

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
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2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

The Fountain Valley School District (FVSD) founded in 1898, is comprised of 10 schools (7 elementary and 3 middle schools) serving over 6,300 students from Fountain Valley and Huntington Beach, CA. FVSD seeks to promote a foundation for academic excellence, mastery of basic skills, responsible citizenship, and a desire by students to achieve their highest potential through a partnership with home and community. The FVSD core values – High Expectations, Be a Learner, Be a Good Teammate, and All Kids – guide adult interactions and decision making.

The nearly 700 employees of FVSD strive to meet the needs of all students, including the 24% of students that live in economic poverty (low-income) and 12% who are English learners (ELs). Students educated by FVSD represent the diverse communities served by the school district including White, non-Hispanic students (36%), Asian students (34%), Hispanic students (18%) and students identifying with Two or more races (10%).

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

FVSD is committed to providing students with an effective, high-quality core instructional program. FVSD's LCAP has been designed with the philosophy that there is no single factor more critical to ensuring high levels of learning for all students than the delivery of **“best” first instruction** by highly-skilled teachers. FVSD believes that this is especially the case for students from low-income backgrounds (LI), English learners (ELs), Students with Disabilities (SWD), and students facing the myriad of challenges associated with being identified as Homeless or Foster Youth. In fact, study

after study continues to find that initiatives that systematically build consistent practices with teachers are the best way to improve learning outcomes for all students (Fullan, 2014; Hattie, 2012; Odden, 2011; Schmoker, 2011). At both district and site levels, significant funds are allocated for professional development, coaching, collaboration, instructional observations, training in the District's Signature Practices, and the use of District common assessments with a system to analyze results, leading to improved instructional practices for every teacher. These efforts demonstrate an increase in both spending, and quality of services, for our students. And while it could be argued that all students proportionally benefit from expert teachers, we know, unequivocally from the aforementioned research studies, that LI, ELs, FY, and any students not yet performing to expectations, make significantly greater gains in learning when taught by an expert teacher.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Students continue to demonstrate strong achievement on the Smarter Balanced assessments, earning a blue level performance indicator in both English Language Arts and Mathematics.

In English Language Arts, 75% of all students performed at the meets or exceeds level. Analysis of FVSDs student groups shows that 65% of Low-income students performed at the meets or exceeds level, an increase of 2% over the prior testing year; and, 35% of English Learners performed at the meets or exceeds level. Although this represented a 6% decrease in the percentage of FVSD English Learners performing at the targeted levels, their performance continues to far surpass that of English Learners in Orange County (16%) and the State of California (13%).

Mathematics also continues to be an area of great progress for FVSD. In Mathematics, 73% of all students performed at the meets or exceeds level, which is an increase of 3% over the prior school year. FVSD outperforms Orange County in Math by 24%, and outperformed the State of California by 34%. Analysis of FVSDs student groups shows that 62% of Low-income students performed at the meets or exceeds level, which is an increase of 5% over the prior testing year; and, 46% of English Learners performed at the meets or exceeds level. Although this represented a 5% decrease in the percentage of FVSD English Learners performing at the targeted levels, their performance continues to far surpass that of English Learners in Orange County (17%) and the State of California (12%).

Climate and engagement is another area of strength in FVSD, as the District performed at the Green indicator level for both Chronic Absenteeism and Suspension Rate. The Chronic Absenteeism rate for All Students in FVSD was 3.7%, less than half of the rate for students across the State of California (9%). Additionally, the Suspension Rate for All Students in FVSD declined to 1% from 1.3% in the prior school year.

Academic achievement and social-emotional support for all students continues to be a high priority in FVSD. The increased services that have resulted in progress in the last five years and will be maintained include: employment of highly-qualified staff with multiple authorizations, professional development, Teachers on Special Assignment (TOSAs), academic intervention, social-emotional support at the elementary level, and middle school counselors. Services that demonstrate an increase/improvement include expanded academic and social-emotional supports.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

The California School Dashboard is an online tool that shows how districts and schools are performing on the state and local indicators included in the LCAP. Overall, FVSD performed at the highest level (Blue) for All Students on the Academic Indicators for ELA and Math, and at the second highest level (Green) for All students on the Chronic Absenteeism Indicator and the Suspension Rate Indicator. In addition, FVSD achieved at the “Standard Met” level for each of the Local Indicators (Basics, Implementation of Academic Standards, Parent Engagement, Local Climate Survey, and Access to a Broad Course of Study).

Review of the Academic achievement levels of FVSD’s student groups showed that all student groups, with the exception of Students with Disabilities, performed at the either the Green or Blue levels in English Language Arts and Mathematics. FVSD’s Students with Disabilities student group performed at the Orange level (ELA and Math).

Review of the performance levels for Chronic Absenteeism showed five student groups performing at either the Green or Blue levels; however, there were three student groups performing at the Yellow level (English Learners, Hispanics, and Low-income), one student group performing at the Orange level (Pacific Islanders), and one student group performing at the Red level (Students with Disabilities). It is worth noting that the nominal size of the Pacific Islander student group (only 36 students) has a significant impact on statistics associated with this metric.

Review of the performance levels for Suspension rate showed six student groups performing at either the Green or Blue levels; however, there was one student group performing at the Yellow level (English Learners), two student groups performing at the Orange level (Hispanics, Students with Disabilities), and one student group performing at the Red level (African-American). Again, this is a

relatively small student group for FVSD (43 students); however, there was an increase of 1.2% to an overall 7% Suspension Rate for African-American students.

To view the CA Dashboard for FVSD, visit caschooldashboard.org or [click here](#).

Because students in the student groups identified are enrolled in each of FVSD's 10 schools, and are small in number at most sites, services are planned and delivered across the District to meet the needs of these students.

The achievement level of Students with Special Needs is an area of greatest need for improvement for both ELA and Math (Orange Indicator Level). FVSD intends to leverage Action 1.5 (Provide certificate and classified staff with professional development and time to collaborate on content standards, district-adopted instructional materials, District Signature Practices, technology, and ways to support student behavior), Action 2.2 (Provide ongoing support for the Co-teaching service delivery model), Action 2.4 (Provide intervention for identified students during and beyond the school day), and Action 2.5 (Utilize Teachers on Special Assignment to support teachers in meeting the needs of special student populations) to address this area.

The performance level of Pacific Islanders (Orange) and Students with Special Needs (Red) related to Chronic Absenteeism is the second area of greatest need for improvement. FVSD intends to leverage Action 4.2 (Inform parents of student absences and communicate legal requirements of school attendance and implications of chronic absenteeism and when necessary, utilize the School Attendance Review Board [SARB] process to address student attendance concerns), Action 4.4 (Provide social-emotional support at the elementary level), Action 4.5 (Utilize middle school counselors to provide social-emotional support) and Action 4.7 (Promote student engagement and school connectedness) to address this area.

The performance level of Hispanics (Orange), Students with Disabilities (Orange), and African-American students (Red) related to Suspension Rate is the third area of greatest need for improvement. FVSD intends to leverage Action 4.4 (Provide social-emotional support at the elementary level), Action 4.5 (Utilize middle school counselors to provide social-emotional support), Action 4.6 (Implement a consistent district-wide approach for supporting student behavior, including alternatives to suspension and expulsions, and communicate the plan to stakeholders) to address this area.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

On the California School Dashboard, the FVSD All Students group performed at the highest level (Blue) for both English Language Arts and Mathematics. One student group, Students with Special Needs (Orange) performed two or more levels below the All Students group. For students with Special Needs, the steps that the District is planning take to address the performance gaps are to leverage Action 1.5 (Provide certificate and classified staff with professional development and time to collaborate on content standards, district-adopted instructional materials, District Signature Practices, technology, and ways to support student behavior), Action 2.2 (Provide ongoing support for the Co-teaching service delivery model), Action 2.4 (Provide intervention for identified students during and beyond the school day), and Action 2.5 (Utilize Teachers on Special Assignment to support teachers in meeting the needs of special student populations).

On the California School Dashboard, the FVSD All Students group performed at the second highest level (Green) for Chronic Absenteeism. Two student groups, Pacific Islanders (Orange) and Students with Special Needs (Red), performed two or more performance levels below the All Students level. For these students, the steps that the District is planning to take to address the performance gap is to leverage Action 4.2 (Inform parents of student absences and communicate legal requirements of school attendance and implications of chronic absenteeism and when necessary, utilize the School Attendance Review Board [SARB] process to address student attendance concerns), Action 4.4 (Provide social-emotional support at the elementary level), Action 4.5 (Utilize middle school counselors to provide social-emotional support) and Action 4.7 (Promote student engagement and school connectedness).

