

## § 15497.5. Local Control and Accountability Plan and Annual Update Template.

### Introduction:

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### ***Local Control and Accountability Plan and Annual Update Template***

*The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.*

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

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

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

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

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

## **State Priorities**

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

### **A. Conditions of Learning:**

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

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

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

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

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

### **B. Pupil Outcomes:**

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

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

### **C. Engagement:**

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

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

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

## Section 1: Stakeholder Engagement

*Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.*

**Instructions:** Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

### Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code 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 Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 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?

<b>Involvement Process</b>	<b>Impact on LCAP</b>
<p>Fountain Valley School District has always valued active stakeholder involvement and participation. During the annual Local Control Accountability Plan (LCAP) update process, existing stakeholder groups were utilized to provide feedback on District progress. The LCAP Leadership Team, comprised of District administrators, principals, an assistant principal, parent, community and bargaining unit representatives, lead this effort. Some members participated in the development of the initial LCAP during the 2013/14 school year and others were new as a result of the expansion of parental representation and inclusion of community members and an assistant principal. The LCAP Leadership Team, District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), Community Forum, Board of Trustess, and site administrators participants reviewed 2015/16 progress and provided input. These stakeholders along with members of the Superintendent’s Parent Council (SPC), School Site Councils (SSCs), English Learner Coordinators (teacher site representatives), principals, assistant principals and student leadership classes provided input on the goals and actions. Based on guidance from the Orange County Department of Education, revisions were made to the plan. In addition to in-person meetings, students, parents, staff, and community members were provided the opportunity to participate in online surveys. The involvement of each stakeholder at the 28 meetings and 12 surveys helped guide the District’s LCAP priorities for the coming year.</p> <p>Two Study Sessions were held during public meetings of the Board of Trustees in March and April regarding the District’s annual LCAP update and revision process. In May, the final draft of the revised LCAP was reviewed by DAC and DELAC as required by statute. The draft was posted on the District website along with a survey to solicit staff and community feedback prior to the public hearing on June 16, 2016.</p> <p>See Appendix A for the complete timeline of LCAP update and revision activities.</p>	<p>Stakeholder recommendations were incorporated in the following changes:</p> <ul style="list-style-type: none"> <li>✓ Goal 1 was revised for readability (content remained principally unchanged).</li> <li>✓ Sixteen actions were updated or revised in order to improve clarity or as an outcome of the review of 2015/16 progress.</li> <li>✓ Six new actions were created to improve or increase services.</li> <li>✓ Two actions were deleted. One was deleted because it is a communication item linked to the implementation of different action and will be included as evidence in the Appendix. The other was combined with a related action in order to create one comprehensive focused on student attendance.</li> </ul>

<p><b>Annual Update:</b></p> <p>In preparation for the annual review, District staff collected evidence of progress on the 2015/16 actions for each of the five goals outlined in the District’s LCAP. The District successfully completed the actions identified for the first year of the LCAP.</p> <p>In January, the LCAP Leadership Team reviewed evidence for the annual update and provided feedback on District progress. The annual update was shared with the District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), Board of Trustees, site administrators, and during Community Forums.</p> <p>The evidence for each of the 2015/16 actions was organized in folders for stakeholders to review. Evidence included items such as, professional development sign ins, job postings, School Accountability Report Cards (SARCs), infographics, student achievement summaries, and Facility Committee meeting agendas and presentations. See Appendix B for a sample of the student achievement summary and professional development calendar.</p>	<p><b>Annual Update:</b></p> <ul style="list-style-type: none"><li>✓ The LCAP Leadership Team supported the revision of sixteen actions, deletion of two actions, and creation of six new actions.</li><li>✓ LCAP Leadership Team members recommended changes based on the 2015/16 progress, District staff suggestions, and in response to stakeholder input.</li></ul>
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**Section 2: Goals, Actions, Expenditures, and Progress Indicators**

**Instructions:**

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

**Goal:** Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

**Related State and/or Local Priorities:** Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

**Identified Need:** Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

**Schools:** Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

**Applicable Pupil Subgroups:** Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

**Expected Annual Measurable Outcomes:** For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

**Actions/Services:** For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

**Scope of Service:** Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

**Pupils to be served within identified scope of service:** For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

**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 Education Code sections 52061, 52067, and 47606.5.

**Guiding Questions:**

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?

- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 Education Code sections 42238.01 and subgroups as defined in 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 schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, 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?



<b>GOAL 1</b>	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.			Related State and/or Local Priorities:	
				1__x 2__x 3__ 4__x 5__ 6__ 7__x 8__x	
				COE only: 9__ 10__	
				Local: Specify _____	
Identified Need:	Student achievement in the District has historically been and continues to be above the average on State mandated assessments. Without the ability to set targets based on the Smarter Balanced assessments (because there is only one year of student achievement results), improvement efforts continue to need to be focused on effectively preparing all students for success in college and career.				
Goal Applies to:	Schools:	All			
	Applicable Pupil Subgroups:	All			
<b>LCAP Year 1: 2016-2017</b>					
Expected Annual Measurable Outcomes:	<p>Metrics:</p> <ul style="list-style-type: none"> <li>✓ Basic Services: School Accountability Report Cards (SARCs) – staffing and textbooks</li> <li>✓ Implementation of Common Core State Standards: Implementation of the academic content standards adopted by the State Board of Education (SBE) and utilization of Standards-aligned instructional materials (as they become available)</li> <li>✓ Pupil Achievement/Other Pupil Outcomes: State mandated assessment results</li> <li>✓ Course Access: California Education Code Sections 51210 and 51220(a)-(i)</li> </ul> <p>Students will continue to have access to a broad course of study taught by Highly Qualified staff and 100% will be provided with standards aligned instructional materials and the ratio of students to 21<sup>st</sup> Century learning tools will continue to decrease with a goal of one-to-one in identified grade levels. The percent of all students and subgroups meeting grade level achievement on State mandated assessments will increase at least 1% and exceed State averages for all students and subgroups.</p>				
<b>Actions/Services</b>		<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>		<b>Budgeted Expenditures</b>
1.1 Employ 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.		All schools district wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		\$47.1 million Base, Supplemental, Title I, Title III

<p>1.2 Support new teachers in obtaining a clear credential through an induction program.</p>	<p>All schools district wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$25,000 Educator Effectiveness Grant</p>
<p>1.3 Utilize instructional materials aligned with the California State Standards, California English Language Development Standard, and Next Generation Science Standards.</p>	<p>All schools district wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$50,000 Lottery</p>
<p>1.4 Provide certificated and classified staff with professional development on content standards (California State Standards, California English Language Development Standard, and Next Generation Science Standards), District adopted instructional materials, District signature practices, and technology.</p>	<p>All schools district wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$271,000 Supplemental</p>
<p>1.5 Promote teacher collaboration and provide time within and across schools to support District signature practices.</p>	<p>All schools district wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$46,867 Supplemental \$80,000 Educator Effectiveness Grant \$23,000 One Time Discretionary</p>
<p>1.6 Provide and maintain classroom technology to support teaching and learning.</p>	<p>All schools district wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$40,398 Base \$15,709 Supplemental</p>

<p>1.7 Provide, maintain, and refresh student and staff devices.</p>	<p>All schools district wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$32,155 Base \$12,505 Supplemental</p>
<p>1.8 Provide students opportunities to utilize technology in the core program that develops computer skills, such as keyboarding and word processing.</p>	<p>All schools district wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$150,000 One Time Discretionary</p>
<p>1.9 Improve and expand support and maintenance for infrastructure, classroom technology, and devices by providing District IT staff and Site Technology Coordinators.</p>	<p>All schools district wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$322,000 Base \$148,763 Supplemental</p>
<p>1.10 Continue to provide student access to music instruction to reduce class size in middle school intervention classes.</p>	<p>All middle schools district wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$120,000 Base \$113,855 Supplemental</p>
<p>1.11 Utilize itinerant music teachers in elementary schools to provide grade level teacher release time for analyzing data and collaborative planning.</p>	<p>All elementary schools district wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$229,695 Supplemental</p>
<p>1.12 Develop and implement District benchmarks aligned with the California State Standards and the Smarter Balanced assessment system.</p>	<p>All schools district wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$10,000 Base</p>

<p>1.13 Utilize supplemental resources to provide greater access to quality text.</p>	<p>All schools district wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$130,000 One Time Discretionary</p>
<p>1.14 Investigate ways to strengthen and modernize the school library program to support teaching and learning.</p>	<p>All schools district wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$138,000 Base \$62,303 Supplemental</p>
<p>1.15 Identify students for participation in supplemental services, including intervention and Gifted and Talented Education (GATE)</p>	<p>All schools district wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$10,000 Base \$25,000 Supplemental</p>

**LCAP Year 2: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p>Metrics:</p> <ul style="list-style-type: none"> <li>✓ Basic Services: School Accountability Report Cards (SARCs) – staffing and textbooks</li> <li>✓ Implementation of Common Core State Standards: Implementation of the academic content standards adopted by the State Board of Education (SBE) and utilization of Standards-aligned instructional materials (as they become available)</li> <li>✓ Pupil Achievement/Other Pupil Outcomes: State mandated assessment results</li> <li>✓ Course Access: California Education Code Sections 51210 and 51220(a)-(i)</li> </ul> <p>Students will continue to have access to a broad course of study taught by Highly Qualified staff and 100% will be provided with standards aligned instructional materials and the ratio of students to 21<sup>st</sup> Century learning tools will continue to decrease with a goal of one-to-one in identified grade levels. The percent of all students and subgroups meeting grade level achievement on State mandated assessments will increase at least 1% and exceed State averages for all students and subgroups.</p>		
<p><b>Actions/Services</b></p>	<p>Scope of Service</p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p>Budgeted Expenditures</p>

<p>1.1 Employ 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.</p>	<p>All schools district wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>48.7 million Base, Supplemental, Title I, Title III</p>
<p>1.2 Support new teachers in obtaining a clear credential through an induction program.</p>	<p>All schools district wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$32,500 Educator Effectiveness Grant</p>
<p>1.3 Provide a one-time stipend for acquisition of additional District approved authorizations in order to standardize electives at all three middle schools.</p>	<p>All schools district wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$1,500 Base</p>
<p>1.4 Utilize instructional materials aligned with the California State Standards, California English Language Development Standard, and Next Generation Science Standards.</p>	<p>All schools district wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$50,000 Lottery</p>
<p>1.5 Provide certificated and classified staff with professional development on content standards (California State Standards, California English Language Development Standard, and Next Generation Science Standards), District adopted instructional materials, District signature practices, and technology.</p>	<p>All schools district wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$244,000 Supplemental</p>

1.6 Promote teacher collaboration and provide time within and across schools to support District signature practices.	All schools district wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$80,000 Educator Effectiveness Grant \$69,867 Supplemental
1.7 Provide and maintain classroom technology to support teaching and learning.	All schools district wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$42,284 Base \$16,443 Supplemental
1.8 Provide, maintain, and refresh student and staff devices.	All schools district wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0
1.9 Provide students opportunities to utilize technology in the core program that develops computer skills, such as keyboarding and word processing.	All schools district wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$150,000 One Time Discretionary
1.10 Improve and expand support and maintenance for infrastructure, classroom technology, and devices by providing District IT staff and Site Technology Coordinators.	All schools district wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$322,000 Base \$128,000 Supplemental
1.11 Continue to provide student access to music instruction.	All middle schools district wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$250,000 Base

<p>1.12 Utilize itinerant music teachers in elementary schools to provide grade level teacher release time for analyzing data and collaborative planning.</p>	<p>All elementary schools district wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$250,000 Supplemental</p>
<p>1.13 Develop and implement District benchmarks aligned with the California State Standards and the Smarter Balanced assessment system.</p>	<p>All schools district wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$10,000 Base</p>
<p>1.14 Utilize supplemental resources to provide greater access to quality text.</p>	<p>All schools district wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$130,000 One Time Discretionary</p>
<p>1.15 Investigate ways to strengthen and modernize the school library program to support teaching and learning.</p>	<p>All schools district wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$138,000 Base \$54,000 Supplemental</p>
<p>1.16 Identify students for participation in supplemental services, including intervention and Gifted and Talented Education (GATE)</p>	<p>All schools district wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$10,000 Base \$25,000 Supplemental</p>

