Parents and Guardians • Youth • Teachers/Educators • Community-based organizations that provide youth academic and enrichment programs • City agencies including Parks & Recreation and Libraries 2. Data used to inform stakeholder input included: • Information about demand, supply and the gap in existing supply of summer learning programs in community • Data on summer learning loss for all students and for LCFF sub-groups, including low-income, English language learners and foster youth • Impact data from existing summer learning programs	1. Potential comments/feedback received: • Students have nowhere to go in the summer, and specifically student groups most in need of support are losing ground academically during the summer months. • There are long waiting lists for after school and summer learning programs, leaving many students in need with nowhere to go when school is out. • Students are not successfully engaging and achieving in their transition to middle and high school. • There are limited course offerings in schools serving low-income students including STEM, the arts, community-service, project-based, and health activities. • English language learners need additional support and time, above and beyond what can be offered in the school day, to build and sustain their language skills and proficiency. 2. Potential changes made in LCAP: • Summer learning programs are implemented that include an integrated approach to academics and enrichment that intentionally encourages pupil achievement, pupil engagement and a positive school climate. • The number of summer learning slots (at X, Y, Z school) is expanded to serve all low-income students who do not have safe and supportive summer alternatives and/or need additional academic support. • Summer literacy programs will be available and target ELL students. • Project-based, STEM, arts, health and wellness programming will be available in the summer learning programs to support CCSS implementation and broaden course access. • Summer bridge programs will be available for rising 6th and 9th graders in targeted schools.

Section 2: Goals and Progress Indicators

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

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

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
4) What are the LEA's goal(s) to address locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Section 2: SUGGESTED SUMMER LEARNING CONTENT FOR GOALS AND INDICATORS

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX	
Need: A significant proportion of (insert % if known) students who qualify for Free and Reduced Price Meals (FRPM) and/or who are classified as English language learners (ELL) begin school year having lost skills in ELA and Math. Metrics: standardized test scores, GPA, benchmark test scores, grade completion, English Language classification	Ensure that all students below proficiency in ELA and Math do not lose academic skills during summer months.	Socioeconomically disadvantaged pupils, foster youth, and English language learners.	All (or name targeted schools with low API).		X number of students will participate in 4-6 week summer learning programs with an average daily attendance rate of X%; X% of students in summer learning programs will not experience summer learning loss (benchmark testing for Math and ELA).	Year 1 + proportionally increasing metrics.	Year 2 + proportionally increasing metrics.	Pupil achievement, pupil engagement.
Need: Chronic absence, behavior and literacy data flag students most at risk of dropping	Ensure that rising 6th, 7th and 9th grade students at	Socioeconomically disadvantaged pupils, foster youth, and English language learners	Targeted, elementary, middle, and high schools and/or		X number of targeted students will attend summer learning programs at X% average daily	Year 1 with proportionally increasing metrics.	Year 2 with proportionally increasing metrics.	Pupil achievement, pupil engagement, school climate.

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX	
out by 6th grade. Pupil achievement, engagement, and enrollment decreases significantly during transition years to middle school and high school. *(Insert specific school or grade-level data).* Metrics: attendance rates, dropout rates, course completion, grade advancement, school climate surveys.	risk of dropping out have access to summer bridge programs.	in transition years.	students as identified in needs analysis.		attendance; X% of targeted students will maintain or improve GPA from previous spring; X% of targeted students will maintain or improve school attendance rates; X% of targeted students will indicate increased school connectedness on student surveys.			
Need: FRPM-eligible and ELL middle school students are less likely than other students to access STEM (Science, Technology, Engineering, Math) courses and have lower percentage	Ensure that the majority of FRPM-eligible and ELL middle school students participate in at least one STEM	Socioeconomically disadvantaged pupils, foster youth, and English language learners.	Specific elementary and middle schools as identified by needs analysis.		X# of students will be enrolled in STEM summer learning programs with X% average daily attendance; X% of summer learning program managers will be trained to incorporate STEM themes; X% of	Year 1 with proportionally increasing metrics.	Year 2 with proportionally increasing metrics.	Implementation of state standards, course access, pupil engagement.

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX	
of course completion.\n\nMetric: course availability and enrollment, course completion, grades	course before 8th grade graduation.				students will indicate increased interest in STEM courses on student surveys; X% of middle students will enroll in STEM courses during school year.			
Need: x% of students are not proficient in English and X subgroups lag in the length of time it takes to be reclassified.\n\n*Metrics:* ELL reclassification rates, English proficiency rates	ELL students have additional time and support to increase language proficiency.	English language learners	District-wide or target schools.		X# of ELL students are enrolled in summer learning programs and have X% average daily attendance rates. X% of students maintain or increase vocabulary and reading benchmark test scores.	Year 1 + proportionally increasing metrics.	Year 2 + proportionally increasing metrics.	Pupil engagement, pupil achievement.

Section 3: Actions, Services, and Expenditures

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

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

Guiding Questions:

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

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

Section 3A: SUGGESTED SUMMER LEARNING CONTENT FOR ACTIONS, SERVICES AND EXPENDITURES

For more detailed information to support actions, services and expenditures please see Appendix A.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services *(SEE APPENDIX A)*	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? *(SEE APPENDIX A)*		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX

Ensure that all students below proficiency in ELA and Math do not lose academic skills during summer months. Ensure that rising 6th, 7th and 9th grade students at risk of dropping out have access to summer bridge programs. Ensure that the majority of FRPM-eligible and ELL middle school students participate in	Implementation of Common Core State Standards, course access, pupil achievement, pupil engagement, school climate.	Instruction
		
		Provide targeted student/school sites 4-6 weeks of summer learning programs that include blended academic and enrichment services. These programs will be led by credentialed teachers and community-based partners.
		