On the California School Dashboard, the FVSD All Students group performed at the second highest level (Green) for Suspension Rate. Three student groups, Hispanics (Orange), Students with Disabilities (Orange), and African-Americans (Red), performed two or more performance levels below the All Students level. For these students, the steps that the District is planning to take to address the performance gap is to leverage Action 4.4 (Provide social-emotional support at the elementary level), Action 4.5 (Utilize middle school counselors to provide social-emotional support), Action 4.6 (Implement a consistent district-wide approach for supporting student behavior, including alternatives to suspension and expulsions, and communicate the plan to stakeholders) to address this area.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Fountain Valley School District is please to share that there are no schools in the District that have been identified for Comprehensive Support and Improvement services.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Not applicable to FVSD at this time.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Not applicable to FVSD at this time.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

To support academic success, students will participate in a rigorous academic program and demonstrate continued growth in all content areas, with an emphasis on collaboration, communication, critical thinking, and problem solving

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1 - Basic Services; Priority 2 - Implementation of Academic Standards; Priority 4 - Student Achievement; Priority 7 - Course Access; and 8 - Other Pupil Outcomes

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Qualified Staffing : Maintain 100%	Met : Maintained 100%
Access to Textbooks : Maintain 100%	Met : Maintained 100%
ELA SBAC Increase 2% to 77%	Not meet : Maintained at 75%
Math SBAC Increase 2% to 72%	Met : Increased 3% from 70% (2016-17) to 73% (2017-18)
Broad Course of Study : Maintain 100%	Met : Maintained 100 %
3rd Grade Literacy Screener (Fountas & Pinnell): Increase 1% to 55%	Met : Increased 3% to 58%
Technology Teacher Survey Results for Daily/Almost Daily Use of Technology by Students: Increase 5% to 55%	Met : 63% of FVSD students surveyed report utilizing technology on a daily basis

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.1 Employ a highly-qualified staff with multiple authorizations to ensure students have access to a broad course of study to prepare them for college and career</p>	<ul style="list-style-type: none"> • All certificated staff are highly-qualified where necessary and hold the appropriate credentials, including EL certification • Hired the following additional certificated staff for the 2018/19 school year: <ul style="list-style-type: none"> ○ One Elementary General Education Teaching position ○ Two Special Education teaching positions ○ One .20 Speech-Language Pathologist 	<p>\$46,678,379</p>	<p>\$46,513,808</p>
<p>1.2 Supported new teachers in obtaining a clear credential through an induction program</p>	<ul style="list-style-type: none"> • Ongoing partnership with Orange County Department of Education (OCDE) to provide State required Induction program for Year 1 and Year 2 teachers • Continue to cover the costs associated with induction for Year 1 and Year 2 teachers 	<p>\$40,000</p>	<p>\$40,000</p>
<p>1.3 Provide a one-time spend for acquisition of additional District-approved authorizations in order to standardize electives at all three middle schools</p>	<ul style="list-style-type: none"> • Continue to offer stipend for interested teachers 	<p>\$1,500</p>	<p>\$1,500</p>
<p>1.4 Utilize instructional materials and supplies aligned with California State</p>	<ul style="list-style-type: none"> • Existing instructional materials were replaced and/or repaired as needed 		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Standards, English Language Development Standards, and Next Generation Science Standards	<ul style="list-style-type: none"> • TK-5 balanced literacy supplies – classroom libraries and pilot programs in guided reading and phonics • 6-8 student novels for teacher-developed, standards-aligned ELA units • 6-8 math adoption three-year extension 	\$498,367	\$497,429
1.5 Provide certificated and classified staff with professional development and time to collaborate on content standards (CA State Standards, CA English Language Development Standards, and Next Generation Science Standards), District-adopted materials, District Signature Practices, GATE, technology, and ways to support student behavior	<p>Teachers were provide professional development and dedicated release time to learn and implement evidence-based strategies in the following areas:</p> <ul style="list-style-type: none"> • TK-5 CGI Math – one day • TK-5 Reading – one day • TK-5 Science – one day • 6-8 English – four days • 6-8 Science – six days • 6-8 History – three days • 6-8 Math - five days • 6-8 Physical Education – three days • TK-8 Music – three days 	\$496,295	\$418,483
1.6 Provide and maintain classroom technology and student and staff devices in order to provide students the opportunity to utilize technology in the core program	<ul style="list-style-type: none"> • Replaced 2nd generation iPads with 6th generation iPads district-wide • Deployed new Chromebook carts • Replaced older MacBook Air devices used by classroom teachers at five schools 	\$304,000	\$998,246

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<ul style="list-style-type: none"> • Deployed new 14" Chromebooks to replace 1st generation Chromebooks across FVSD • Replaced outdated MacBook Air laptops for school counselors and psychologists 		
1.7 Support and maintain infrastructure, classroom technology, and devices by providing District IT staff and Site Technology Coordinators	<ul style="list-style-type: none"> • In addition to the core IT staffing at the district and Site Technology Coordinators, the Application Specialist and Field Support Technician staffing were maintained to improve support for infrastructure, classroom technology, and student/staff devices 	\$572,924	\$592,102
1.8 Incorporate student access to music instruction through the core staffing ratio	<ul style="list-style-type: none"> • This action/service deleted in 2018-19 LCAP and incorporated into Action 1.1 		
1.9 Utilize itinerant music teachers in elementary schools to provide teacher release time for administering assessments, analyzing data, and planning instruction	<ul style="list-style-type: none"> • Utilized itinerant music teachers in elementary schools to provide teacher release time for administering assessments, analyzing data, and planning instruction 	\$254,192	\$248,458
1.10 Utilize supplemental resources to provide greater access to quality text	<ul style="list-style-type: none"> • Utilized supplemental resources to provide greater access to quality text 	\$40,000	\$44,247
1.11 Provide a school library program to support teaching and learning	<ul style="list-style-type: none"> • Increased hours for Library Media Technician at all middle schools 	\$237,511	\$255,155

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions/services were implemented as planned.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

All metrics were met, except ELA SBAC achievement which maintained at 75% met or exceeded the target.

To address the "Orange" ELA and Mathematics indicators on the California School Dashboard for Students with Disabilities, in 2019-20 additional ELA resources will be purchased and FVSD will continue with the implementation of the mathematics program that was piloted in 2018-19 (Action 1.4). Additionally, professional development time with embedded time to collaborate will continue to be provided for staff (Action 1.5).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Differences between budgeted and estimated actual expenditures are mostly attributable to staffing changes and collective bargaining increases to salaries and benefits. There is a significant difference between budgeted and actual expenditures related to Action 1.6 which calls for "providing and maintaining classroom technology and student/staff devices" that is attributable to the decision to accelerate the District's plan to replace aging devices.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There are no changes made to this goal statement; however, as a result of this analysis and the analysis of the LCFF Evaluation Rubrics, the following modifications to expected outcomes to reflect progress toward goals articulated in the 2018-19 LCAP have been made:

Expected outcome for performance on “3rd Grade Literacy Screener” metric is to increase the percentage of students meeting or exceeding grade level expectations by 5%, rather than by 3% as was the expected outcome for the metric in 2018-19. This modification is referenced in the “Expected Annual Measurable Outcomes” section of the “Goals, Actions, & Services” associated with Goal 1 for 2019-20.

Expected outcome for performance on “Use of Technology” metric is to increase the percentage of students reporting making daily/almost daily use of technology by 3%, rather than 2% as was the expected outcome for the metric in 2018-19. This modification is referenced in the “Expected Annual Measurable Outcomes” section of the “Goals, Actions, & Services” associated with Goal 1 for 2019-20.

In addition, Action 1.12 was included as a “new” action focused on providing choral music opportunities for students at each middle school in FVSD. This “new” action is referenced in the “Goals, Actions, & Services” associated with Goal 1 for 2019-20.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

To support academic success in the core program, English learners, foster youth, low income, and special education students will be provided with additional supports to ensure equal access, engagement and high levels of achievement.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2 – CA Standards Implementation; Priority 4 - Student Achievement; and, Priority 8 – Other Pupil Outcomes

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
ELs: ELA SBAC Increase 3% to 45%	Not Met: 35% of FVSD EL students met or exceeded standards
ELs: Math SBAC Increase 3% to 54%	Not Met: 46% of FVSD EL students met or exceeded standards
LI: ELA SBAC Increase 2% to 65%	Met: 65% of FVSD LI students met or exceeded standards
LI: Math SBAC Increase 3% to 60%	Met: 62% of FVSD LI students met or exceeded standards
English Language Proficiency Assessments for California (ELPAC): Increase 1%	Met: 77% of FVSD EL students performed at Levels 3 or 4 on the 2017-18 Summative ELPAC
Reclassification Rate: Increase 1% to 15.6%	Met: FVSD reclassification rate increased to 20% overall for 2017-18

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.1 Provide coordinated EL services at school sites that include newcomer and primary language supports	<ul style="list-style-type: none"> English proficiency testing organized and administered by Bilingual Testing Technician and Language Proficiency Testing Team Middle School Newcomer Program at Masuda Middle School – certificated teacher (50%) and two bilingual instructional assistants (Arabic and Vietnamese/Chinese) Primary language support at elementary schools for students with “emerging” level English language skills (Vietnamese, Spanish, Korean, and Arabic) 	\$298,162	\$288,966
2.2 Provide ongoing support for Co-teaching service delivery model	<ul style="list-style-type: none"> Release time for resource specialist and general education teachers who deliver instruction through the co-teaching service delivery model Maintain resource specialist staffing at two per middle school to support co-teaching Program specialist on-site support to observe and support instructional models 	\$118,716	\$112,211
2.3 Utilize District common assessments that are aligned with the California State Standards and the Smarter Balanced assessment system to	<ul style="list-style-type: none"> Fountas & Pinnell Benchmark Assessment System utilized as a universal literacy screener for students in grades K-5 	\$101,653	\$115,701