**LCAP Year 3: 2018-19**

<p>Expected Annual Measurable Outcomes:</p>	<p><b>Metrics:</b></p> <ul style="list-style-type: none"> <li>✓ Basic Services: School Accountability Report Cards (SARCs) – staffing and textbooks</li> <li>✓ Implementation of Common Core State Standards: Implementation of the academic content standards adopted by the State Board of Education (SBE) and utilization of Standards-aligned instructional materials (as they become available)</li> <li>✓ Pupil Achievement/Other Pupil Outcomes: State mandated assessment results</li> <li>✓ Course Access: California Education Code Sections 51210 and 51220(a)-(i)</li> </ul> <p>Students will continue to have access to a broad course of study taught by Highly Qualified staff and 100% will be provided with standards aligned instructional materials and the ratio of students to 21<sup>st</sup> Century learning tools will continue to decrease with a goal of one-to-one in identified grade levels. The percent of all students and subgroups meeting grade level achievement on State mandated assessments will increase at least 1% and exceed State averages for all students and subgroups.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Employ 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.	All schools district wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	49.7 million Base, Supplemental, Title I, Title III
1.2 Support new teachers in obtaining a clear credential through an induction program.	All schools district wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$40,000 Supplemental
1.3 Provide a one-time stipend for acquisition of additional District approved authorizations in order to standardize electives at all three middle schools.	All schools district wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1,500 Base



<p>1.4 Utilize instructional materials aligned with the California State Standards, California English Language Development Standard, and Next Generation Science Standards.</p>	<p>All schools district wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$1,000,000 One Time Discretionary</p>
<p>1.5 Provide certificated and classified staff with professional development on content standards (California State Standards, California English Language Development Standard, and Next Generation Science Standards), District adopted instructional materials, District signature practices, and technology.</p>	<p>All schools district wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$145,000 Supplemental</p>
<p>1.6 Promote teacher collaboration and provide time within and across schools to support District signature practices.</p>	<p>All schools district wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$80,000 Educator Effectiveness Grant \$69,867 Supplemental</p>
<p>1.7 Provide and maintain classroom technology to support teaching and learning.</p>	<p>All schools district wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$41,393 Base \$16,097 Supplemental</p>
<p>1.8 Provide, maintain, and refresh student and staff devices.</p>	<p>All schools district wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$71,798 Base \$27,922 Supplemental</p>

<p>1.9 Provide students opportunities to utilize technology in the core program that develops basic computer skills, such as, keyboarding and word processing.</p>	<p>All schools district wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$50,000 One Time Discretionary</p>
<p>1.10 Improve and expand support and maintenance for infrastructure, classroom technology, and devices by providing District IT staff and Site Technology Coordinators.</p>	<p>All schools district wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$322,000 Base \$128,000 Supplemental</p>
<p>1.11 Continue to provide student access to music instruction.</p>	<p>All middle schools district wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$260,000 Base</p>
<p>1.12 Utilize itinerant music and PE teachers in elementary schools to provide grade level teacher release time for analyzing data and collaborative planning.</p>	<p>All elementary schools district wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$260,000 Supplemental</p>
<p>1.13 Develop and implement District benchmarks aligned with the California State Standards and the Smarter Balanced assessment system.</p>	<p>All schools district wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$10,000 Base</p>
<p>1.14 Utilize supplemental resources to provide greater access to quality text.</p>	<p>All schools district wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$50,000 Supplemental</p>

<p>1.15 Investigate ways to strengthen and modernize the school library program to support teaching and learning.</p>	<p>All schools district wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$138,000 Base \$54,000 Supplemental</p>
<p>1.16 Identify students for participation in supplemental services, including intervention and Gifted and Talented Education (GATE)</p>	<p>All schools district wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$10,000 Base \$25,000 Supplemental</p>

<p><b>GOAL</b> <b>2</b></p>	<p>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.</p>	<p>Related State and/or Local Priorities:</p>
		<p>1__ 2__ 3__ 4_X 5__ 6__ 7_X 8__</p>
		<p>COE only: 9__ 10__</p>
		<p>Local: Specify _____</p>

<p>Identified Need:</p>	<p>Student achievement in the District has historically been well above the State average, but a significant gap persists for high needs students.</p>	
<p>Goal Applies to:</p>	<p>Schools: All</p>	<p>Applicable Pupil Subgroups: Low income pupils, English learners, foster youth, students with special needs, and other high needs students</p>
	<p>Applicable Pupil Subgroups:</p>	

**LCAP Year 1: 2016-17**

<p>Expected Annual Measurable Outcomes:</p>	<p>Metrics:                  ✓ Pupil Achievement/Other Pupil Outcomes: State mandated assessments, Annual Measurable Achievement Objectives (AMAOs), and reclassification rates                  ✓ Course Access: California Education Code Sections 51210 and 51220(a)-(i)                   English learners, low income, foster youth, and students with special needs will increase performance by at least 1%, reduce the gap between the subgroup and all students by at least 2%, and exceed subgroup State averages as reflected on State mandated assessments.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Based on California English Language Development Test (CELDT) results, provide coordinated EL services at school sites that include newcomer and primary language supports.	All schools district wide	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$317,000 Supplemental
2.2 Expand and provide ongoing support for the Co-teaching service delivery model.	All middle schools & pilot elementary schools	<input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Student with special needs</u>	\$143,839 Supplemental
2.3 Provide ongoing support for implementation of District signature practices and programs, including but not limited to Differentiated Instruction, Co-teaching, <i>Thinking Maps</i> , <i>ST Math</i> , Cognitively Guided Instruction (CGI), reading, and writing.	All schools district wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$17,290 Supplemental
2.4 Provide a system for staff to analyze and disaggregate student achievement data to ensure a timely instructional response and address identified student needs.	All schools district wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$25,900 Base \$16,355 Supplemental
2.5 Provide intervention for identified students during and beyond the school day.	All schools district wide	<input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Student with special needs</u>	\$100,000 One Time Discretionary \$405,000 Supplemental

<p>2.6 Utilize Teacher(s) on Special Assignment (TOSAs) to support teachers in meeting the needs of special student populations.</p>	<p>All schools district wide</p>	<p><u>  </u>ALL ----- OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Redesignated fluent English proficient <u>  </u>Other Subgroups:(Specify) <u>  </u>Student with special needs</p>	<p>\$220,000 Supplemental</p>
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**LCAP Year 2: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p>Metrics:          ✓ Pupil Achievement/Other Pupil Outcomes: State mandated assessments, Annual Measurable Achievement Objectives (AMAOs), and reclassification rates          ✓ Course Access: California Education Code Sections 51210 and 51220(a)-(i)           English learners, low income, foster youth, and students with special needs will increase performance by at least 1%, reduce the gap between the subgroup and all students by at least 2%, and exceed subgroup State averages as reflected on State mandated assessments.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.1 Based on California English Language Development Test (CELDT) results, provide coordinated EL services at school sites that include newcomer and primary language supports.</p>	<p>All schools district wide</p>	<p><u>  </u>ALL ----- OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Redesignated fluent English proficient <u>  </u>Other Subgroups:(Specify)_____</p>	<p>\$394,000 Supplemental</p>
<p>2.2 Expand and provide ongoing support for the Co-teaching service delivery model.</p>	<p>All middle schools &amp; pilot elementary schools</p>	<p><u>  </u>ALL ----- OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Redesignated fluent English proficient <u>  </u>Other Subgroups:(Specify) <u>  </u>Student with special needs</p>	<p>\$140,000 Supplemental</p>
<p>2.3 Provide ongoing support for implementation of District signature practices and programs, including but not limited to Differentiated Instruction, Co-teaching, <i>Thinking Maps</i>, <i>ST Math</i>, Cognitively Guided Instruction (CGI), reading, and writing.</p>	<p>All schools district wide</p>	<p><u>  </u>ALL ----- OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Redesignated fluent English proficient <u>  </u>Other Subgroups:(Specify)_____</p>	<p>\$20,000 Supplemental</p>

<p>2.4 Provide a system for staff to analyze and disaggregate student achievement data to ensure a timely instructional response and address identified student needs.</p>	<p>All schools district wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$25,900 Base \$11,100 Supplemental</p>
<p>2.5 Provide intervention for identified students during and beyond the school day.</p>	<p>All schools district wide</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Student with special needs</u></p>	<p>\$100,000 One Time Discretionary \$405,000 Supplemental</p>
<p>2.6 Utilize Teacher(s) on Special Assignment (TOSAs) to support teachers in meeting the needs of special student populations.</p>	<p>All schools district wide</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Student with special needs</u></p>	<p>\$220,000 Supplemental</p>

**LCAP Year 3: 2018-2019**

<p>Expected Annual Measurable Outcomes:</p>	<p>Metrics:                  ✓ Pupil Achievement/Other Pupil Outcomes: State mandated assessments, Annual Measurable Achievement Objectives (AMAOs), and reclassification rates                  ✓ Course Access: California Education Code Sections 51210 and 51220(a)-(i)                   English learners, low income, foster youth, and students with special needs will increase performance by at least 1%, reduce the gap between the subgroup and all students by at least 2%, and exceed subgroup State averages as reflected on State mandated assessments.</p>
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<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>2.1 Based on California English Language Development Test (CELDT) results, provide coordinated EL services at school sites that include newcomer and primary language supports.</p>	<p>All schools district wide</p>	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$406,000 Supplemental</p>

<p>2.2 Expand and provide ongoing support for the Co-teaching service delivery model.</p>	<p>All middle schools &amp; pilot elementary schools</p>	<p><u>  </u>ALL ----- OR: <u>  </u>X Low Income pupils <u>  </u>X English Learners <u>  </u>X Foster Youth <u>  </u>X Redesignated fluent English proficient <u>  </u>X Other Subgroups:(Specify) <u>  </u>Student with special needs</p>	<p>\$144,000 Supplemental</p>
<p>2.3 Provide ongoing support for implementation of District signature practices and programs, including but not limited to Differentiated Instruction, Co-teaching, <i>Thinking Maps</i>, <i>ST Math</i>, Cognitively Guided Instruction (CGI), reading, and writing.</p>	<p>All schools district wide</p>	<p><u>  </u>X ALL ----- OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Redesignated fluent English proficient <u>  </u>Other Subgroups:(Specify) _____</p>	<p>\$20,000 Supplemental</p>
<p>2.4 Provide a system for staff to analyze and disaggregate student achievement data to ensure a timely instructional response and address identified student needs.</p>	<p>All schools district wide</p>	<p><u>  </u>X ALL ----- OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Redesignated fluent English proficient <u>  </u>Other Subgroups:(Specify) _____</p>	<p>\$25,900 Base \$11,100 Supplemental</p>
<p>2.5 Provide intervention for identified students during and beyond the school day.</p>	<p>All schools district wide</p>	<p><u>  </u>ALL ----- OR: <u>  </u>X Low Income pupils <u>  </u>X English Learners <u>  </u>X Foster Youth <u>  </u>X Redesignated fluent English proficient <u>  </u>X Other Subgroups:(Specify) <u>  </u>Student with special needs</p>	<p>\$100,000 One Time Discretionary \$405,000 Supplemental</p>
<p>2.6 Utilize Teacher(s) on Special Assignment (TOSAs) to support teachers in meeting the needs of special student populations.</p>	<p>All schools district wide</p>	<p><u>  </u>ALL ----- OR: <u>  </u>X Low Income pupils <u>  </u>X English Learners <u>  </u>X Foster Youth <u>  </u>X Redesignated fluent English proficient <u>  </u>X Other Subgroups:(Specify) <u>  </u>Student with special needs</p>	<p>\$220,000 Supplemental</p>