		Curriculum
		
		Provide 4-6 weeks of hands-on and project-based activities focused on enhancing and expanding on ELA and math skills learned during the school year.
		
		Provide 4 to 6 week summer bridge activities for rising 6th, 7th th and 9th graders to introduce them to their new schools, teachers, after school staff and peers.
			Either LEA-wide or school-wide		• Summer learning programs are offered at X# of schools or X# of summer learning slots are provided.
					• Blended academic and enrichment curriculum is developed to include:
					  • Hands-on and project-based activities
					  • Summer-bridge activities
					  • STEM
					  • literacy activities targeted for ELL students
					
					• 40 to 80 hours of teacher/after school staff planning and training.
					• 10 to 20 hours of in-
						Consider annual increase in # of sites and/or # of student slots.	Consider annual increase in # of sites and/or # of student slots.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services (SEE APPENDIX A)	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? (SEE APPENDIX A)		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
at least one STEM course before 8th grade graduation. ELL students have additional time and support to increase language proficiency.		Summer bridge programs include blended academic and enrichment services, and opportunities for youth leadership. Provide 4 to 6 week of STEM focused summer learning activities to middle school students that include blended academic and enrichment services. Provide targeted student/school sites 4-6 weeks of summer learning activities that include intentional strategies to improve English language skills and blended academic and enrichment services. Professional Development Provide 2 weeks of pre-service training for CBO staff, and 1 week for credentialed teachers. Provide In-service PD that will include observations and coaching.			service coaching for teacher/after school staff. • Funding sources include: $X LCFF Base, $X LCFF Supplemental/ Concentration, $X Title 1, $X Title II, $X Title III, $X 21st CCLC Supplemental, $X Migrant Ed,		

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services *(SEE APPENDIX A)*	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? *(SEE APPENDIX A)*		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
		Topics for PD may include: • CCSS teaching strategies, including project-based learning • STEM content/ teaching strategies • EL teaching/support strategies • Social-emotional skill development • Positive Behavior Intervention strategies					

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
		For low income pupils:					
		For English learners:					
		For foster youth:					
		For redesignated fluent English proficient pupils:					

C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

In 2013-14, XX number of summer learning slots were available. This programs served X% of FRPM-eligible and X% ELL students. In 2014-15, LEA is proposing to increase the number of participating students by X% with a target of serving X% of FRPM and X% ELL students.

In 2013-14, the district spent $X general fund dollars on this program. In 2014/15 we plan to allocate $X LCFF Base, $Y LCFF Supplemental/ Concentration, with $Y specifically targeted to support FRPM and ELL students. LEA is proportionally funding, targeting, and serving LI and ELL students through summer learning programs.

APPENDIX A: Sample Summer Learning Program Designs and Expenditures

This appendix provides three examples of program designs that support summer learning. Each of these concepts expands learning time by providing engaging programming to students that improve academic performance and interest in learning. In addition, these concepts have been structured to integrate opportunities for professional development, including training for school site staff and staff from community partners. A sample budget worksheet for each Design can be found at www.Summermatters2you.net.

Design One: District and Community Partnership

- Provide academic intervention and enrichment programming co-taught by school teachers and afterschool community-based organization (CBO) staff.
- Train teachers and CBO staff together for at least 50 hours before and during the program, and provide hands-on opportunities to practice new skills and learn from each other.
- ***Expected cost ~$1200/student – sample budget can be found at*** *http://summermatters2you.net/district-leaders*

Advantages:
- Builds on existing partnerships and strengthens alignment of teaching practices and personal relationships between teachers and CBO staff throughout the year.
- Leverages both teacher and CBO staff abilities to teach and engage young people.
- Reap lasting reward with just one year of funding.
- Is supported by research around using expanded learning time to complement school day teaching, not repeat it.

Challenges:
- May be complicated if existing partnership does not have a strong foundation.
- Duplicate staffing is expensive.

Design Two: District-Operated Program

- Provide academic intervention and enrichment programming taught by school teachers.
- Train teachers for at least 50 hours before and during the program, and provide hands-on opportunities to practice new skills.
- ***Expected cost ~$1100/student– sample budget can be found at*** *http://summermatters2you.net/district-leaders*

Advantages:
- Provides opportunity for teacher training and practice.
- Relatively easy to implement.
- Teacher training benefits school and students throughout school year(s).

Challenges:
- May limit programming to academics and intervention models.
- Is more expensive than other models.

Design Three: Contract to Community-Based Organization

- Contract with an afterschool CBO partner to provide summer academic and enrichment program.
- Train CBO staff for at least 50 hours before and during the program, and provide hands-on opportunities to practice new skills.

- Provide a school teacher as Academic Liaison to support training, lesson planning and teaching.
- ***Expected cost ~$500-700/student– sample budget can be found at*** *http://summermatters2you.net/district-leaders*

Advantages:
- A strong CBO has experience motivating and engaging young people with project-based, experiential learning.
- Relatively easy to implement, given CBOs' expertise in summer and after school programming.
- Builds CBO staff skill for year round expanded learning.
- Affordable.
- Is supported by research around using expanded learning time to complement school day teaching, not repeat it.

Challenges:
- Impact on school day staff may be limited to Academic Liaison.