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>identify students for participation in supplemental services, including a system for staff to analyze and disaggregate student achievement data to ensure a timely instructional response</p>	<ul style="list-style-type: none"> • Scholastic Reading Inventory (SRI) utilized as a universal literacy screener for students in grades 5-8 • Interim Assessment Blocks were utilized a minimum of once per trimester in both ELA and Math for students in grades 3-8 • Licensing for common assessment development and reporting technologies – including Illuminate, Aeries, and School Loop • Deployed Edulastic assessment tool to all math teachers at Fulton, Masuda, and Talbert 		
<p>2.4 Provide intervention for identified students during and beyond the school day</p>	<ul style="list-style-type: none"> • Identify elementary ELs for participation in after-school writing intervention program • Reading intervention during the school day was implemented at all elementary schools with more than 300 participants across grades K-3 • Identified middle school students for participation in a variety of intervention classes during the school day and provided a .5 FTE to support math intervention on each of the District’s middle school campuses 	<p>\$549,986</p>	<p>\$591,794</p>
<p>2.5 Utilize Teachers on Special Assignment (TOSAs) to support teachers in meeting the needs of special populations students</p>	<ul style="list-style-type: none"> • Led professional development focused on differentiated instructional practices (All TOSAs) • Instructional support/coaching (All TOSAs) 	<p>\$559,344</p>	<p>\$560,618</p>

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

- Explored reading assessments for more targeted interventions (TK-5 Reading TOSAs)
- Led the development/implementation of Common Math Assessments driven by Cotsen CGI resources (TK-5 Math TOSAs)
- Continued the development of novel units of study for middle school ELA programs (6-8 ELA TOSA)
- Led the development of conceptual lesson plans for middle school math (6-8 Math TOSA)
- Participated in the District's Student Study Team process (TK-8 Instructional Support TOSA)
- Supported reading intervention programs district-wide (TK-8 Instructional Support TOSA)

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions/services were implemented as planned.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

FVSD met or exceeded the targets established for each of the metrics.

To address the "Orange" level indicator on the California School Dashboard for Students with Disabilities, FVSD will continue to support the Co-teaching service delivery model (Action 2.2).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Differences between budgeted and estimated actual expenditures are attributable to staffing changes and collectively bargained increases to salary and benefits. There is a significant difference between budgeted and actual expenditures related to Action 2.1 which calls for "providing coordinated EL services at school sites that includes newcomer and primary language supports" that is attributable to the decision to utilize Title III funding in lieu of LCFF funding to support the salaries and benefits of classified bi-lingual aides that provide direct services to newcomer students.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There are no changes made to this goal statement; however, as a result of this analysis and the analysis of the LCFF Evaluation Rubrics, the following modifications to expected outcomes to reflect progress toward goals articulated in the 2018-19 LCAP have been made:

Expected outcome for performance on “English Learners: ELA SBAC” metric is to increase the percentage of students meeting or exceeding grade level expectations by 2% from 35% to 37%, rather than by 3% as was the expected outcome for the metric in 2018-19. This modification is referenced in the “Expected Annual Measurable Outcomes” section of the “Goals, Actions, & Services” associated with Goal 2 for 2019-20.

Expected outcome for performance on “English Learners: Math SBAC” metric is to increase the percentage of students meeting or exceeding grade level expectations by 2% from 46% to 48%, rather than 3% as was the expected outcome for the metric in 2018-19. This modification is referenced in the “Expected Annual Measurable Outcomes” section of the “Goals, Actions, & Services” associated with Goal 2 for 2019-20.

Expected outcome for performance on “ELPAC Proficiency” metric is to increase the percentage of English Learners achieving at Levels 3 and 4 on the Summative ELPAC by 3% from 77% to 80%. This modification is referenced in the “Expected Annual Measurable Outcomes” section of the “Goals, Actions, & Services” associated with Goal 2 for 2019-20.

Expected outcome for performance on “Reclassification Rate” metric is to exceed both Orange County and State of California reclassification rates for 2019-20. This expected outcome for performance is also influenced by the California Department of Education’s guidelines release in January of 2019 specifying individual performance levels requirements on Summative ELPAC in order for a student to be considered for reclassification. This modification is referenced in the “Expected Annual Measurable Outcomes” section of the “Goals, Actions, & Services” associated with Goal 2 for 2019-20.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

To support academic success, all parents will be engaged and play an active role in the school community.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3 - Parent Involvement

Local Priorities: Parent Engagement

Annual Measurable Outcomes

Expected	Actual
Parent Leadership: Maintain At or Above 175 opportunities	Met: 186+ Opportunities
Parent Involvement: Maintain At or Above 150 family events	Met: 265+ Family Events
Fall Parent-Teacher Conferences (TK-5 & Required 6-8): Increase 5% to 100%	Did not meet: TK-5 87% parent participation rate for Fall Parent-Teacher Conferences 6-8 parent participation rate data collection methods in development for 2019-20
Daily Volunteers in TK-5: Maintain average At or Above 20	Met: 21+ Daily Volunteers on average in graded TK-5
Written translations: Maintain At or Above 165 documents	Met: 337 documents translated by March of 2019
Oral Interpretations: Maintain At or Above 130 scheduled meetings	Met: Oral interpretations provided at 130+ scheduled meetings

Expected

Actual

Social Media: Maintain At or Above 3,000 followers

Not Met: Over 2,500 Facebook and Twitter followers

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.1 Continue to provide parent and volunteer training to support engagement, involvement, and student achievement at school sites	<ul style="list-style-type: none"> District-level actions include District Advisory Council (DAC) meetings, District English Learner Advisory Council (DELAC) meetings, Local Control Accountability Plan (LCAP) Leadership Team meetings, and Safe Schools Task Force Committee (SSTF) meetings Site-level actions include School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, and PTA/PTO meetings 	\$10,000	\$10,000
3.2 Continue to utilize technology, social media, and newsletters to inform parents, promote involvement, and solicit input	<ul style="list-style-type: none"> The Website and Social Media Technician regularly communicated with the community via Facebook, Twitter, and website news items about school and district activities, as well as opportunities to become involved in various committees The Superintendent published Constant Contact eNewsletters on a regular basis to communicate with parents and community members, as 	\$107,071	\$98,413

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>well as to solicit input through the distribution of online surveys</p> <ul style="list-style-type: none"> Principals regularly sent messages to families through BlackBoard/ParentLink (mass phone calls, emails, and text messages) Peachjar was used to manage communication with parents by providing e-distribution of flyers and greatly reducing the number of paper flyers sent home with students Aeries, Illuminate, Report Card Maker, and School Loop were utilized to engage and inform parents about attendance (Aeries) and grades 		
<p>3.3 Continue to provide a Bilingual Community Liaison to support parent outreach</p>	<ul style="list-style-type: none"> Provide an 11-month, 40 hours/week Bilingual Translator to provide interpretation and translation in Vietnamese and provide support for parents 	<p>\$62,830</p>	<p>\$63,494</p>
<p>3.4 Continue to provide opportunities to seek parent input from parents of students from Special Populations student groups and encourage those parents to serve on district committees</p>	<ul style="list-style-type: none"> All 10 schools have SSCs that provide input at the school level on a variety of topics including the Single Plan for Student Achievement (SPSA) and Local Control Accountability Plan (LCAP); SSCs select a representative for the District Advisory Council (DAC) All schools with a minimum of 21 English Learners have an English Learner Advisory Council that meets a minimum of three times per year and select a representative for the District 	<p>\$2,890</p>	<p>\$2,750</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>English Learner Advisory Council (DELAC)</p> <ul style="list-style-type: none"> • Parents of ELs and Title I students provide input through annual surveys • Community Advisory Committee (CAC) members meet with others from West Orange County Consortium for Special Education (WOCCSE) districts to provide input on the special education programs in the SELPA and in FVSD • Annual IEP team meetings • Annual middle school parent education nights 		
<p>3.5 Utilize school counselors to inform middle school parents about ways to support their students' secondary school academic plans focused on college and career goals</p>	<ul style="list-style-type: none"> • Parent training nights held regarding online predators, drug use, and college readiness • Counselors attend high school articulation meetings • All middle school students received academic planning lessons presented by counselors to help with developing 4-year high school plans 	<p>\$1,500</p>	<p>\$1,500</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions/services were implemented as planned.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

All metrics were met or exceeded, except for attendance rate for TK-5 parent conferences which decreased from 97% to 87%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Differences between budgeted and estimated actual expenditures were not significant and are attributable to staffing changes, collectively bargained increases to salaries and benefits and higher than expected costs for software licenses.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There are no changes made to this goal statement; however, as a result of this analysis and the analysis of the LCFF Evaluation Rubrics, the following modification to expected outcomes to reflect progress toward goals articulated in the 2018-19 LCAP has been made:

Expected outcome for performance on "Fall Parent-Teacher Conference Participation" metric is to increase the percentage parents participating from by 7% from 87% to 95%, rather than maintaining 100% as was the expected outcome for the metric in 2018-19. This modification is referenced in the "Expected Annual Measurable Outcomes" section of the "Goals, Actions, & Services" associated with Goal 3 for 2019-20.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4

To support academic success, students will have access to a safe, supportive, and nurturing environment that promotes engagement and school connectedness.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5 – Student Engagement; Priority 6 – School Climate

Local Priorities: Local Climate Survey/CA Healthy Kids Survey

Annual Measurable Outcomes

Expected	Actual
Suspension: Maintain Suspension Rate At or Below 1.0%	Met: Decreased suspension rate from 1.3% to 1.0% for 2017-18
Expulsion: Maintain 0%	Met: Maintained 0% suspension rate for 2017-18
Attendance Rate: Maintain Attendance Rate At or Above 97.0%	Met: Maintained Attendance Rate at 97.0%
Chronic Absenteeism: Decrease 0.2% to 4.1%	Exceeded: Chronic Absenteeism rate of 3.7% for 2017-18
Middle School Dropout Rate: Maintain 0%	Met: Maintained 0%
California Healthy Kids Survey (CHKS) 5th Grade School Connectedness: Increase 1% (administered in even years)	Not Met: Decreased from 98% (2015-16 CHKS) to 97% (2017-18 CHKS)
California Healthy Kids Survey (CHKS) 7th Grade School Connectedness: Increase 1% (Administered in even years)	Not Met: Decreased from 95% (2015-16 CHKS) to 93% (2017-18 CHKS)