<b>GOAL 3</b>	To support academic success, all parents will be engaged and play an active role in the school community.			Related State and/or Local Priorities:	
				1__ 2__ 3_X_ 4__ 5__ 6__ 7__ 8__	
				COE only: 9__ 10__	
				Local: Specify _____	
Identified Need:	The District enjoys strong parent involvement, but there is a need to broaden the engagement to better reflect the demographics of the student population.				
Goal Applies to:	Schools:	All			
	Applicable Pupil Subgroups:	All			
<b>LCAP Year 1: 2016-17</b>					
Expected Annual Measurable Outcomes:	Metrics: ✓ Parental Involvement: Number of opportunities for parents to participate in District and school programs  There will be increased participation in established parent groups and parent education workshops through multi-pronged, communication outreach (flyers, website, social media, Parent Link).				
	<b>Actions/Services</b>	Scope of Service	<b>Pupils to be served within identified scope of service</b>		Budgeted Expenditures
	3.1 Continue to provide parent and volunteer training to support engagement, involvement, and student achievement at the school sites.	All schools district wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		\$30,000 Supplemental
	3.2 Continue to utilize technology, social media, and newsletters to inform parents, promote involvement, and solicit input.	All schools district wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		\$105,000 Base \$5,000 Supplemental \$13,600 One Time Discretionary
	3.3 Continue to provide a bilingual Community Liaison to support parent outreach.	All schools district wide	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Vietnamese speaking parents</u>		\$65,000 Supplemental



<p>3.4 Continue to provide opportunities to seek parent input from parents of unduplicated pupils including those with special needs (DAC, DELAC, and CAC).</p>	<p>All schools district wide</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>0</p>
<p>3.5 Utilize school counselors to inform middle school parents about ways to support their students' secondary academic plans focused on college and career goals.</p>	<p>All middle schools</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups (Specify)_____</p>	<p>\$5,000 Supplemental</p>

**LCAP Year 2: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p>Metrics: ✓ Parental Involvement: Number of opportunities for parents to participate in District and school programs  There will be increased participation in established parent groups and parent education workshops through multi-pronged, communication outreach (flyers, website, social media, Parent Link).</p>
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<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>3.1 Continue to provide parent and volunteer training to support engagement, involvement, and student achievement at the school sites.</p>	<p>All schools district wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$30,000 Supplemental</p>
<p>3.2 Continue to utilize technology, social media, and newsletters to inform parents, promote involvement, and solicit input.</p>	<p>All schools district wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$105,000 Base \$5,000 Supplemental</p>

<p>3.3 Continue to provide a bilingual Community Liaison to support parent outreach.</p>	<p>All schools district wide</p>	<p><u>  </u>ALL ----- OR: <u>  </u>Low Income pupils <u>  </u>X English Learners <u>  </u>Foster Youth <u>  </u>X Redesignated fluent English proficient <u>  </u>X Other Subgroups:(Specify)<u>  </u>Vietnamese speaking parents</p>	<p>\$65,000 Supplemental</p>
<p>3.4 Continue to provide opportunities to seek parent input from parents of unduplicated pupils including those with special needs (DAC, DELAC, and CAC).</p>	<p>All schools district wide</p>	<p><u>  </u>ALL ----- OR: <u>  </u>X Low Income pupils <u>  </u>X English Learners <u>  </u>X Foster Youth <u>  </u>X Redesignated fluent English proficient <u>  </u>Other Subgroups:(Specify)</p>	<p>0</p>
<p>3.5 Utilize school counselors to inform middle school parents about ways to support their students' secondary academic plans focused on college and career goals.</p>	<p>All middle schools</p>	<p><u>  </u>XALL ----- OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Redesignated fluent English proficient <u>  </u>Other Subgroups (Specify)_____</p>	<p>\$5,000 Supplemental</p>

**LCAP Year 3: 2018-2019**

<p>Expected Annual Measurable Outcomes:</p>	<p>Metrics: ✓ Parental Involvement: Number of opportunities for parents to participate in District and school programs  There will be increased participation in established parent groups and parent education workshops through multi-pronged, communication outreach (flyers, website, social media, Parent Link).</p>
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<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>3.1 Continue to provide parent and volunteer training to support engagement, involvement, and student achievement at the school sites.</p>	<p>All schools district wide</p>	<p><u>  </u>X ALL ----- OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Redesignated fluent English proficient <u>  </u>Other Subgroups:(Specify)_____</p>	<p>\$30,000 Supplemental</p>
<p>3.2 Continue to utilize technology, social media, and newsletters to inform parents, promote involvement, and solicit input.</p>	<p>All schools district wide</p>	<p><u>  </u>X ALL ----- OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Redesignated fluent English proficient <u>  </u>Other Subgroups:(Specify)_____</p>	<p>\$105,000 Base \$5,000 Supplemental</p>

3.3 Continue to provide a bilingual Community Liaison to support parent outreach.	All schools district wide	__ALL ----- OR: __Low Income pupils <u>X</u> English Learners __Foster Youth <u>X</u> Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>Vietnamese speaking parents</u>	\$65,000 Supplemental
3.4 Continue to provide opportunities to seek parent input from parents of unduplicated pupils including those with special needs (DAC, DELAC, and CAC).	All schools district wide	__ALL ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient __Other Subgroups:(Specify)	0
3.5 Utilize school counselors to inform middle school parents about ways to support their students' secondary academic plans focused on college and career goals.	All middle schools	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$5,000 Supplemental

<b>GOAL 4</b>	To support academic success, students will have access to a safe, supportive, and nurturing environment that promotes engagement and school connectedness.	Related State and/or Local Priorities:
		1__ 2__ 3__ 4__ 5 <u>X</u> 6 <u>X</u> 7__ 8__
		COE only: 9__ 10__
		Local: Specify _____

Identified Need: There has been one student expulsion in the District in the past three years (February, 2016) and suspension rates remain low (71 suspensions and 16 in-house suspensions between September 9, 2015 and May 31, 2016 – 1%). However, there are some students who struggle to demonstrate appropriate school behavior. Furthermore, there are a number of students (September 9, 2015 through May 31, 2016 – 4.76%) who are chronically absent from school and attendance rates have remained steady around 97% (96.91% as of May 31, 2016).

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

**LCAP Year 1: 2016-17**

<p>Expected Annual Measurable Outcomes:</p>	<p>Metrics:                  ✓ School Climate: Suspension rates, expulsion rates, and climate surveys                  ✓ Pupil Engagement: Attendance rates and chronic absenteeism rates</p> <p>Continue to maintain student suspension rates under 1%. Decrease chronic absenteeism by 0.5% and maintain an attendance rate of at least 97% district wide.</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>4.1 Continue to develop the leadership capacity within the District to successfully implement instructional initiatives and build a culture of continuous improvement.</p>	<p>All schools district wide</p>	<p><u>  </u>X<u>  </u>ALL                  -----                  OR:                  ___Low Income pupils ___English Learners                  ___Foster Youth ___Redesignated fluent English proficient                  ___Other Subgroups:(Specify)_____</p>	<p>\$10,000 Supplemental</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>	<p>All schools district wide</p>	<p><u>  </u>X<u>  </u>ALL                  -----                  OR:                  ___Low Income pupils ___English Learners                  ___Foster Youth ___Redesignated fluent English proficient                  ___Other Subgroups:(Specify)_____</p>	<p>\$15,000 Base \$5,000 Supplemental</p>
<p>4.3 Provide students with health services and education.</p>	<p>All schools district wide</p>	<p><u>  </u>X<u>  </u>ALL                  -----                  OR:                  ___Low Income pupils ___English Learners                  ___Foster Youth ___Redesignated fluent English proficient                  ___Other Subgroups:(Specify)_____</p>	<p>\$240,000 Base \$40,000 Supplemental</p>
<p>4.4 Explore additional services to provide social emotional support at the elementary level.</p>	<p>All elementary schools</p>	<p><u>  </u>X<u>  </u>ALL                  -----                  OR:                  ___Low Income pupils ___English Learners                  ___Foster Youth ___Redesignated fluent English proficient                  ___Other Subgroups:(Specify)_____</p>	<p>\$2,000 Supplemental</p>

<p>4.5 Utilize middle school counselors to provide social emotional support and help students create secondary academic plans focused on college and career goals.</p>	<p>All middle schools</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$128,000 Base \$106,794 Supplemental</p>
<p>4.6 Implement a consistent district wide approach for supporting student behavior, including alternatives to suspensions and expulsions, and communicate the plan to stakeholders.</p>	<p>All schools district wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$5,000 Base</p>
<p>4.7 Provide professional development for staff to support appropriate student behavior.</p>	<p>All schools district wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$5,000 Supplemental</p>
<p>4.8 Work with student focus groups to identify strategies that will promote student engagement and school connectedness.</p>	<p>All schools district wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>0</p>
<p>4.9 Implement identified strategies to promote student engagement and school connectedness.</p>	<p>All schools district wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$2,000 Base</p>

**LCAP Year 2: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p>Metrics:                  ✓ School Climate: Suspension rates, expulsion rates, and climate surveys                  ✓ Pupil Engagement: Attendance rates and chronic absenteeism rates                   Continue to maintain student suspension rates under 1%. Decrease chronic absenteeism by 0.5% and maintain an attendance rate of at least 97% district wide.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Continue to develop the leadership capacity within the District to successfully implement instructional initiatives and build a culture of continuous improvement.	All schools district wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$10,000 Supplemental
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.	All schools district wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$15,000 Base \$5,000 Supplemental
4.3 Provide students with health services and education.	All schools district wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$240,000 Base \$40,000 Supplemental
4.4 Prioritize and begin to implement services to provide social emotional support at the elementary level.	All elementary schools	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$4,000 Supplemental
4.5 Utilize middle school counselors to provide social emotional support and help students create secondary academic plans focused on college and career goals.	All middle schools	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$128,000 Base \$112,000 Supplemental

<p>4.6 Implement a consistent district wide approach for supporting student behavior, including alternatives to suspensions and expulsions, and communicate the plan to stakeholders.</p>	<p>All schools district wide</p>	<p><u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$5,000 Base</p>
<p>4.7 Provide professional development for staff to support appropriate student behavior.</p>	<p>All schools district wide</p>	<p><u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$5,000 Supplemental</p>
<p>4.8 Utilize strategies that promote student engagement and school connectedness.</p>	<p>All schools district wide</p>	<p><u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$2,000 Base</p>

**LCAP Year 3: 2018-2019**

<p>Expected Annual Measurable Outcomes:</p>	<p>Metrics:                  ✓ School Climate: Suspension rates, expulsion rates, and climate surveys                  ✓ Pupil Engagement: Attendance rates and chronic absenteeism rates                   Continue to maintain student suspension rates under 1%. Decrease chronic absenteeism by 0.5% and maintain an attendance rate of at least 97% district wide.</p>
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<p><b>Actions/Services</b></p>	<p>Scope of Service</p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p>Budgeted Expenditures</p>
<p>4.1 Continue to develop the leadership capacity within the District to successfully implement instructional initiatives and build a culture of continuous improvement.</p>	<p>All schools district wide</p>	<p><u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$10,000 Supplemental</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>	<p>All schools district wide</p>	<p><u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$15,000 Base \$5,000 Supplemental</p>
<p>4.3 Provide students with health services and education.</p>	<p>All schools district wide</p>	<p><u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$240,000 Base \$40,000 Supplemental</p>
<p>4.4 Continue to implement services to provide social emotional support at the elementary level.</p>	<p>All elementary schools</p>	<p><u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$6,000 Supplemental</p>
<p>4.5 Utilize middle school counselors to provide social emotional support and help students create secondary academic plans focused on college and career goals.</p>	<p>All middle schools</p>	<p><u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$128,000 Base \$112,000 Supplemental</p>
<p>4.6 Implement a consistent district wide approach for supporting student behavior, including alternatives to suspensions and expulsions, and communicate the plan to stakeholders.</p>	<p>All schools district wide</p>	<p><u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$5,000 Base</p>
<p>4.7 Provide professional development for staff to support appropriate student behavior.</p>	<p>All schools district wide</p>	<p><u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$5,000 Supplemental</p>



<p>4.8 Utilize strategies that promote student engagement and school connectedness.</p>	<p>All schools district wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$2,000 Base</p>
<p><b>GOAL 5</b></p>	<p>To support academic success, school facilities will be clean, safe, and effectively support a 21st Century education.</p>		<p>Related State and/or Local Priorities:</p>
			<p>1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__</p>
			<p>COE only: 9__ 10__</p>
			<p>Local: Specify _____</p>
<p>Identified Need:</p>	<p>While facilities are safe and well maintained, there is an identified need to improve air quality, climate, and 21<sup>st</sup> Century learning environments.</p>		
<p>Goal Applies to:</p>	<p>Schools: All</p>		
	<p>Applicable Pupil Subgroups: All</p>		
<p><b>LCAP Year 1: 2016-17</b></p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Metrics: ✓ Basic Services: Facilities Inspection Tool (FIT) and SARCs  All students will continue to have the opportunity to learn in well-maintained facilities that support a 21<sup>st</sup> Century education.</p>		
<p><b>Actions/Services</b></p>	<p>Scope of Service</p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p>Budgeted Expenditures</p>
<p>5.1 Provide appropriate custodial staffing and services to ensure District facilities are clean and well maintained.</p>	<p>All schools district wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$81,000 Base</p>
<p>5.2 Begin to implement the prioritized recommendations from the Facilities Master Plan, including but not limited to airflow in classrooms and facility infrastructure upgrades.</p>	<p>All schools district wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$500,000 Base</p>

<p>5.3 Implement a deferred maintenance plan based on the priorities identified in the Facilities Master Plan.</p>	<p>All schools district wide</p>	<p><u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$500,000 Base</p>
<p>5.4 Provide and maintain the infrastructure to support instructional technology.</p>	<p>All schools district wide</p>	<p><u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$63,000 Base \$23,000 Supplemental</p>

**LCAP Year 2: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p>Metrics: ✓ Basic Services: FIT and SARCs  All students will continue to have the opportunity to learn in well-maintained facilities that support a 21<sup>st</sup> Century education.</p>
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<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>5.1 Provide appropriate custodial staffing and services to ensure District facilities are clean and well maintained.</p>	<p>All schools district wide</p>	<p><u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$81,000 Base</p>
<p>5.2 Begin to implement the prioritized recommendations from the Facilities Master Plan, including but not limited to airflow in classrooms and facility infrastructure upgrades.</p>	<p>All schools district wide</p>	<p><u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$500,000 Base</p>

<p>5.3 Implement a deferred maintenance plan based on the priorities identified in the Facilities Master Plan.</p>	<p>All schools district wide</p>	<p><u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$500,000 Base</p>
<p>5.4 Provide and maintain the infrastructure to support instructional technology.</p>	<p>All schools district wide</p>	<p><u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$63,000 Base \$23,000 Supplemental</p>

**LCAP Year 3: 2018-2019**

<p>Expected Annual Measurable Outcomes:</p>	<p>Metrics: ✓ Basic Services: FIT and SARCs  All students will continue to have the opportunity to learn in well-maintained facilities that support a 21<sup>st</sup> Century education.</p>
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<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>5.1 Provide appropriate custodial staffing and services to ensure District facilities are clean and well maintained.</p>	<p>All schools district wide</p>	<p><u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$81,000 Base</p>
<p>5.2 Begin to implement the prioritized recommendations from the Facilities Master Plan, including but not limited to airflow in classrooms and facility infrastructure upgrades.</p>	<p>All schools district wide</p>	<p><u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$500,000 Base</p>
<p>5.3 Implement a deferred maintenance plan based on the priorities identified in the Facilities Master Plan.</p>	<p>All schools district wide</p>	<p><u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$500,000 Base</p>

<p>5.4 Provide and maintain the infrastructure to support instructional technology.</p>	<p>All schools district wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$63,000 Base \$23,000 Supplemental</p>
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## Annual Update

**Annual Update Instructions:** For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

**Guiding Questions:**

- 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 Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites 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?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	To support academic success and prepare students for college and career, students will have access to 21st Century learning tools, including technology, and engage in rigorous and relevant educational experiences that develop their knowledge, skills, and ability to collaborate, create, communicate, think critically, and solve problems.		Related State and/or Local Priorities:	
			1 <u>X</u> 2 <u>X</u> 3 <u>  </u> 4 <u>X</u> 5 <u>  </u> 6 <u>  </u> 7 <u>X</u> 8 <u>X</u>	
			COE only: 9 <u>  </u> 10 <u>  </u>	
			Local : Specify _____	
Goal Applies to:	Schools: All			
	Applicable Pupil Subgroups: All			
Expected Annual Measurable Outcomes:	<p><b>Metrics:</b></p> <ol style="list-style-type: none"> <li>Basic Services: School Accountability Report Cards (SARCs) – staffing and textbooks</li> <li>Implementation of Common Core State Standards: Implementation of the academic content standards adopted by the State Board of Education (SBE)</li> <li>Pupil Achievement/Other Pupil Outcomes: State mandated assessments</li> <li>Course Access: California Education Code Sections 51210 and 51220(a)-(i)</li> </ol> <p>Students will have access to a broad course of study taught by Highly Qualified staff and will be provided with standards aligned instructional materials and 21<sup>st</sup> Century learning tools. All students will demonstrate achievement on State mandated assessments.</p>	Actual Annual Measurable Outcomes:	<p>Metric: California Longitudinal Pupil Achievement Data System (CALPADS) and SARCs</p> <ol style="list-style-type: none"> <li>All students received instruction from Highly Qualified teachers, 100% of whom were appropriately assigned.</li> <li>All students were issued Board adopted textbooks in all content areas.</li> </ol> <p>Metric: Smarter Balanced Assessment Results (available on the CDE CAASPP website)</p> <ol style="list-style-type: none"> <li>Smarter Balanced Summative Assessments Standard Met and Standard Exceeded  <u>English Language Arts/Literacy</u>                      All: California: 44% FVSD: 69%                      Low Income: California: 33% FVSD: 55%                      English Learner: California: 11% FVSD: 43%  <u>Mathematics</u>                      All: California: 33% FVSD: 61%                      Low Income: California: 21% FVSD: 46%                      English Learner: California: 11% FVSD: 46%</li> </ol> <p>Metric: Aeries Student Information System</p> <ol style="list-style-type: none"> <li>All students were provided course access as defined in California Education Code Sections 51210 and 51220(a)-(i).</li> </ol>	

LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
1.1 Employ 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.		\$43.6 million Base, Supplemental, Title I, Title III	<input checked="" type="checkbox"/> Hired 20 certificated staff for the 2015/16 school year <ul style="list-style-type: none"> <li>• 4 Elementary positions</li> <li>• 5 Middle school positions</li> <li>• 3 Single subject music teachers</li> <li>• 4 Mild/moderate special education teachers</li> <li>• 2 School nurses</li> <li>• 1 Speech/language pathologist</li> <li>• 1 Psychologist</li> </ul> <input checked="" type="checkbox"/> All certificated staff are Highly Qualified where necessary, and hold the appropriate credentials, including English learner certification	\$45,878,882	
Scope of service:	All schools district wide		Scope of service:	All schools district wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____			OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____		

<p>1.2 Support new teachers in obtaining a clear credential through an induction program.</p>	<p>\$0</p>	<ul style="list-style-type: none"> <li>✓ Ongoing partnership established with Orange County Department of Education (OCDE) to provide State required support elements for year 1 and year 2 teachers</li> <li>✓ Reimbursement plan created</li> <li>✓ New teachers were reimbursed according to the plan (3 – year 2 teachers)</li> </ul>	<p>\$0</p>
<p>Scope of service:</p>	<p>All schools district wide</p>	<p>Scope of service:</p>	<p>All schools district wide</p>
<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	
<p>1.3 As they become available, pilot and adopt standards aligned instructional materials (Common Core State Standards, California English Language Development Standards, and Next Generation Science Standards).</p>	<p>\$0</p>	<p>In 2015/16 school year, there were no instructional materials available to pilot or adopt. In preparation for anticipated English language arts/English language development adoption, site administrators participated in the UCI/California Reading Literacy Project (CRLP) to develop their knowledge with the English Language Arts/English Language Development Framework.</p>	<p>\$0</p>
<p>Scope of service:</p>	<p>All schools district wide</p>	<p>Scope of service:</p>	<p>All schools district wide</p>
<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	



<p>1.4 Provide certificated and classified staff with professional development on content standards (Common Core State Standards, California English Language Development Standards, and Next Generation Science Standards), District adopted instructional materials, effective instructional practices, and technology.</p>	<p>\$175,000 Supplemental</p>	<p>Teachers participated in the following professional development:</p> <ul style="list-style-type: none"> <li>✓ <i>Math Expressions</i> (K-5) and <i>California Math</i> (6-8) – 3 days</li> <li>✓ Academic vocabulary (<i>all teachers</i>) – 1 day</li> <li>✓ <i>Academic Vocabulary Toolkit</i> (3-8) – 1 day</li> <li>✓ California Standards aligned collaborative conversations and the link to reading and writing (TK-5) – 1 day</li> <li>✓ Cognitively Guided Instruction (<i>CGI</i>) (TK-5) – 4 days (TK-2) and 3 days (3-5), plus three optional three-hour evening trainings</li> <li>✓ <i>Visible Learning</i> (6-8) – 3 days</li> <li>✓ English site curriculum planning leads (6-8) – 3 days</li> <li>✓ English Department (6-8) – 2 days</li> <li>✓ Deepen understanding of the English language arts Standards to inform practice (6-8) – 1 day</li> <li>✓ Science site curriculum planning leads (6-8) – 3 days</li> <li>✓ Science Next Generation Science Standards (NGSS) training (6-8) – 2 days</li> <li>✓ TCI History Alive training (6-8) – 3 days</li> <li>✓ Math (6-8) – 5 days</li> </ul>	<p>\$269,330 Supplemental</p>
<p>Scope of service:</p>	<p>All schools district wide</p>	<p>Scope of service:</p>	<p>All schools district wide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other  Subgroups:(Specify)_____</p>	

1.5 Update the multi-year plan to roll out all aspects of the Common Core State Standards (CCSS) including the California English Language Development (CA ELD) Standards and Next Generation Science Standards (NGSS).		\$0	This document is no longer necessary since the transition has occurred and refinement of implementation of the California State Standards is underway. It will be deleted as an action and included as evidence in Appendix C.	\$0
Scope of service:	All schools district wide		Scope of service:	All schools district wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
1.6 Promote teacher collaboration within and across schools.		\$62,500 Supplemental	Teacher collaboration was provided in conjunction with professional development. Typically professional development was half day and collaboration the other half.	\$160,000 Supplemental
Scope of service:	All schools district wide		Scope of service:	All schools district wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
1.7 Provide and maintain classroom technology (LCD projectors and printers) to support teaching and learning.		\$47,300 Base \$15,700 Supplemental	<input checked="" type="checkbox"/> Printers were deployed at Plavan and Tamura. <input checked="" type="checkbox"/> LCD projectors were deployed at Fulton and Plavan.	\$108,941 Base \$48,165 Supplemental
Scope of service:	Fulton, Plavan, Tamura		Scope of service:	Fulton, Plavan, Tamura
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