Expected

Actual

<p>California Healthy Kids Survey (CHKS) 5th Grade “Schools perceived as Safe/Very Safe:” Maintain At or Above 80%</p>	<p>Met: Increased from 82% (2015-16 CHKS) to 87% (2017-18 CHKS) of responses as “Safe or Very Safe”</p>
<p>California Healthy Kids Survey (CHKS) 7th Grade “Schools perceived as Safe/Very Safe:” Maintain At or Above 80%</p>	<p>Not Met: Decreased from 81% (2015-16 CHKS) to 69% (2017-18 CHKS) of responses as Safe or Very Safe”</p>

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>4.1 Continue to develop the leadership capacity within the District to successfully implement instructional activities and build a culture of continuous improvement</p>	<ul style="list-style-type: none"> Coordinated principal meetings focused on leadership development, site management, and data analysis One day of collaborative planning for grades 6-8 English Department Chairs of each Middle School Increased frequency of site level leadership team meetings for principal and grade level/content area leads 	<p>\$10,000</p>	<p>\$11,532</p>
<p>4.2 Inform parents of student absences and communicate the legal requirements of school attendance and implications of chronic absenteeism. When necessary, utilize the School Attendance Review Board (SARB) process to address student attendance concerns</p>	<ul style="list-style-type: none"> School Attendance Review Team (SART) contracts utilized at school sites to reduce the need for referrals to SARB SARB utilized to address chronic absenteeism issues not resolved through other interventions 100% of students referred to SARB improved attendance after participation in the process 	<p>\$0</p>	<p>\$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<ul style="list-style-type: none"> • Truancy court referrals utilized as needed and remained the same from previous years • Increase the number of documented parent-teacher or parent-administrator conferences addressing attendance concerns 		
4.3 Provide students with health services and education	<ul style="list-style-type: none"> • School nurses maintained at 3.5 FTE • Increased staff CPR/First Aid training • Maintained diabetes administration training • Increased staff training in AED use • Maintained LVN in positions hired for 2018-19 school year 	\$406,452	\$412,958
4.4 Provide social emotional support at elementary level	<ul style="list-style-type: none"> • Counseling interns placed at all seven elementary schools for 2018-19 school year 	\$100,000	\$100,033
4.5 Utilized middle school counselors to provide social emotional support and help students create secondary academic plans focused on college and career goals	<ul style="list-style-type: none"> • Counselors maintained at 3.0 FT • Counseling in academic planning maintained from previous year • Three parent nights provided for families of FVSD students to connect them with HBUHSD 	\$299,489	\$303,263
4.6 Implement a consistent district-wide approach for supporting student behaviors, including alternatives to suspension and expulsion, and communicate the plan to stakeholders	<ul style="list-style-type: none"> • Intervention training provided for middle school counselors • Restorative practices training provided for middle school counselors • Principals regularly discuss suspension data, other discipline data, and interventions 	\$5,000	\$5,077

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.7 Promote student engagement and school connectedness	<ul style="list-style-type: none"> PAL electives and student council/ASB activities 	\$80,000	\$15,000

Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions/services were implemented as planned.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

All metrics were met or exceeded, except for 7th Grade California Healthy Kids Survey item related to “School perceived as Safe or Very Safe.” CHKS was administered within the same week as tragedy at Parkland High School which undoubtedly influenced students’ perceptions about school safety.

To address the “Red” and “Orange” level Chronic Absenteeism indicators on the CA Schools Dashboard for Students with Disabilities (Red) and Pacific Islander students (Orange), FVSD will continue to inform parents of student absences and communicate the legal requirement of school attendance (Action 4.2), continue to provide social emotional support for elementary level students (Action 4.4), and continue to promote student engagement and school connectedness (Action 4.7).

To address the “Red” and “Orange” level Suspension indicators on the CA Schools Dashboard for African-American students (Red), Hispanic Students (Orange), and Students with Disabilities (Orange), social emotional support for elementary students was expanded for the 2018-19 school year (Action 4.4), middle school counselors will be maintained at 3.0 FTEs (Action 4.5), and there will be a continued focus on implementing a consistent, district-wide approach for supporting student behaviors (Action 4.6).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Differences between budgeted and estimated actual expenditures are attributable to staffing changes, and/or collectively bargained increases to salaries and benefits.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There are no changes made to this goal statement; however, as a result of this analysis and the analysis of the LCFF Evaluation Rubrics, the following modification to expected outcomes to reflect progress toward goals articulated in the 2018-19 LCAP has been made:

Expected outcome for performance on “5th Grade School Connectedness on CHKS/Climate Survey” metric is to increase the school connectedness metric from by 1% from 72% to 73%, based on Climate Survey rather than CHKS due to alternating year administration pattern. This modification is referenced in the “Expected Annual Measurable Outcomes” section of the “Goals, Actions, & Services” associated with Goal 4 for 2019-20.

Expected outcome for performance on “7th Grade School Connectedness on CHKS/Climate Survey” metric is to increase the school connectedness metric from by 1% from 72% to 73%, based on Climate Survey rather than CHKS due to alternating year administration pattern. This modification is referenced in the “Expected Annual Measurable Outcomes” section of the “Goals, Actions, & Services” associated with Goal 4 for 2019-20.

Expected outcome for performance on “5th Grade ‘Safe or Very Safe’ rating on CHKS/Climate Survey” metric is to maintain percentage of 5th grade students providing one of these two responses on the 4-point Likert scale above 80%, based on Climate Survey rather than CHKS due to alternating year administration pattern. This modification is referenced in the “Expected Annual Measurable Outcomes” section of the “Goals, Actions, & Services” associated with Goal 4 for 2019-20.

Expected outcome for performance on “7th Grade ‘Safe or Very Safe’ rating on CHKS/Climate Survey” metric is to increase the percentage of 7th grade student providing one of these two responses on the 4-point Likert scale from 69% to 80%, based on Climate Survey rather than CHKS due to alternating year administration pattern. This modification is referenced in the “Expected Annual Measurable Outcomes” section of the “Goals, Actions, & Services” associated with Goal 4 for 2019-20.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 5

To support academic success, school facilities will be clean, safe, and effectively support a 21st Century education.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic Services

Local Priorities: Basics: Teachers, Instructional Materials, Facilities

Annual Measurable Outcomes

Expected

Actual

Facilities Inspection Tool (FIT)

Overall "Good" Status: Maintain 100%

Met: Maintained 100% on Facilities Inspection Tool

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 5

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

5.1 Provide appropriate staffing and services to ensure District facilities are clean and well-maintained

- Custodial staff was maintained
- All school facilities were evaluated with the FIT; "Good" repair status in all

\$5,800,917

\$5,995,680

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	areas resulted in “Good” overall ratings at schools		
5.2 Implement the prioritized recommendations from the Facilities Master Plan, including but not limited to airflow in classrooms and facility infrastructure upgrades	<ul style="list-style-type: none"> • Phase 1 construction at Courreges and Masuda on schedule, with anticipated completion in summer, 2019 • DSA approved plans for Fulton, Cox, and Tamura • Contractor selected for Phase 2 construction at Fulton, Cox, and Tamura 	\$0	\$0
5.3 Fund a deferred maintenance plan based on the priorities in the Facilities Master Plan	<ul style="list-style-type: none"> • Funds continue to be placed in the Deferred Maintenance Fund in order to support work which will be done through Measure O and ensure that once completed, sites will be maintained 	\$500,000	\$500,000
5.4 Provide and maintain the infrastructure to support instructional technology	<ul style="list-style-type: none"> • Provided new projectors, access points, printers, and switches as part of the modernization effort in the interim housing • Deployed Single-Sign-On (SSO) at Courreges Elementary School • Replaced three servers used to manage user authentication and improve network security • Implemented an enterprise casting solution from Intel Unite 	\$50,000	\$50,000
5.5 Continue to engage the community in the Citizens Bond Oversight Committee (CBOC) work	<ul style="list-style-type: none"> • Continued to conduct regularly scheduled meetings of the Citizens Bond Oversight Committee 	\$0	\$0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5.6 Support site safety through the maintenance of emergency supplies and staff training	<ul style="list-style-type: none"> Supported site safety through the maintenance of emergency supplies and staff training Established Safe Schools Task Force to engage stakeholders in conversations related to school safety and emergency preparedness 	\$90,870	\$119,162

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions/services were implemented as planned.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall facilities are clean and well-maintained. Implementation of Measure O is on track with construction at two schools nearing completion and construction at three schools scheduled to begin in summer, 2019

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Differences between budgeted and estimated actual expenditures were not significant and are attributable to staffing changes and collective bargaining increases to salaries and benefits. Estimated actuals for Action 5.1 are lower than originally budgeted due to lower than expected total salaries and benefits expenses.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There are no changes made to this goal, expected outcomes, metrics or actions and services as a result of this analysis and analysis of the LCFF Evaluation Rubrics.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

FVSD engaged in an extensive process of consulting with a wide array of stakeholders as part of the planning process for the 2019-20 LCAP/Annual Review and Analysis. FVSD began this work with the initial meeting of the District's LCAP Leadership Work Team on January 29, 2019 – followed by additional meetings of the LCAP Leadership Work Team on March 26, 2019 and May 7, 2019. The District's LCAP Leadership Work Team included parent representatives from each school site, representatives of the Fountain Valley Educators Association (teachers), representatives of the California School Employees Association Fountain Valley Chapter #358 (classified employees), representatives of the Fountain Valley Education Foundation, principals, district administrators, and representatives of the FVSD Board of Education. Input into the development process was also brought forward by the Superintendent's Parent Council (April 24, 2019) and from the School Site Council of each of FVSDs ten schools subsequent to meetings that took place at school sites during the month of March 2019.

FVSD staff also conducted multiple stakeholder meetings with the District Advisory Committee and District English Learner Advisory Committee (February 21, 2019, March 28, 2019, and May 2, 2019), District EL Coordinators and GATE Coordinators (March 5, 2019 and April 2, 2019), and District Administrators (February 12, 2019, March 12, 2019, and May 14, 2019). An FVSD School Board Study Session directly related to the development of the 2019-20 LCAP was conducted on March 28, 2019. In addition, all FVSD parents were extended the opportunity to provide input into the LCAP update process via the 2019-20 LCAP Input Survey which was conducted during the month of March 2019. FVSD also conducted a Community Forum on the evening of April 3, 2019 to provide an additional venue for input from stakeholders. Finally, a climate study of students in grades 3-8 was conducted in spring of 2019 to gather information and insight into the academic and social experiences of students in Fountain Valley School District.

The information shared at each of the stakeholder meetings included an explanation of the Local Control Accountability Plan purpose and process, review of resources provided through base and supplemental Local Control Funding Formula, alignment of FVSD goals with the 8 State Priority Areas, a review of FVSD SBAC Results, a review of FVSD Dashboard Results, and a review of FVSDs progress toward the 2018-19 Goals, Actions, and Services. In addition, each stakeholder group engaged in the process of identifying performance gaps on the various accountability metrics and providing input into Goals, Actions, and Services for the 2019-20 Local

Control Accountability Plan. **FVSD is proud that our outreach regarding the updating of the LCAP resulted in nearly 900 survey responses and over 150 individuals participated in presentations providing opportunities for input into the development of the 2019-20 LCAP.**

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Fountain Valley School District places great value on the feedback provided by all stakeholders through the LCAP development process. Extensive efforts were made to gather, analyze, and synthesize both quantitative and qualitative input from stakeholder consultations. Although most of the input regarding the development of the LCAP comes is qualitative in nature, the LCAP Survey (to which FVSD received nearly 900 responses) provides statistical validation of the goals, actions, and services articulated in the LCAP. To summarize the results of the LCAP survey, 96% of responses to the Goals, Actions, and Services associated with Goal #1 were favorable (“strongly” or “moderately” supportive) 86% of responses to Goal #2 were favorable, 93% of responses to Goal #3 and Goal #4 were favorable, and 96% of responses to Goal #5 were favorable. There were multiple open-ended response statements favoring the continuation and expansion of music programs, library programs, and STEM programs across all grade levels (Actions & Services associated with Goal 1). The 2019-20 LCAP reflects increases in resources dedicated to expanding the District’s music program, library program, and STEM-related learning opportunities (Action 1.6, Action 1.9, and Action 1.11). Statements also reflected strong support for continued intervention programs to support struggling students and students with special needs (Actions & Services associated with Goal 2). The 2019-20 LCAP includes increases in resources dedicated to providing intervention support for underperforming students (Action 2.4).

Many statements highlight the community’s desire for constant communication between school and home, parent events and support services, and specific actions to connect with families of English learners (Actions & Services associated with Goal 3). Survey respondents indicated that the parent involvement activities associated with academics that they would be most likely to attend would be reading-related (79% favorable) and math-related (78% favorable) events. The 2019-20 LCAP includes increases in resources dedicated to supporting parent involvement/engagement events (Action 3.1) and providing parent connections via technology (Action 3.2 and Action 5.4).

Requests to expand actions and services that support the social-emotional needs of students were also prevalent – with a noted interest in providing programming for parents associated with cyber-bullying prevention and mental health/suicide prevention (Actions & Services associated with Goal 3 and Goal 4). The 2019-20 LCAP reflects increases to resources dedicated to expanding the District’s efforts to continue to build safe, supportive, and nurturing learning environments through implementing a consistent district-wide approach to supporting student behavior (Action 4.6), expanding counseling support services at both the elementary and middle school levels (Action 4.4 and Action 4.6), and increasing resources to promote school connectedness (Action 4.7). Statements from the survey also advocated for continuing the work associated with school safety, modernization of facilities (including air conditioning in

classrooms), and student access to technology (Actions & Services associated with Goal 5). The 2019-20 LCAP reflects increases to resources dedicated to maintaining technology infrastructure (Action 5.4) and resources dedicated to improving site safety (Action 5.6).

In addition to the LCAP Survey, numerous stakeholder groups attended meetings specifically purposed for gaining input into the LCAP update process. These stakeholder groups included the District LCAP Leadership Team, Superintendents Parent Council, FVSD Cabinet, FVSD Administrative Team, District Advisory Committee, District English Learner Advisory Committee, School Site Councils, and a joint committee of FVSDs GATE and EL Lead Teachers/Coordinators. The input of these committees served as strong validation for the Actions & Services outlined in the FVSD LCAP and of the results of the LCAP Survey. In addition, input from across the various groups called for the ongoing professional development of all staff related to instruction for all students (Action 1.5), specific instructional strategies for supporting ELs and Students with Disabilities (Action 2.2 and Action 2.5), and the ongoing development of leadership capacity (Action 4.1).

FVSD greatly values the input of stakeholders and dedicated substantial time to gathering input as part of the LCAP development process. Input gathered through the LCAP Survey and targeted activities with numerous stakeholder groups is directly reflected in the Goals, Actions, and Services associated with the 3-year LCAP and played a critical role in the 2019-20 LCAP Update process.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

To support academic success, students will participate in a rigorous academic program and demonstrated continued growth in all content areas, with an emphasis on collaboration, communication, critical thinking, and problem solving.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1 - Basic Services; Priority 2 - Implementation of Academic Standards; Priority 4 - Student Achievement; Priority 7 - Course Access; and Priority 8 – Other Pupil Outcomes

Local Priorities: Basics: Teachers, Instructional Materials, and Facilities

Identified Need:

Address "Orange" performance indicator on the CA Schools Dashboard for Students with Special Needs in English Language Arts and Mathematics

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Qualified Staffing	Maintain 100%	Maintained 100%	Maintained 100%	Goal is to Maintain 100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Access to Textbooks	Maintain 100%	Maintained 100%	Maintained 100%	Goal is to Maintain 100%
ELA SBAC Levels 3 and 4: Increase 2%	73% of All Students Group achieved Level 3 or Level 4	75% of All Students Group achieved Level 3 or Level 4	75% of All Students Group achieved Level 3 or Level 4	Goal is to increase the percentage of "All Students" achieving at Levels 3 or 4 on SBAC ELA by 2%
Math SBAC Levels 3 and 4: Increase 2%	68% of All Students Group achieved Level 3 or Level 4	70% of All Students Group achieved Level 3 or Level 4	73% of All Students Group achieved Level 3 or Level 4	Goal is to increase the percentage of "All Students" achieving at Levels 3 or 4 on SBAC ELA by 2%
Broad Course of Study	Maintain 100%	Maintained 100%	Maintained 100%	Goal is to Maintain 100%
3 rd Grade Literacy Screener	Set baseline at end of 2017-18 school year	Set baseline at 54% of students meeting/exceeding grade level expectations	Goal to increase 1% from 54% to 55% of students meeting or exceeding grade level expectations	Goal is to increase percentage of students meeting or exceeding grade level expectations on 3 rd grade F&P by 5%
Technology	Set baseline at end of 2017-18 school year	Set baseline at 55% of students making daily/almost daily use of technology	Goal to increase by 2% from 55% to 57% of daily/almost daily use of technology	Goal is to increase to percentage of students making daily/almost daily use of technology by 3%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1.1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified
Anticipated changes due to collectively bargained increases to salary and benefits

Select from New, Modified, or Unchanged for 2019-20

Modified
Anticipated changes due to collectively bargained increases to salary and benefits

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Employee a highly qualified staff with multiple authorizations to ensure students have access to a broad course of study to better prepare them for college and career

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$44,870,000	\$46,678,378	\$46,955,324
Source	Base	Base	Base
Budget Reference	Certificated/Classified Salaries & Benefits	Certificated/Classified Salaries & Benefits	Certificated/Classified Salaries & Benefits

Action 1.2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified
Anticipated changes due to increased program costs

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Support new teachers in obtaining a clear credential through an induction program

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$32,500	\$40,000	\$40,000
Source	Teacher Effectiveness Grant	Supplemental	Supplemental
Budget Reference	Services & Other Operating Expenses	Services & Other Operating Expenses	Services & Other Operating Expenses

Action 1.3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

6-8 Grade Span

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Provide a one-time stipend for acquisition of additional District-approved authorizations in order to standardize electives at all three middle schools

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,500	\$1,500	\$1,500
Source	Base	Base	Base
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries

Action 1.4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Expenditure increase for TK-5 reading materials and Special Education reading and mathematics pilot