1.8 Provide, maintain, and refresh student and staff devices (desktop and laptop computers).	\$58,500 Base \$19,5000 Supplemental	<input checked="" type="checkbox"/> Desktop devices were deployed for Library Media Technicians, Publications, and Operations and Transportation. <input checked="" type="checkbox"/> Laptops will be deployed at Courreges and Masuda in May 2016.	\$133,151 Base \$24,533 Supplemental
Scope of service: All schools district wide		Scope of service: All schools district wide	
<u><input checked="" type="checkbox"/></u> ALL		<u><input checked="" type="checkbox"/></u> ALL	
OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____		OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	
1.9 Ensure adequate support and maintenance for infrastructure, classroom technology, and devices by providing District Information Technology (IT) staff and Site Technology Coordinators.	\$390,000 Base \$93,000 Supplemental	Creation of three new IT positions – Application Specialist and two Field Support Technicians	\$282,833 Base \$124,559 Supplemental
Scope of service: All schools district wide		Scope of service: All schools district wide	
<u><input checked="" type="checkbox"/></u> ALL		<u><input checked="" type="checkbox"/></u> ALL	
OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____		OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	
1.10 Increase student access to music instruction.	\$93,000 Base \$93,000 Supplemental	Music teacher staffing was increased from 3.0 FTE to 5.0 FTE. 2.0 FTE music teachers were hired to provide music instruction to students in grades TK-4.	\$105,477 Base \$105,477 Supplemental
Scope of service: All schools district wide		Scope of service: All schools district wide	
<u><input checked="" type="checkbox"/></u> ALL		<u><input checked="" type="checkbox"/></u> ALL	
OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____		OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	

1.11 Utilize itinerant music teachers in elementary schools to provide grade level teacher release time for analyzing data and collaborative planning.		\$75,000 Supplemental	All TK-5 teachers were provided weekly release time during music instruction.	\$142,551 Supplemental
Scope of service:	All schools district wide		Scope of service:	All schools district wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____			OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	
1.12 Align District benchmarks with the CCSS and the Smarter Balanced assessment system.		\$10,000 Base	Smarter Balanced Interim Assessments in English language arts and math were explored.	\$52,143 Base
Scope of service:	All schools district wide		Scope of service:	All schools district wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____			OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	
1.13 Utilize supplemental resources to provide greater access to informational text.		\$50,000 Supplemental	All 10 schools were allocated \$7.91 per pupil to purchase informational text resources to supplement existing ELA materials.	\$50,000 Supplemental
Scope of service:	All schools district wide		Scope of service:	All schools district wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____			OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	

1.14 Support a strong school library program.		\$138,000 Base \$46,000 Supplemental	<ul style="list-style-type: none"> <li>✓ Library Media Technicians were provided new desktops to assist with the efficiency of use of the Destiny Follet Library program.</li> <li>✓ To improve coordination and collaboration, Library Media Technicians were provided additional hours.</li> <li>✓ Maintain the District Library Coordinator position.</li> </ul>	\$115,543 Base \$60,790 Supplemental
Scope of service:	All schools district wide		Scope of service:	All schools district wide
<u>X</u> ALL			<u>X</u> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.15 Identify students for participation in supplemental services, including intervention and Gifted and Talented Education (GATE)		\$10,000 Base \$25,000 Supplemental	<ul style="list-style-type: none"> <li>✓ Scholastic Reading Inventory (SRI) was utilized as the universal literacy screener for all grades 4-6 students.</li> <li>✓ EL students at all seven elementary schools were identified for the after school writing intervention program.</li> <li>✓ Middle school students were identified to participate in a variety of intervention classes during the school day.</li> </ul>	\$9,073 Base \$27,000 Supplemental
Scope of service:	All schools district wide		Scope of service:	All schools district wide
<u>X</u> ALL			<u>X</u> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<ul style="list-style-type: none"> <li>✓ Goal 1 was revised to improve clarity (content remained unchanged).</li> <li>✓ Nine actions were revised to improve clarity.</li> <li>✓ One action was deleted because it is a communication item that supports the prior action. It will be included as evidence in Appendix C.</li> <li>✓ One new action was created to outline the use of technology in the core instructional program.</li> </ul>		

<p>Original GOAL 2 from prior year LCAP:</p>	<p>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.</p>	<p>Related State and/or Local Priorities:                  1__ 2__ 3__ 4_X 5__ 6__ 7_X 8__                  COE only: 9__ 10__                  Local : Specify _____</p>	
<p>Goal Applies to:</p>		<p>Schools: All</p>	<p>Applicable Pupil Subgroups: All</p>
<p>Expected Annual Measurable Outcomes:</p>	<p>Metrics:                  1. Pupil Achievement/Other Pupil Outcomes: State mandated assessments, Annual Measurable Achievement Objectives (AMAOs), and reclassification rates                  2. Course Access: California Education Code Sections 51210 and 51220(a)-(i)                   High needs students will perform commensurate to District averages as reflected on State mandated assessments.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Metric: Smarter Balanced Assessment Results (available on the CDE CAASPP website)                  1. Smarter Balanced Summative Assessments Standard Met and Standard Exceeded <u>English Language Arts/Literacy</u>                  All: 69%                  Low Income: 55% (gap 14%)                  English Learner: 43% (gap 26%)  <u>Mathematics</u>                  All: 61%                  Low Income: 46% (gap 15%)                  English Learner: 46% (gap 15%)                  2. AMAOs  <u>AMAO 1</u> Target: 60.5% FVSD: 83.8%  <u>AMAO 2</u> (Less than 5 years) Target: 24.2% FVSD: 57.7%  <u>AMAO 2</u> (5 years or more) Target: 50.9%% FVSD: 82.8%  <u>AMAO 3</u> Met 95% participation rate for ELA (100%) and math (98%)                  3. 2014/15 Reclassification rate (retrieved from DataQuest)                  California: 11% FVSD: 12%                   Metric: Aeries Student Information System                  4. All students were provided course access as defined in California Education Code Sections 51210 and 51220(a)-(i).</p>

LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures			Estimated Actual Annual Expenditures
2.1 Based on California English Language Development Test (CELDT) results, provide coordinated EL services at school sites that include newcomer and primary language supports.	\$367,000 Supplemental	<ul style="list-style-type: none"> <li>✓ CELDT testing organized and administered by the Community Liaison, Bilingual Testing Technician, and testing team</li> <li>✓ Middle School Newcomer program at Masuda – certificated teacher (50%) and two bilingual instructional assistants (Arabic/French and Vietnamese/Chinese)</li> <li>✓ Primary language support at all seven elementary schools – Arabic, French, Korean, Spanish, Vietnamese</li> </ul>		\$250,224 Supplemental
Scope of service:	All schools district wide	Scope of service:	All schools district wide	
<u>  </u> ALL		<u>  </u> ALL		
OR: <u>  </u> Low Income pupils <u>  </u> <u>X</u> English Learners <u>  </u> Foster Youth <u>X</u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____		OR: <u>  </u> Low Income pupils <u>  </u> <u>X</u> English Learners <u>  </u> Foster Youth <u>X</u> Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) _____		
2.2 Expand and provide ongoing support for the Co-teaching service delivery model.	\$141,000 Supplemental	<ul style="list-style-type: none"> <li>✓ Co-teaching model utilized at all three middle schools</li> <li>✓ Co-teaching piloted at elementary school</li> <li>✓ General education and special education teachers who participate in co-teaching are provided release time to collaborate throughout the school year.</li> </ul>		\$137,394 Supplemental
Scope of service:	All middle schools & pilot elementary schools	Scope of service:	All middle schools	
<u>  </u> ALL		<u>  </u> ALL		
OR: <u>X</u> Low Income pupils <u>  </u> <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u>X</u> Other Subgroups: Specify) <u>Students with special needs</u>		OR: <u>X</u> Low Income pupils <u>  </u> <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>Students with Special Needs</u>		

<p>2.3 Provide ongoing support for implementation of District signature practices and programs including, but not limited to, Differentiated Instruction, Co-teaching, <i>Thinking Maps</i>, and <i>ST Math</i>.</p>	<p>\$14,000 Supplemental \$15,000 Title I</p>	<ul style="list-style-type: none"> <li>✓ <i>ST Math</i> was expanded to TK.</li> <li>✓ Ongoing support for <i>ST Math</i> (TK-5) is provided through shared annual service agreement costs.</li> <li>✓ Professional development of District signature practices included:             <ul style="list-style-type: none"> <li>• <i>Academic vocabulary (all teachers)</i> – 1 day</li> <li>• <i>Academic Vocabulary Toolkit (3-8)</i> – 1 day</li> <li>• California Standards aligned collaborative conversations and the link to reading, and writing (TK-5) – 1 day</li> <li>• Cognitively Guided Instruction (<i>CGI</i>) (TK-5) – 4 days (TK-2) and 3 days (3-5), plus three optional three-hour evening trainings for all TK-5 teachers</li> <li>• <i>Visible Learning (6-8)</i> – 3 days</li> </ul> </li> </ul>	<p>\$24,375 Supplemental \$28,348 Title I</p>	
<p>Scope of service:</p>	<p>All schools district wide</p>	<p>Scope of service:</p>	<p>All schools district wide</p>	
<p><input checked="" type="checkbox"/> <u>X</u> ALL</p> <p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><input checked="" type="checkbox"/> <u>X</u> ALL</p> <p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other  Subgroups:(Specify)_____</p>		
<p>2.4 Provide a system for staff to analyze and disaggregate student achievement data to ensure a timely instructional response and address identified student needs.</p>	<p>\$25,100 Base \$8,900 Supplemental</p>	<p>The District uses Illuminate, Aeries, and School Loop to assist teachers with analyzing and disaggregating student achievement data in order to provide timely intervention and close the achievement gap.</p>	<p>\$25,185 Base \$11,096 Supplemental</p>	
<p>Scope of service:</p>	<p>All schools district wide</p>	<p>Scope of service:</p>	<p>All schools district wide</p>	
<p><input checked="" type="checkbox"/> <u>X</u> ALL</p> <p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><input checked="" type="checkbox"/> <u>X</u> ALL</p> <p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other  Subgroups:(Specify)_____</p>		



2.5 Provide intervention for identified students during and beyond the school day.		\$125,000 Supplemental \$35,000 Title III	<ul style="list-style-type: none"> <li>✓ Identified EL students at all seven elementary schools participated in an after school writing intervention program.</li> <li>✓ Identified middle school students participated in a variety of intervention classes during the school day.</li> <li>✓ Tutorial hours were provided to support students referred to the Student Study Team.</li> </ul>	\$99,287 Supplemental \$44,924
Scope of service:	All schools district wide		Scope of service:	All schools district wide
<u>  </u> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>  </u> <u>Students with Special Needs</u>			<u>  </u> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>  </u> <u>Students with Special Needs</u>	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		One action was updated to better reflect District signature practices and programs.		
Original GOAL 3 from prior year LCAP:	To support academic success, all parents will be engaged and play an active role in the school community.	Related State and/or Local Priorities: 1__ 2__ 3 <input checked="" type="checkbox"/> 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____		
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Metric: Parental Involvement: Number of opportunities for parents to participate in District and school programs  There will be increased participation in established parent groups and parent education workshops through multi-pronged, communication outreach (flyers, website, social media, Parent Link).	Actual Annual Measurable Outcomes:	Metric: Number of opportunities for parents to participate in District and school programs <ul style="list-style-type: none"> <li>✓ There was a minimum of 150 opportunities for parents to participate in programs at all 10 school sites (increased from 140).</li> <li>✓ The number of opportunities for parents to participate in District programs increased from a minimum of 27 in 2014/15 to a minimum of 67 in 2015/16. Many of these were also available to the community.</li> </ul>	

<b>LCAP Year: 2015-16</b>			
Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
3.1 Provide parent training to support engagement, involvement, and student achievement.		\$30,000 Supplemental	\$30,000 Supplemental
<ul style="list-style-type: none"> <li>✓ The first meeting of the SSC, DAC, ELAC, and DELAC include parent training.</li> <li>✓ Elementary parents were provided training opportunities to support achievement in reading and math through the Community Volunteer Academy program.</li> </ul>			
Scope of service:	All schools district wide	Scope of service:	All schools district wide
<u>  </u> X ALL		<u>  </u> X ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

<p>3.2 Utilize technology, social media, and newsletters to inform parents, promote involvement, and solicit input.</p>	<p>104,000 Base 8,000 Title I</p>	<ul style="list-style-type: none"> <li>✓ In 2015/16 the Website and Social Media Technician built websites for all 10 schools and regularly communicated with the community via Facebook, Twitter, and website news items about school and District activities and opportunities for input.</li> <li>✓ The Superintendent published Constant Contact eNewsletters on a regular basis to inform parents and the community, as well as to distribute an annual parent survey.</li> <li>✓ Principals regularly sent messages to families through Parent Link (mass phone calls, emails, and text messages).</li> <li>✓ The Aeries, Illuminate, and School Loop parent portals were utilized to engage and inform parents about attendance (Aeries only) and grades.</li> </ul>	<p>\$47,455 Base \$14,939 Title I</p>	
<p>Scope of service:</p>	<p>All schools district wide</p>	<p>Scope of service:</p>	<p>All schools district wide</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>		
<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other                  Subgroups:(Specify)_____</p>		
<p>3.3 Continue to provide a bilingual Community Liaison to support parent outreach.</p>	<p>\$47,000 Supplemental</p>	<p>An 11-month, 40 hours/week Vietnamese Community Liaison provided parent support in the 2015/16 school year.</p>	<p>\$62,966 Supplemental</p>	
<p>Scope of service:</p>	<p>All schools district wide</p>	<p>Scope of service:</p>	<p>All schools district wide</p>	
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>		
<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Vietnamese speaking parents</u></p>		<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Vietnamese speaking parents</u></p>		

<p>3.4 Continue to provide opportunities to seek parent input from parents of unduplicated pupils including those with special needs (DAC, DELAC, and CAC).</p>	<p>\$0</p>	<ul style="list-style-type: none"> <li>✓ All 10 schools have School Site Councils (SSC) that meet a minimum of three times a year to provide input at the school level. The SSC members select a representative for the District Advisory Committee (DAC). The DAC meets a minimum of two times per year.</li> <li>✓ Schools that have at least 21 English learners have an English Learner Advisory Committee (ELAC) that meets a minimum of three times per year. The members of the ELAC select a representative for the District English Learner Advisory Committee (DELAC).</li> <li>✓ DAC and DELAC members participated in three (DAC) to five (DELAC) meetings providing input and suggestions on EL parent notification, the reclassification criteria, the EL Program and LCAP.</li> <li>✓ Parents of ELs and Title I students had the opportunity to provide input through annual surveys.</li> <li>✓ The Community Advisory Committee (CAC) was combined with SELPA WOCCSE Districts. In 2015-2016, they established Board members and created the Local Plan Implementation.</li> </ul>	<p>\$0</p>
<p>Scope of service:</p>	<p>All schools district wide</p>	<p>Scope of service:</p>	<p>All schools district wide</p>
<p><u>__</u>ALL OR: <u>  </u>X Low Income pupils <u>  </u>X English Learners <u>  </u>X Foster Youth <u>  </u>X Redesignated fluent English proficient <u>  </u>X Other Subgroups: (Specify) <u>  </u>Students with special needs.</p>		<p><u>__</u>ALL OR: <u>  </u>X Low Income pupils <u>  </u>X English Learners <u>  </u>X Foster Youth <u>  </u>X Redesignated fluent English proficient <u>  </u>X Other Subgroups: (Specify) <u>  </u>Students with special needs.</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<ul style="list-style-type: none"> <li>✓ Two actions were revised. One to improve clarity and the other based on the input from stakeholders.</li> <li>✓ One new action was created that linked the middle school counselors to parent training on college and career goals.</li> </ul>		

Original GOAL 4 from prior year LCAP:	To support academic success, students will have access to a safe, supportive, and nurturing environment that promotes engagement and school connectedness.		Related State and/or Local Priorities:	
			1__ 2__ 3__ 4__ 5_X 6__ 7_X 8__	
			COE only: 9__ 10__	
			Local : Specify _____	
Goal Applies to:	Schools: All			
	Applicable Pupil Subgroups: All			
Expected Annual Measurable Outcomes:	<p>Metrics:</p> <ol style="list-style-type: none"> <li>School Climate: Suspension rates, expulsion rates, and climate surveys.</li> <li>Pupil Engagement: Middle School dropout rates, attendance rates and chronic absenteeism rates</li> </ol> <p>The number of students suspended district wide will decrease by 10%. The number of students who are identified as chronically absent will decrease by 5%.</p>	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>Metric: Pupil suspension and expulsion rates                             <ul style="list-style-type: none"> <li>✓ The number of students suspended decreased from 108 in 2014/15 to 71 in 2015/16 (as of May 31, 2016).</li> <li>✓ One student was expelled in 2015/16.</li> </ul> </li> <li>Metric: Middle School Dropout Rate: 0%</li> <li>Metric: Attendance rates and chronic absenteeism rates                             <ul style="list-style-type: none"> <li>✓ The District attendance rate remained virtually unchanged from 2014/15 (97.06%) to 2015/16 (96.91% as of May 31, 2016). Three schools improved their rates.</li> <li>✓ Chronic absenteeism rates increased from 3.27% to 4.76% (as of May 31, 2016).</li> </ul> </li> </ol>	
	<b>LCAP Year: 2015-16</b>			
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	

4.1 Inform parents of student absences and communicate the legal requirements of school attendance and implications of chronic absenteeism.		\$15,000 Base \$5,000 Supplemental	<ul style="list-style-type: none"> <li>✓ More students in 2015/16 referred to SARB for intervention prior to December 2015 than previous year</li> <li>✓ SART contracts consistently initiated at school sites</li> </ul>	\$14,078 Base \$5,000 Supplemental
Scope of service:	All schools district wide		Scope of service:	All schools district wide
<u> X </u> ALL			<u> X </u> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
4.2 Utilize the School Attendance Review Board (SARB) process to address student attendance concerns.		\$0	SARB referrals greatly improved attendance - 100% of students have almost perfect attendance since SARB appointment	\$0
Scope of service:	All schools district wide		Scope of service:	All schools district wide
<u> X </u> ALL			<u> X </u> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
4.3 Provide students with wrap around supports including health services and school counseling.		\$119,000 Base \$85,000 Supplemental	<ul style="list-style-type: none"> <li>✓ Health services increased to 3.5 FTE</li> <li>✓ Counseling services increased to 2.0 FTE</li> </ul>	\$143,174 Base \$102,614 Supplemental
Scope of service:	All schools district wide		Scope of service:	All schools district wide
<u> X </u> ALL			<u> X </u> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

<p>4.4 Implement a consistent district wide approach for supporting student behavior, including alternatives to suspensions and expulsions, and communicate the plan to stakeholders.</p>	<p>\$0</p>	<ul style="list-style-type: none"> <li>✓ Middle schools use Restorative Practices en lieu of or in addition to suspensions.</li> <li>✓ All psychologists and counselors trained in Restorative Practices.</li> <li>✓ Anti-Tobacco Policy initiated.</li> <li>✓ Brief Intervention sessions scheduled monthly at middle schools.</li> </ul>	<p>\$0</p>
<p>Scope of service:</p>	<p>All schools district wide</p>	<p>Scope of service:</p>	<p>All schools district wide</p>
<p><u> X </u> ALL</p>		<p><u> X </u> ALL</p>	
<p>OR:          ___Low Income pupils ___English Learners          ___Foster Youth ___Redesignated fluent English proficient ___Other          Subgroups:(Specify)_____</p>		<p>OR:          ___Low Income pupils ___English Learners          ___Foster Youth ___Redesignated fluent English proficient ___Other          Subgroups:(Specify)_____</p>	
<p>4.5 Provide professional development for staff to support appropriate student behavior.</p>	<p>\$2,000 Base</p>	<ul style="list-style-type: none"> <li>✓ Decreased numbers of behavioral emergencies at sites with behavior-based classrooms.</li> <li>✓ Increased student education versus punitive consequences for violations.</li> </ul>	<p>\$2,000 Base</p>
<p>Scope of service:</p>	<p>All schools district wide</p>	<p>Scope of service:</p>	<p>All schools district wide</p>
<p><u> X </u> ALL</p>		<p><u> X </u> ALL</p>	
<p>OR:          ___Low Income pupils ___English Learners          ___Foster Youth ___Redesignated fluent English proficient ___Other          Subgroups:(Specify)_____</p>		<p>OR:          ___Low Income pupils ___English Learners          ___Foster Youth ___Redesignated fluent English proficient ___Other          Subgroups:(Specify)_____</p>	

4.6 Work with student focus groups to identify strategies that will promote student engagement and school connectedness.		\$0	<ul style="list-style-type: none"> <li>✓ Middle school staff trained in <i>Visible Learning</i> that included methods to analyze and improve student engagement and school connectedness.</li> <li>✓ Student focus group data collected as a result of <i>Visible Learning</i> to create goals at each middle school site.</li> </ul>	\$0
Scope of service:	All schools district wide		Scope of service:	All middle schools district wide
<u>X</u> ALL			<u>X</u> ALL	
OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____			OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Two actions were revised and three new were created. <ul style="list-style-type: none"> <li>✓ Counseling was removed from an existing action and was the focus of two new actions.</li> <li>✓ One action was carried over to a second year in order to solicit elementary input and expand input from middle school student focus groups.</li> <li>✓ One new action was created that focused on leadership capacity within the District.</li> <li>✓ One action was deleted as an independent action and combined with another to reflect the actions directed towards student attendance.</li> </ul>		
Original GOAL 5 from prior year LCAP:	Provide the necessary technology hardware and infrastructure for the implementation of the CCSS and Smarter Balanced assessments including personnel to provide technical support.	Related State and/or Local Priorities:		
		1__ 2_X 3__ 4__ 5__ 6__ 7__ 8__		
		COE only: 9__ 10__		
		Local : Specify _____		
Goal Applies to:	Schools: All			
	Applicable Pupil Subgroups: All			
Expected Annual Measurable Outcomes:	Metrics: Basic Services: Facilities Inspection Tool (FIT) and SARCs  All students will have the opportunity to learn in well-maintained facilities that support a 21 <sup>st</sup> Century education.	Actual Annual Measurable Outcomes:	Metric: FIT and SARCs All facilities are safe and clean.	



<b>LCAP Year: 2015-16</b>			
Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
5.1 Provide appropriate custodial staffing and services to ensure District facilities are clean and well maintained.		\$78,000 Base	\$78,000 Base
Scope of service:	All schools district wide		Scope of service: All schools district wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____

<p>5.2 The Facilities Committee will provide input on the development of a deferred maintenance plan and identify strategies for increasing airflow in classrooms.</p>	<p>\$0</p>	<ul style="list-style-type: none"> <li>✓ The TTG report, outlining three possible solutions for enhancing air quality and climate in FVSD classrooms, was completed and presented to the Board of Trustees in July.</li> <li>✓ The Facilities Committee, recommended to the Board of Trustee, that the District pursue the development of a Facilities Master Plan.</li> <li>✓ The Board took action to contract with LPA, Inc., an architectural and planning firm, to assist in the development of a long-range District Facilities Master Plan.</li> <li>✓ LPA facilitated a kick-off meeting with the Facilities Committee on January 19th.</li> <li>✓ LPA conducted five meetings with the Facilities Master Plan Committee.</li> <li>✓ Five Board of Trustee workshops were held regarding facilities.</li> <li>✓ LPA walked all 10 sites and held two site team meetings to solicit stakeholder input.</li> <li>✓ LPA conducted a principal survey and teacher survey.</li> <li>✓ In May, four Community Engagement meetings were held regarding facilities.</li> </ul>	<p>\$0</p>
<p>Scope of service:</p>	<p>All schools district wide</p>	<p>Scope of service:</p>	<p>All schools district wide</p>
<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	

5.3 Provide and maintain the infrastructure to support instructional technology		\$63,000 Base \$23,000 Supplemental	<input checked="" type="checkbox"/> A new next generation Firewall was deployed. <input checked="" type="checkbox"/> Wireless access points will be installed in every classroom, increasing capacity from 176 to 335.	\$29,580 Base \$23,000 Supplemental
Scope of service:	All Schools District wide		Scope of service:	All Schools District wide
<u>X</u> ALL			<u>X</u> ALL	
OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____			OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Two actions were revised and one new one was created because the action was met. The Facilities Master Plan was developed in 2015/16, one year sooner than expected. An action was crafted to implement the prioritized recommendations and the deferred maintenance plan was revised to reflect the Facilities Master Plan.		