Select from New, Modified, or Unchanged for 2019-20

Modified

Expenditure increase due to anticipated 6-8 Social Studies adoption

2017-18 Actions/Services

Utilize instructional materials and supplies aligned with CA State Standards, CA English Language Development

2018-19 Actions/Services

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Standards, and Next Generation Science Standards

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$282,957	\$498,367	\$831,500
Source	\$282,957 Base	\$498,367 Base	\$825,000 Base \$6,500 Supplemental
Budget Reference	Books & Supplies	Books & Supplies	Books & Supplies

Action 1.5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

2017-18 Actions/Services

Provide certificated and classified staff with professional development and time to collaborate on content standards (CA State Standards, CA ELD Standards, and

Select from New, Modified, or Unchanged for 2018-19

Modified
Includes GATE and District professional development increases over time

2018-19 Actions/Services

Provide certificated and classified staff with professional development and time to collaborate on content standards (CA State Standards, CA ELD Standards, and

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2019-20 Actions/Services

2017-18 Actions/Services

Next Generation Science Standards), District-adopted instructional materials, District Signature Practices, technology, and ways to support student behavior

2018-19 Actions/Services

Next Generation Science Standards), District-adopted instructional materials, District Signature Practices, GATE, technology, and ways to support student behavior

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$512,523	\$496,295	\$393,700
Source	\$160,000 Base \$351,915 Supplemental	Supplemental	Supplemental
Budget Reference	\$155,000 Certificated Salaries & Benefits \$59,821 Books & Supplies \$297,702 Services & Other Operating Expenses	\$296,477 Certificated Salaries & Benefits \$71,000 Books & Supplies \$128,818 Services & Other Operating Expenses	\$163,700 Certificated Salaries & Benefits \$75,000 Books & Supplies \$155,000 Services & Other Operating Expenses

Action 1.6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

2017-18 Actions/Services

Provide and maintain classroom technology and student and staff devices in order to provide students the

Select from New, Modified, or Unchanged for 2018-19

Modified

Anticipated expansion of technology and robotics at all levels

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

opportunity to utilize technology in the core program

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$208,214	\$304,000	\$304,000
Source	\$180,000 Base \$28,214 Supplemental	\$275,000 Base (\$100K One-Time) \$29,000 Supplemental	\$180,000 Base \$124,000 Supplemental
Budget Reference	Books & Supplies	Books & Supplies	Books & Supplies

Action 1.7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified
Anticipated changes due to collectively bargained increases to salary and benefits

Select from New, Modified, or Unchanged for 2019-20

Modified
Anticipated changes due to collectively bargained increases to salary and benefits

2017-18 Actions/Services

Support and maintain infrastructure, classroom technology, and devices by

2018-19 Actions/Services

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

providing IT staff and Site Technology Coordinators

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$559,328	\$572,924	\$598,023
Source	\$424,079 Base \$135,259 Supplemental	\$433,570 Base \$139,354 Supplemental	\$455,317 Base \$142,706 Supplemental
Budget Reference	Certificated & Classified Salary and Benefits	Certificated & Classified Salary and Benefits	Certificated & Classified Salary and Benefits

Action 1.8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

6-8 Grade Span

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Incorporate student access to music instruction through the core staffing ratio

2018-19 Actions/Services

This action/service deleted and incorporated into Action 1.1

2019-20 Actions/Services

This action/service ended in the 2018-19

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$240,663		
Source	Base		
Budget Reference	Certificated Salaries & Benefits		

Action 1.9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

TK-5 Grade Span

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified
Anticipated changes due to collectively bargained increases to salary and benefits

Select from New, Modified, or Unchanged for 2019-20

Modified
Anticipated changes due to collectively bargained increases to salary and benefits

2017-18 Actions/Services

Utilize itinerant music teachers in elementary schools to provide teacher release time for administering assessments, analyzing data, and instructional planning

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$231,808	\$254,192	\$255,083
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Certificated Salaries & Benefits	Certificated Salaries & Benefits	Certificated Salaries & Benefits

Action 1.10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

School-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified
Expenses transferred to Action 1.11

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Utilize supplemental resources to provide greater access to quality texts

2018-19 Actions/Services

2019-20 Actions/Services

This action/service ends in 2018/19.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$50,000	\$40,000	\$0
Source	Supplemental	Supplemental	
Budget Reference	Books & Supplies	Books & Supplies	

Action 1.11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

School-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified
Anticipated increase in expenditures due to increased hours for Library Media Technician at all Middle Schools

Select from New, Modified, or Unchanged for 2019-20

Modified
Additional changes due to collectively bargained increases to salary and benefits

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide a school library program to support teaching and learning

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$207,161	\$237,511	\$265,033
Source	\$144,326 Base \$62,835 Supplemental	\$165,813 Base \$71,698 Supplemental	\$164,653 Base \$100,380 Supplemental
Budget Reference	Classified Salaries & Benefits	\$220,211 Classified Salaries & Benefits \$17,300 Books & Supplies	\$242,368 Classified Salaries & Benefits \$22,665 Books & Supplies

Action 1.12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All students

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Grade span 6-8

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide student access to choir instruction through core staffing ratio at middle schools

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$80,000
Source			Supplemental
Budget Reference			Certificated Salaries & Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

To support academic success in the core program, English learners, foster youth, low-income, and special education students will be provided with additional supports to ensure equal access, engagement and high levels of achievement.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4 - Pupil Achievement; and, Priority 8 – Other Student Outcomes

Local Priorities: Basics: Teachers, Instructional Materials, and Facilities

Identified Need:

Address “Orange” performance indicator on the CA Schools Dashboard for Students with Special Needs in English Language Arts and Mathematics

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ELs: ELA SBAC	43% of ELs achieved at Levels 3 or 4 on SBAC ELA (2015-16 baseline)	41% of ELs achieved at Levels 3 or 4 on SBAC ELA (-2%)	35% of ELs achieved at Levels 3 or 4 on SBAC ELA (-6%)	Goal is to increase the percentage of EL students achieving at Levels 3 or 4 on SBAC ELA by 2%
ELs: Math SBAC	52% of ELs achieved at Levels 3 or 4 on SBAC Math (2015-16 baseline)	51% of ELs achieved at Levels 3 or 4 on SBAC Math (-1%)	46% of ELs achieved at Levels 3 or 4 on SBAC Math (-5%)	Goal is to increase the percentage of EL students achieving at Levels 3 or 4 on SBAC Math by 2%
LI: ELA SBAC	58% of LI students achieved at Levels 3 or 4 on SBAC ELA (2015-16 baseline)	63% of LI students achieved at Levels 3 or 4 on SBAC ELA (+5%)	65% of LI students achieved at Levels 3 or 4 on SBAC ELA (+2%)	Goal is to increase the percentage of LI students achieving at Levels 3 or 4 on SBAC ELA by 2%
LI: Math SBAC	54% of LI students achieved at Levels 3 or 4 on SBAC Math (2015-16 baseline)	57% of LI students achieved at Levels 3 or 4 on SBAC Math (+3%)	62% of LI students achieved at Levels 3 or 4 on SBAC Math (+5%)	Goal is to increase the percentage of LI students achieving at Levels 3 or 4 on SBAC Math by 2%
ELPAC Proficiency	Baseline year for ELPAC data reporting is 2018-19 for Summative ELPAC administered in 2017-18 school year	Not Applicable	77% of English Learners achieved at Level 3 or 4 on Overall Summative ELPAC Assessment	Goal is to increase the percentage of English Learners achieving at Levels 3 or 4 by 3%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Reclassification Rate	Reclassification rate for English Learners was 8.0% during the 2015-16 school year	Reclassification rate for English Learners during the 2016-17 school year was 14.6%	Reclassification rate for English Learners during the 2017-18 school year was 20%	Goal for reclassification rate for English Learners is to exceed both Orange County and State of California reclassification rates

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 2.1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners

Limited to Unduplicated Student Group

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified
Anticipated changes due to changes in staffing and associated salary expenses

Select from New, Modified, or Unchanged for 2019-20

Modified
Anticipated changes due to collectively bargained increases to salary and benefits

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide coordinated EL services at school sites that include newcomer and primary language supports

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$313,116	\$298,162	\$306,509
Source	Supplemental	\$188,163 Supplemental \$110,000 Base	\$226,509 Supplemental \$80,000 Base
Budget Reference	\$250,367 Certificated/Classified Salaries & Benefits \$2,090 Books & Supplies \$2,281 Services & Other Operating Expenses	\$291,762 Certificated/Classified Salaries & Benefits – Supplemental \$2,500 Books & Supplies \$3,900 Services & Other Operating Expenses	\$299,709 Certificated/Classified Salaries & Benefits \$3,000 Books & Supplies \$3,800 Services & Other Operating Expenses

Action 2.2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

6-8 Grade Span

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

2017-18 Actions/Services

Provide ongoing support for the Co-teaching service delivery model

Select from New, Modified, or Unchanged for 2018-19

Modified

Anticipated changes due to staffing changes and lower total costs

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Modified

Anticipated changes due to collectively bargained increases to salary and benefits

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$143,963	\$118,716	\$110,656
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Certificated Salaries & Benefits	Certificated Salaries & Benefits	Certificated Salaries & Benefits

Action 2.3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and Low Income

LEA-wide

All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified
Anticipate changes due to increases in licensing costs

Select from New, Modified, or Unchanged for 2019-20

Modified
Anticipated changes due to increases in licensing costs

2017-18 Actions/Services

Utilize District common assessments that are aligned with the CA State Standards and the Smarter Balanced Assessment System to identify students for