**Section 3: Use of Supplemental and Concentration Grant funds and Proportionality**

A. In the box below, 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 pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$2,389,181</u>
<p>Fountain Valley School District 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, especially low income, English learners, foster youth, students with disabilities and other high needs students, than the delivery of “best” first instruction by a highly skilled teacher. In fact, study after study continues to find that school-wide 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 the district and site levels, we will be allocating significant funds for professional development, coaching, collaboration, instructional observations and training in the District’s Signature Practices, leading to improved instructional practices and strategies for every teacher. These efforts demonstrate an increase in both spending and quality of service for our students. And while it could be argued that all students proportionally benefit from expert teachers, we know, unequivocally, that low income, English learner, foster youth and any non-proficient or underperforming student makes significantly greater gains in learning when taught by an expert teacher.</p> <p>Given the pattern of District enrollment of unduplicated and other high needs students, increased services are provided district wide. Our English learners, low income students, foster youth, 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 English learners, low income students, foster youth, students with disabilities, and other high needs students, the District will spend an estimated \$2,389,181 in 2016/17 on supplemental services in the following areas:</p> <ul style="list-style-type: none"> <li>✓ <b>Extended learning opportunities</b> to support development of English language proficiency and achievement in English/language arts and mathematics – “It is widely agreed that many students need more time for learning, and that additional time for learning needs to happen in enriching and engaging ways. High quality after school and summer programs can be particularly effective at engaging students who have not succeeded in school ...” <i>A Blueprint for Great Schools</i>. Tom Torlakson, SPI, Transition Advisory Team Report, 2011.</li> <li>✓ A “push-in” service delivery model for primary language support and specialized instruction (<b>Co-teaching</b>) that ensures course access – “Schools in which teachers collaborate have seen increased student achievement (McLesky &amp; Waldron, 2007); students in co-taught general education classes have been found to achieve higher than those in non-co-taught classes (McDuffie, Mastronpieri, &amp; Scruggs, 2009) ...” Lynne Cook, PhD, CSU Dominguez Hills. California Services for Technical Assistance and Training (CalSTAT) Technical Assistance and Training website, June 2011.</li> </ul>	

- ✓ **Health services** – “Rigorous research confirms the clear connection between health status and academic achievement. We know that healthy children miss fewer days of school, are more attentive, and are better behaved.” *A Blueprint for Great Schools*. Tom Torlakson, SPI, Transition Advisory Team Report, 2011.
- ✓ **School library services** – “More than 60 research studies throughout the nation, from Alaska to North Carolina to California, have shown that students in schools with good school libraries learn more, get better grades, and score higher on standardized tests than their peers in schools without libraries.” *Model School Library Standards for California Public Schools*. California Department of Education, 2011.
- ✓ **School counselors** – “Mental health is as important as physical health to children’s quality of life and directly impacts their learning and development. Children cannot learn effectively if they are struggling with a mental health problem, such as depression, or feel overwhelmed by academic, social, or family pressures.” *Removing Barriers to Learning and Improving Student Outcomes: The Importance of School-Based Mental Health Services* American Counseling Association, American School Counselor Association, National Association of School Psychologists, School Social Work Association of America.
- ✓ **Assessment and data analysis** in English language proficiency, English/language arts, and mathematics – “Formative assessment is a deliberate process used by teachers with students during instruction that provides actionable feedback that is used to adjust teaching and learning strategy to improve students’ attainment of learning targets and goals.” *Formative Assessment Process – FAQs*. California Department of Education website, 2014.
- ✓ Music instruction, which provides elementary **teachers** with **release time** to **analyze student achievement data** and plan instruction to address identified student needs – “Nations that currently lead the world in international rankings of student achievement, such as Finland, South Korea and Singapore, attribute their success to substantial investments in teacher and school leader preparation and development. In these and other top-ranked nations, critical initiatives have taken the form of: ... Ongoing professional learning embedded in 15 to 25 hours a week of planning and collaboration time at school, plus an additional two to four weeks of professional learning time to attend institutes and seminars, visit other schools and classrooms, conduct action research and lesson studies ...” *Greatness 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.
- ✓ **Instructional technology** (hardware, software, and annual service agreements) and wireless connectivity to support student learning – “... the Transition’s Team recommendations envision a future in which every California student has access to a comprehensive, developmentally appropriate curriculum that prepares them to be college and career-ready ... This technology – supported curriculum enables students to develop deep understanding within and across disciplines, complex thinking and performance skills, a global perspective, and the capacity for inquiry and independent learning.” *A Blueprint for Great Schools*. Tom Torlakson, SPI, Transition Advisory Team Report, 2011.
- ✓ **Parent engagement, involvement**, and education to support increased levels of student achievement - “Parent involvement at home and at school has a measurable impact on student performance in school, and is particularly important for English learners and students from low-income families. Parent involvement is related to improved student behavior in school and better attitudes about schoolwork generally.” *The Power of Parents: Research underscores the impact of parent involvement in schools*. EdSource, February 2014.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

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

5.31 %

California Education Code requires increased or improved services for unduplicated students in proportion to increased supplemental funding. For Fountain Valley School District the proportionality percentage is 5.31%. The services below exceed this requirement and reflect the District's commitment to improve student achievement:

- ✓ **Certificated professional development and collaboration:** Improved student outcomes on Smarter Balanced assessments  
All students and subgroups in FVSD exceeded State averages for Standard Exceeded and Standard Met in:  
English Language Arts/Literacy  
All: CA 44% vs. FVSD 69%  
Low Income: CA 31% vs. FVSD 55%  
EL: CA 11% vs. FVSD 43%  
Students with Disability: CA 12% vs. FVSD 24%  
  
Mathematics  
All: CA 33% vs. FVSD 63%  
Low Income: CA 21% vs. FVSD 47%  
EL: CA 11% vs. FVSD 48%  
Students with Disability: CA 9% vs. FVSD 21%
- ✓ **Music instruction access and release time for elementary teachers:** Increased services from 3.0 FTE to 5.0 FTE certificated music teachers
- ✓ **Library program and informational text supplemental resources:** Increased access to informational text based on site identified need and improved student outcomes on Smarter Balanced assessments in English Language Arts/Literacy  
All students and subgroups in FVSD exceeded State averages for Standard Exceeded and Standard Met:  
All: CA 44% vs. FVSD 69%  
Low Income: CA 31% vs. FVSD 55%  
EL: CA 11% vs. FVSD 43%  
Students with Disability: CA 12% vs. FVSD 24%
- ✓ **Identification of students for participation in supplemental services:** Increased universal literacy screeners from grades TK-5 to TK-6 and improved student outcomes on Smarter Balanced assessments in English Language Arts/Literacy  
All students and subgroups in FVSD exceeded State averages for Standard Exceeded and Standard Met:  
All: CA 44% vs. FVSD 69%  
Low Income: CA 31% vs. FVSD 55%  
EL: CA 11% vs. FVSD 43%  
Students with Disability: CA 12% vs. FVSD 24%
- ✓ **Coordinated English learner services including newcomer and primary language supports:** Improved student outcomes from 2014/15 to 2015/16 on CELDT

Title III AMAO 1: 82.6% to 83.8%, exceeding the Federal requirement of 60.5%  
 Title III AMAO 2 Less than 5 Years: 55.8% to 57.7%, exceeding the Federal requirement of 24.2%  
 Title III AMAO 2 More than 5 Years: 79.9% to 82.8%, exceeding the Federal requirement of 50.9%

- ✓ Co-teaching service delivery model: Improved student outcomes on Smarter Balanced assessment: Students with Disability in FVSD exceeded State averages for Standard Exceeded and Standard Met in:
  - English Language Arts/Literacy: CA 12% vs. FVSD 24%
  - Mathematics: CA 9% vs. FVSD 21%
  
- ✓ District signature practices including, but not limited to,
  - Differentiated instruction: Improved student outcomes on Smarter Balanced assessment
    - All students and subgroups in FVSD exceeded State averages for Standard Exceeded and Standard Met in: English Language Arts/Literacy
    - All: CA 44% vs. FVSD 69%
    - Low Income: CA 31% vs. FVSD 55%
    - EL: CA 11% vs. FVSD 43%
    - Students with Disability: CA 12% vs. FVSD 24%
  
    - Mathematics
    - All: CA 33% vs. FVSD 63%
    - Low Income: CA 21% vs. FVSD 47%
    - EL: CA 11% vs. FVSD 48%
    - Students with Disability: CA 9% vs. FVSD 21%
  - *ST Math*: Improved student outcomes on Smarter Balanced assessment
    - All students and subgroups in FVSD exceeded State averages for Standard Exceeded and Standard Met in Mathematics
    - All: CA 33% vs. FVSD 63%
    - Low Income: CA 21% vs. FVSD 47%
    - EL: CA 11% vs. FVSD 48%
    - Students with Disability: CA 9% vs. FVSD 21%
  
- ✓ Disaggregating student achievement data to identify and meet student needs: Improved services by identifying students who require additional programs and services to meet grade level standards
  
- ✓ Intervention during and beyond the school day:
  - Improved student outcomes from 2014/15 to 2015/16 on CELDT
    - Title III AMAO 1: 82.6% to 83.8%, exceeding the Federal requirement of 60.5%
    - Title III AMAO 2 Less than 5 Years: 55.8% to 57.7%, exceeding the Federal requirement of 24.2%
    - Title III AMAO 2 More than 5 Years: 79.9% to 82.8%, exceeding the Federal requirement of 50.9%
  - Improved student outcomes on Smarter Balanced assessment

All students and subgroups in FVSD exceeded State averages for Standard Exceeded and Standard Met in:

English Language Arts/Literacy

All: CA 44% vs. FVSD 69%

Low Income: CA 31% vs. FVSD 55%

EL: CA 11% vs. FVSD 43%

Students with Disability: CA 12% vs. FVSD 24%

Mathematics

All: CA 33% vs. FVSD 63%

Low Income: CA 21% vs. FVSD 47%

EL: CA 11% vs. FVSD 48%

Students with Disability: CA 9% vs. FVSD 21%

- ✓ Parent trainings, communication efforts, and designated staff (Community Liaison):
  - Improved student outcomes from 2014/15 to 2015/16 on CELDT
    - Title III AMAO 1: 82.6% to 83.8%, exceeding the Federal requirement of 60.5%
    - Title III AMAO 2 Less than 5 Years: 55.8% to 57.7%, exceeding the Federal requirement of 24.2%
    - Title III AMAO 2 More than 5 Years: 79.9% to 82.8%, exceeding the Federal requirement of 50.9%
  - Improved student outcomes on Smarter Balanced assessment
    - All students and subgroups in FVSD exceeded State averages for Standard Exceeded and Standard Met in:
    - English Language Arts/Literacy
    - All: CA 44% vs. FVSD 69%
    - Low Income: CA 31% vs. FVSD 55%
    - EL: CA 11% vs. FVSD 43%
    - Students with Disability: CA 12% vs. FVSD 24%
    - Mathematics
    - All: CA 33% vs. FVSD 63%
    - Low Income: CA 21% vs. FVSD 47%
    - EL: CA 11% vs. FVSD 48%
    - Students with Disability: CA 9% vs. FVSD 21%
- ✓ Counseling services: Increased counselors from 1.6 FTE to 2.0 FTE
- ✓ Health services: Increased credentialed nurses from 3.0 FTE to 3.5 FTE

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.



**LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX**

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (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).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "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).

(d) "High school graduation rate" shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] 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).

(e) "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).

(f) "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).