2018-19 Actions/Services

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

participation in supplemental services, including a system for staff to analyze and disaggregate student achievement data to ensure a timely instructional response

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$97,985	\$101,653	\$225,183
Source	\$78,489 Base \$19,496 Supplemental	\$82,500 Base \$19,153 Supplemental	\$75,832 Base \$149,351 Supplemental
Budget Reference	\$3,500 Certificated Salaries & Benefits \$13,700 Books & Supplies \$80,785 Services & Other Operating Expenses	\$4,000 Certificated Salaries & Benefits \$15,000 Books & Supplies \$82,673 Services & Other Operating Expenses	\$7,378 Certificated Salaries & Benefits \$85,400 Books & Supplies \$132,405 Services & Other Operating Expenses

Action 2.4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified
Reduction in expenditures due to instructional materials purchased in 2017-18

Select from New, Modified, or Unchanged for 2019-20

Modified
Anticipated changes due to collectively bargained increases to salary and benefits

2017-18 Actions/Services

Provide intervention for identified students during and beyond the school day

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$687,433	\$549,986	\$804,500
Source	\$482,500 Base \$204,933 Supplemental	\$549,986 Supplemental	\$280,000 Base \$524,500 Supplemental
Budget Reference	\$498,483 Certificated Salaries & Benefits \$188,950 Books & Supplies	\$513,986 Certificated Salaries & Benefits \$36,000 Books & Supplies	\$732,500 Certificated Salaries & Benefits \$72,000 Books & Supplies

Action 2.5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified
Anticipated expenditure increased due to additional 1.0 FTE

Select from New, Modified, or Unchanged for 2019-20

Modified
Anticipated changes due to collectively bargained increases to salary and benefits

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Utilize Teacher(s) on Special Assignment (TOSAs) to support teachers in meeting the needs of special student populations

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$486,371	\$559,344	\$572,994
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Certificated Salaries & Benefits	Certificated Salaries & Benefits	Certificated Salaries & Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

To support academic success, all parents will be engaged and play an active role in the school community.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3 - Parent Involvement

Local Priorities: Parent Engagement

Identified Need:

The District enjoys strong parent involvement, but there is a need to broaden engagement to better reflect the demographics of the student population. Specifically, it is desirable to increase the percentage of parents participating in TK-5 parent conferences and continue to refine data-collection processes related to parent participation in 6-8 parent conferences. In addition, there is a need to continue to encourage parents of students from Special Populations student groups to participate in District and Site level input committees such as DAC, DELAC, SSC, ELAC, and PTA/PTO.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Leadership	Maintain At or Above 175 parent leadership opportunities	Maintain At or Above 175 Parent Leadership opportunities	Maintain At or Above 175 Parent Leadership opportunities (Actual number of parent leadership opportunities was 186+)	Maintain At or Above 175 Parent Leadership opportunities
Parent Involvement	Maintain At or Above 150 parent involvement opportunities	Maintain At or Above 150 parent involvement opportunities (Actual number of parent involvement opportunities was 277)	Maintain At or Above 150 parent involvement opportunities (Actual number of parent involvement opportunities was 265+)	Maintain At or Above 250 parent involvement opportunities
Fall Parent-Teacher Conference participation	Baseline for Fall Parent-Teacher Conference Participation Rate of 85%	85% Fall Parent-Teacher Conference Participation for 2016-17	97% Fall Parent-Teacher Conference Participation for 2017-18	Increase Fall Parent-Teacher Conference Participation by 8% from 87% in 2018-19 to 95% in 2019-20
Daily Volunteers	20+ Daily Parent Volunteers across school sites	20+ Daily Volunteers	21+ Daily Volunteers	21+ Daily Volunteers
Written Translations	Maintain At or Above 165 document translations	Maintain At or Above 165 document translations (314 documents translated during the 2017-18 school year)	Maintain At or Above 165 document translations (337+ documents translated during the 2018-19 school year)	Maintain At or Above 165 document translations

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Oral Interpretations	Maintain Oral Interpretations At or Above 130 Scheduled Meetings	Maintain Oral Interpretations At or Above 130 Scheduled Meetings (130+ Scheduled Meetings)	Maintain Oral Interpretations At or Above 130 Scheduled Meetings (107+ Scheduled Meetings)	Maintain Oral Interpretations At or Above 130 Scheduled Meetings
Social Media	Maintain At or Above 1,800 Social Media Followers	Maintain At or Above 1,800 Social Media Followers	2,500+ Social Media Followers	2,500+ Social Media Followers

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 3.1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

involvement and student achievement at the school sites

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$10,000	\$10,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Services & Other Expenses	Services & Other Expenses	Services & Other Expenses

Action 3.2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified
Anticipated changes due to collectively bargained increases to salary and benefits

Select from New, Modified, or Unchanged for 2019-20

Modified
Anticipated changes due to collectively bargained increases to salary and benefits

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to utilize technology, social media, and newsletters to inform parents, promote involvement, and solicit input

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$94,982	\$107,071	\$115,610
Source	\$88,368 Base \$6,614 Supplemental	\$103,111 Base \$3,960 Supplemental	\$110,273 Base \$5,337 Supplemental
Budget Reference	\$88,368 Classified Salaries & Benefits \$6,614 Services & Other Operating Expenses	\$91,231 Classified Salaries & Benefits \$15,840 Services & Other Operating Expenses	\$94,263 Classified Salaries & Benefits \$21,347 Services & Other Operating Expenses

Action 3.3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified
Anticipated reduction in expenditure due to change in staffing

Select from New, Modified, or Unchanged for 2019-20

Modified
Anticipated changes due to collectively bargained increases to salary and benefits

2017-18 Actions/Services

Continue to provide a Bilingual Community Liaison to support parent outreach

2018-19 Actions/Services

Continue to provide a Bilingual Translator to support parent outreach

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$66,811	\$62,830	\$64,129
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Classified Salaries & Benefits	Classified Salaries & Benefits	Classified Salaries & Benefits

Action 3.4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Continue to provide opportunities to seek parent input from parents of unduplicated pupils including those with special needs (DAC, DELAC, and CAC)

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,750	\$2,890	\$2,890
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Services & Other Operating Expenses	Services & Other Operating Expenses	Services & Other Operating Expenses

Action 3.5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,500	\$1,500	\$1,500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Services & Other Operating Expenses	Services & Other Operating Expenses	Services & Other Operating Expenses

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 4

To support academic success, students will have access to a safe, supportive, and nurturing environment that promotes engagement and school connectedness.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5 – Student Engagement; Priority 6 – School Climate

Local Priorities: Local Climate Survey

Identified Need:

Reduced the suspension rate for students identified as African-American by 4%, Hispanic by 0.5%, and Students with Disabilities by 3% to ensure a Green-level performance indicator for the 2019 CA School Dashboard. Reduce chronic absenteeism by 2% for Students with Disabilities and Pacific Islanders by 6.7% to ensure a Green-level performance indicator for the 2019 CA School Dashboard. Increase the percentage of middle school students perceiving school to be “Safe/Very Safe” on California Healthy Kids Survey from 69% to 80% to meet the goal established by stakeholders.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Suspension Rate	Maintain Suspension Rate At or Below 1.0%	Maintain Suspension Rate At or Below 1.0%	Maintain Suspension Rate At or Below 1.0%	Maintain Suspension Rate At or Below 1.0%
Expulsion Rate	Maintain Expulsion Rate at 0%	Expulsion Rate maintained at 0%	Expulsion Rate maintained at 0%	Expulsion Rate maintained at 0%
Attendance Rate	Maintain At or Above 97% Attendance Rate	Maintain At or Above 97% Attendance Rate	Maintain At or Above 97% Attendance Rate	Maintain At or Above 97% Attendance Rate
Chronic Absenteeism	Maintain At or Below 3.5% Chronic Absenteeism Rate	Maintain At or Below 3.5% Chronic Absenteeism Rate	Maintain At or Below 3.5% Chronic Absenteeism Rate	Maintain At or Below 3.5% Chronic Absenteeism Rate
Middle School Dropout Rate	Maintain Middle School Dropout Rate at 0%	Middle School Dropout Rate maintained at 0%	Middle School Dropout Rate maintained at 0%	Middle School Dropout Rate maintained at 0%
5th Grade School Connectedness on CHKS/Climate Survey	Increase 5 th Grade School connectedness by 1%	Increase 5 th Grade School connectedness by 1% to 72%	N/A Administered in Even Years	Increase 5 th Grade School connectedness by 1% to 73%
7th Grade School Connectedness on CHKS/Climate Survey	Increase 7 th Grade School connectedness by 1%	Increase 7 th Grade School connectedness by 1% to 72%	N/A Administered in Even Years	Increase 7 th Grade School connectedness by 1% to 73%
5th Grade “Safe or Very Safe” rating on CHKS/Climate Survey	Maintain above 80% of 5 th Grade students perceiving school as Safe/Very Safe on CHKS	Maintain At or Above 80%	N/A Administered in Even Years	Maintain At or Above 80%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
7th Grade “Safe or Very Safe” rating on CHKS/Climate Survey	Maintain above 80% of 7 th Grade students perceiving school as Safe/Very Safe on CHKS	Maintain At or Above 80%	N/A Administered in Even Years	Maintain At or Above 80%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 4.1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learner, Foster Youth, and Low Income	LEA-wide	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged	Unchanged	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to develop the leadership capacity within the District to successfully		
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

implement instructional initiatives and build a culture of continuous improvement

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$10,000	\$10,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Certificated Salaries & Benefits	Certificated Salaries & Benefits	Certificated Salaries & Benefits

Action 4.2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Inform parent of student absences and communicate the legal requirements of school attendance and implications of chronic absenteeism and when necessary, utilize the School Attendance Review Board (SARB) process to address student attendance concerns

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference	Expense captured in Actions 2.3 and 3.2	Expense captured in Actions 2.3 and 3.2	Expense captured in Actions 2.3 and 3.2

Action 4.3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Empty selection box for Students to be Served]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified
Anticipated changes due to collectively bargained increases to salary and benefits

Select from New, Modified, or Unchanged for 2019-20

Modified
Anticipated changes due to collectively bargained increases to salary and benefits

2017-18 Actions/Services

Provide students with health services and education

2018-19 Actions/Services

[Empty selection box for 2018-19 Actions/Services]

2019-20 Actions/Services

[Empty selection box for 2019-20 Actions/Services]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$389,017	\$406,452	\$430,432
Source	\$370,000 Base \$19,017 Supplemental	\$395,503 Base \$21,650 Supplemental	\$416,101 Base \$14,331 Supplemental
Budget Reference	\$378,368 Certificated Salaries & Benefits \$7,144 Books & Services \$3,487 Services & Other Operating Expenses	\$395,503 Certificated Salaries & Benefits \$7,358 Books & Services \$3,591 Services & Other Operating Expenses	\$419,153 Certificated Salaries & Benefits \$7,579 Books & Services \$3,700 Services & Other Operating Expenses

Action 4.4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$100,000	\$100,000
Source	Supplemental	\$25,500 Base \$74,500 Supplemental	\$25,500 Base \$74,500 Supplemental
Budget Reference	Certificated Salaries & Benefits	\$15,000 Certificated Salaries & Benefits \$85,000 Services & Other Operating Expenses	\$15,000 Certificated Salaries & Benefits \$85,000 Services & Other Operating Expenses

Action 4.5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and Low Income

LEA-wide

6-8 Grade Span

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified
Anticipated changes due to collectively bargained increases to salary and benefits

Select from New, Modified, or Unchanged for 2019-20

Modified
Anticipated changes due to collectively bargained increases to salary and benefits

2017-18 Actions/Services

Utilize middle school counselors to provide social emotional support and help students create secondary academic

2018-19 Actions/Services

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

plans focused on college and career goals

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$287,568	\$299,489	\$317,812
Source	\$214,146 Base \$72,422 Supplemental	\$224,617 Base \$74,872 Supplemental	\$230,859 Base \$86,953 Supplemental
Budget Reference	Certificated Salaries & Benefits	Certificated Salaries & Benefits	\$307,812 - Certificated Salaries & Benefits \$10,000 - Services & Other Operating Expenses

Action 4.6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Modified

Increased allocation of resources to pursue enhanced implementation of MTSS services for students

2017-18 Actions/Services

Implement a consistent district-wide approach for supporting student behavior, including alternatives to suspension and

2018-19 Actions/Services

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

expulsions, and communicate the plan to stakeholders

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	\$55,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Services & Other Operating Expenses	Services & Other Operating Expenses	Services & Other Operating Expenses

Action 4.7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

--	--

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and Low Income	LEA-wide	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified
Anticipated expenditure increases due to program enhancements

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Promote Student engagement and school connectedness

2018-19 Actions/Services

Promote engagement and school connectedness through enhanced elective offerings and student activities

2019-20 Actions/Services

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$80,000	\$80,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Services & Other Operating Expenses	\$72,500 Certificated Salaries & Benefits \$7,500 Services & Other Operating Expenses	\$72,500 Certificated Salaries & Benefits \$7,500 Services & Other Operating Expenses

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 5

To support academic success, school facilities will be clean, safe, and effectively support a 21st Century education.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1 - Basics

Local Priorities: Basics: Teachers, Instructional Materials, Facilities

Identified Need:

While facilities are safe and well-maintained, there is an identified need to improve air quality, climate, and 21st Century learning environments

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Facilities Inspection Tool (FIT)	Overall "Good" status: Maintain 100%	Met goal by achieving Overall "Good" status on FIT: Maintained 100%	Met goal by achieving Overall "Good" status on FIT: Maintained 100%	Overall "Good" status on FIT: Maintain 100%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 5.1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified
Anticipated changes due to collectively bargained increases to salary and benefits

Select from New, Modified, or Unchanged for 2019-20

Modified
Anticipated changes due to collectively bargained increases to salary and benefits

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide appropriate staffing and services to ensure District facilities are clean and well-maintained

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,646,130	\$5,800,917	\$6,055,637
Source	Base	Base	Base
Budget Reference	\$3,562,901 Classified Salaries & Benefits \$386,391 Books & Supplies \$1,579,240 Services & Other Operating Expenses \$117,628 Capital Outlay	\$3,527,877 Classified Salaries & Benefits \$358,950 Books & Supplies \$1,851,090 Services & Other Operating Expenses \$63,000 Capital Outlay	\$3,720,637 Classified Salaries & Benefits \$370,000 Books & Supplies \$1,900,000 Services & Other Operating Expenses \$65,000 Capital Outlay

Action 5.2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Implement the prioritized recommendations from the Facilities Master Plan, including but not limited to airflow in classrooms and facility infrastructure upgrades

2018-19 Actions/Services

Proceed with construction of Phases 1 and 2 of Measure O projects and begin Design Phases 2-5

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	Measure O Bond Funds	Measure O Bond Funds	Measure O Bond Funds
Budget Reference	Fund 21	Fund 21	Fund 21

Action 5.3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Fund a deferred maintenance plan based on the priorities identified in the Facilities Master Plan

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500,000	\$500,000	\$500,000
Source	Base	Base	Base
Budget Reference	LCFF Transfer to Fund 14	LCFF Transfer to Fund 14	LCFF Transfer to Fund 14

Action 5.4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Empty selection box for Students to be Served]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified
Anticipate changes due to increases in licensing costs

Select from New, Modified, or Unchanged for 2019-20

Modified
Anticipate changes due to increases in licensing costs

2017-18 Actions/Services

Provide and maintain the infrastructure to support instructional technology

2018-19 Actions/Services

[Empty selection box for 2018-19 Actions/Services]

2019-20 Actions/Services

[Empty selection box for 2019-20 Actions/Services]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$45,227	\$50,000	\$55,000
Source	\$22,227 Base \$23,000 Supplemental	\$27,000 Base \$23,000 Supplemental	\$32,000 Base \$23,000 Supplemental
Budget Reference	Capital Outlay	Capital Outlay	Capital Outlay

Action 5.5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to engage the community in the Citizens Bond Oversight Committee (CBOC) work

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$0	\$0
Source			
Budget Reference			

Action 5.6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$90,870	\$45,000
Source		\$20,000 Base (One-time)	\$45,000 Supplemental
Budget Reference		\$80,000 Books & Supplies \$10,870 Services & Other Operating Expenses	\$20,000 Books & Supplies \$25,000 Services & Other Operating Expenses

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$3,104,427

6.15 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a school-wide or LEA-wide basis. Include the required descriptions supporting each school-wide or LEA-wide use of funds (see instructions).

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Given the pattern of District enrollment of unduplicated and other high needs students, increased services are provided district-wide. Our ELs, LI, FY, Students with Disabilities, and other high-needs students are enrolled in all 10 schools to varying degrees. In order to meet their needs, services are most effectively administered district-wide. In support of ELs, LI, FY, Students with Disabilities, and other high-needs students, the District directed supplemental services in the following areas:

Coordinated EL Services: "Research shows that effective academic programs for ELs eliminate achievement gaps by providing cohesive, sustained systems of support (Valentino & Reardon, 014; Baker et al, 2014; Calderon, Slavin & Sanchez, 2011)." *English Learner Toolkit (Rev. Ed.)*. U.S. Department of Education, Office of Language Acquisition, 2016.

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Student engagement and connectedness: “Students who feel connected to school (independent of how these students are faring academically) are less likely to use substances, exhibit emotional distress, demonstrate violent or deviant behavior, experience suicidal thoughts or attempt suicide, and become pregnant (Lonczak, Abbott, Hawkins, Kosterman, & Catalano, 2002; Samdal, Nutbeam, Wold, & Kannas, 1998).” *A case for School Connectedness*, Robert Blum, Educational Leadership, April 2005.

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Leadership capacity development: “Leadership in education cannot be limited to the ways in which formal roles in the bureaucracy were designed a century ago. Many of the conventional ways of leading schools and districts must be rethought if high levels of excellence and adaptations to meet the needs of all students are to occur. This will require a new vision of how schools are regulated, designed, and led by policymakers, administrators, and teachers – all of whom will have new leadership roles to play. We must embody the state’s innovation tradition by creating an educational system that builds capacity for success and inspires motivated and talented teachers and administrators to lead schools with a sense of urgency and unrelenting focus on student success.” *Great by Design: Supporting Outstanding Teaching to Sustain a Golden State*. A report by State Superintendent of Public Instruction Tom Torlakson’s Task Force on Educator Excellence, September 2012.

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Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 2,331,168

5.04%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

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Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 2,363,580

5.13%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

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Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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 EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
- D. The English learner reclassification rate;
- E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

(1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

(3) Divide (1) by (2).

(b) “High school dropout rate” shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(c) “High school graduation rate” shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* 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?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; 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? How was the information made available?
- 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 *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any 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 unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes 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?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* 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?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) 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?