Appendix A  
2015/2016 LCAP Annual Update & Revision

Date	Group	Purpose
Jan. 21, 2016	LCAP Leadership Work Team	<ul style="list-style-type: none"> <li>✓ New Member Orientation</li> <li>✓ Review 15/16 Progress</li> <li>✓ Review and Revise 15/16 Goals &amp; Actions</li> </ul>
Feb. 9, 2016	Leadership Team Meeting	<ul style="list-style-type: none"> <li>✓ Input on Goals and Actions</li> </ul>
Feb. 23, 2016	LCAP Leadership Work Team	<ul style="list-style-type: none"> <li>✓ Review Revised 15/16 Goals &amp; Actions</li> <li>✓ Input on New Actions</li> </ul>
March, 2016	Middle School	Student Input
March, 2016	Elementary & Middle School Parents	Constant Contact Survey
Mar. 10, 2016	Board of Trustees	<ul style="list-style-type: none"> <li>✓ Process Update</li> </ul>
Mar. 14, 2016	English Learner Coordinators	<ul style="list-style-type: none"> <li>✓ Input on Goals &amp; Actions</li> </ul>
Mar. 16, 2016	District Advisory Committee/District English Language Advisory Committee	<ul style="list-style-type: none"> <li>✓ Review 15/16 Progress</li> <li>✓ Input on Goals &amp; Actions</li> </ul>
Mar. 16, 2016	Superintendent Parent Council	<ul style="list-style-type: none"> <li>✓ Input on Goals &amp; Actions</li> </ul>
Mar. 22, 2016	LCAP Leadership Work Team	<ul style="list-style-type: none"> <li>✓ Review Revised Actions</li> <li>✓ Review Input to Date</li> <li>✓ Review Draft LCAP</li> </ul>
Mar. 22, 2016	Community Forum	<ul style="list-style-type: none"> <li>✓ Review 15/16 Progress</li> <li>✓ Input on Goals &amp; Actions</li> </ul>
April, 2016	Elementary & Middle School Students	School Climate & Culture Survey
April 12, 2016	School Site Council - Courreges	<ul style="list-style-type: none"> <li>✓ Stakeholder Input</li> </ul>
April 12, 2016	School Site Council - Tamura	<ul style="list-style-type: none"> <li>✓ Stakeholder Input</li> </ul>
Apr. 12, 2016	Community Forum	<ul style="list-style-type: none"> <li>✓ Review 15/16 Progress</li> <li>✓ Input on Goals &amp; Actions</li> </ul>
Apr. 14, 2016	Board of Trustees	<ul style="list-style-type: none"> <li>✓ Review 15/16 Progress</li> <li>✓ Review Goals &amp; Actions</li> </ul>
Apr. 15, 2016	Send Draft LCAP to Orange County Department of Education for Review	

Date	Group	Purpose
April 25, 2016	School Site Council - Plavan	✓ Stakeholder Input
Apr. 26, 2016	Principal PLC	✓ Review 15/16 Progress ✓ Review Goals & Actions
Apr. 26, 2016	Community Forum	✓ Review 15/16 Progress ✓ Input on Goals & Actions
April 26, 2016	School Site Council - Newland	✓ Stakeholder Input
April 26, 2016	School Site Council - Talbert	✓ Stakeholder Input
April 27, 2016	School Site Council - Masuda	✓ Stakeholder Input
April 27, 2016	School Site Council - Oka	✓ Stakeholder Input
May 4, 2016	School Site Council - Cox	✓ Stakeholder Input
May 4, 2016	School Site Council - Gisler	✓ Stakeholder Input
May 5, 2016	School Site Council - Fulton	✓ Stakeholder Input
May 10, 2016	LCAP Leadership Work Team	Review "Final" Draft LCAP
May 11, 2016	District Advisory Committee/District English Language Advisory Committee	✓ Review "Final" Draft LCAP ✓ Document Questions for Superintendent Response
May 25, 2016	OCDE Conference Call	Recommendations
May 31 - June 8, 2016	Draft LCAP posted to website	
June 16, 2016	Board of Trustees	Public Hearing
June 30, 2016	Board of Trustees	LCAP Approval

**Appendix B**  
**2015/2016 LCAP Sample Evidence of Progress**

Fountain Valley School District  
**2014/15 Smarter Balanced Assessment Results**

The Smarter Balanced Assessments are comprehensive, end-of-year assessments of grade-level learning aligned with the California State Standards that measure progress toward college and career readiness. Each test, English language arts/literacy (ELA) and mathematics is comprised of a computer adaptive test and a performance task. The results that follow were accessed from the California Assessment of Student Performance and Progress (CAASPP) website ([caaspp.cde.ca.gov/sb2015](http://caaspp.cde.ca.gov/sb2015)) and released to the public fall 2015.

In the Smarter Balanced Assessment system there are four levels that describe mastery of the standards for **each student's grade level**. The four levels are:

Level 4 – Standard Exceeded (student demonstrated advanced mastery of grade level standards)

Level 3 – Standard Met (student demonstrated mastery of grade level standards)

Level 2 – Standard Nearly Met (student performance demonstrated near mastery of grade level standards)

Level 1 – Standard Not Met (student did not demonstrate mastery of grade level standards)

CA – California

OC – Orange County

FVSD – Fountain Valley School District

**SBAC Averages**

Level		ELA			Math		
		CA	OC	FVSD	CA	OC	FVSD
4	Standard Exceeded	16%	23%	30%	14%	22%	33%
3	Standard Met	28%	30%	39%	19%	23%	30%
2	Standard Nearly Met	25%	23%	20%	29%	27%	25%
1	Standard Not Met	31%	24%	11%	38%	29%	13%
3 & 4	Total Standards Exceeded/Met	44%	53%	69%	33%	45%	63%

## English Language Arts/Literacy

### District Summary

Level	Grade Level	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
		Number Tested	598	681	726	739	795
4	Standard Exceeded	33%	35%	32%	25%	28%	27%
3	Standard Met	30%	31%	40%	38%	44%	47%
2	Standard Nearly Met	23%	18%	15%	24%	19%	19%
1	Standard Not Met	14%	16%	13%	12%	9%	6%

3 & 4	Total Standards Exceeded/Met	63%	66%	72%	63%	72%	74%
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### 3<sup>rd</sup> Grade

Level		CA	OC	FVSD	Courreges	Cox	Gisler	Newland	Oka	Plavan	Tamura
		Number Tested	n/a	n/a	598	116	103	79	68	55	78
4	Standard Exceeded	18%	24%	33%	40%	28%	32%	34%	35%	28%	33%
3	Standard Met	20%	22%	30%	33%	32%	33%	25%	25%	28%	28%
2	Standard Nearly Met	26%	24%	23%	18%	21%	23%	22%	29%	24%	29%
1	Standard Not Met	36%	30%	14%	9%	19%	13%	18%	11%	19%	9%

3 & 4	Total Standards Exceeded/Met	38%	46%	63%	73%	60%	65%	59%	60%	56%	61%
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### 4<sup>th</sup> Grade

Level		CA	OC	FVSD	Courreges	Cox	Gisler	Newland	Oka	Plavan	Tamura
		Number Tested	n/a	n/a	681	126	117	100	61	78	95
4	Standard Exceeded	19%	26%	35%	37%	27%	33%	51%	32%	40%	35%
3	Standard Met	21%	23%	31%	26%	32%	34%	39%	31%	25%	34%
2	Standard Nearly Met	21%	20%	18%	20%	21%	20%	8%	21%	15%	19%
1	Standard Not Met	39%	32%	16%	17%	21%	14%	2%	17%	20%	13%

3 & 4	Total Standards Exceeded/Met	40%	49%	66%	63%	59%	67%	90%	63%	65%	69%
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### 5<sup>th</sup> Grade

Level		CA	OC	FVSD	Courreges	Cox	Gisler	Newland	Oka	Plavan	Tamura
		Number Tested	n/a	n/a	726	138	160	98	60	80	91
4	Standard Exceeded	17%	24%	32%	38%	26%	33%	45%	29%	25%	33%
3	Standard Met	27%	29%	40%	42%	43%	39%	38%	34%	32%	43%
2	Standard Nearly Met	21%	19%	15%	14%	12%	16%	8%	21%	24%	13%
1	Standard Not Met	34%	27%	13%	7%	19%	11%	8%	16%	19%	10%

3 & 4	Total Standards Exceeded/Met	38%	53%	72%	80%	69%	72%	83%	63%	57%	76%
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6<sup>th</sup> Grade

Level		CA	OC	FVSD	Fulton	Masuda	Talbert
	Number Tested	n/a	n/a	739	251	250	237
4	Standard Exceeded	13%	20%	25%	35%	21%	20%
3	Standard Met	29%	33%	38%	43%	29%	43%
2	Standard Nearly Met	29%	26%	24%	16%	33%	25%
1	Standard Not Met	28%	21%	12%	6%	17%	12%

3 & 4	Total Standards Exceeded/Met	42%	53%	63%	78%	50%	63%
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7<sup>th</sup> Grade

Level		CA	OC	FVSD	Fulton	Masuda	Talbert
	Number Tested	n/a	n/a	795	287	283	225
4	Standard Exceeded	12%	19%	28%	37%	25%	22%
3	Standard Met	32%	35%	44%	47%	44%	39%
2	Standard Nearly Met	25%	23%	19%	13%	19%	27%
1	Standard Not Met	31%	24%	9%	4%	12%	13%

3 & 4	Total Standards Exceeded/Met	43%	54%	72%	84%	69%	61%
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8<sup>th</sup> Grade

Level		CA	OC	FVSD	Fulton	Masuda	Talbert
	Number Tested	n/a	n/a	742	243	243	255
4	Standard Exceeded	12%	23%	27%	36%	20%	26%
3	Standard Met	33%	30%	47%	46%	51%	44%
2	Standard Nearly Met	29%	23%	19%	16%	20%	23%
1	Standard Not Met	26%	24%	6%	2%	9%	7%

3 & 4	Total Standards Exceeded/Met	45%	53%	74%	82%	71%	70%
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# Mathematics

## District Summary

Level	Grade Level	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
		Number Tested	596	683	726	739	795
4	Standard Exceeded	33%	26%	32%	31%	39%	35%
3	Standard Met	38%	37%	25%	32%	27%	22%
2	Standard Nearly Met	18%	28%	30%	24%	22%	27%
1	Standard Not Met	11%	9%	14%	13%	12%	16%
3 & 4	Total Standards Exceeded/Met	71%	63%	57%	63%	66%	57%

## 3<sup>rd</sup> Grade

Level		CA	OC	FVSD	Courreges	Cox	Gisler	Newland	Oka	Plavan	Tamura
	Number Tested	n/a	n/a	596	116	102	78	66	55	78	98
4	Standard Exceeded	14%	21%	33%	44%	32%	32%	30%	24%	29%	32%
3	Standard Met	26%	30%	38%	34%	33%	36%	36%	38%	40%	47%
2	Standard Nearly Met	27%	24%	18%	18%	22%	19%	12%	27%	15%	15%
1	Standard Not Met	33%	26%	11%	3%	13%	13%	21%	11%	15%	6%
3 & 4	Total Standards Exceeded/Met	40%	51%	71%	78%	65%	68%	66%	62%	69%	79%

## 4<sup>th</sup> Grade

Level		CA	OC	FVSD	Courreges	Cox	Gisler	Newland	Oka	Plavan	Tamura
	Number Tested	n/a	n/a	655	125	117	100	61	78	95	78
4	Standard Exceeded	13%	19%	26%	29%	21%	24%	39%	28%	21%	24%
3	Standard Met	22%	26%	37%	33%	32%	39%	44%	33%	43%	37%
2	Standard Nearly Met	35%	32%	28%	32%	33%	25%	16%	27%	26%	31%
1	Standard Not Met	31%	22%	9%	6%	14%	12%	0%	12%	9%	8%
3 & 4	Total Standards Exceeded/Met	35%	45%	63%	62%	53%	63%	83%	61%	64%	61%

## 5<sup>th</sup> Grade

Level		CA	OC	FVSD	Courreges	Cox	Gisler	Newland	Oka	Plavan	Tamura
	Number Tested	n/a	n/a	725	138	160	97	60	80	91	99
4	Standard Exceeded	15%	22%	32%	42%	28%	28%	33%	24%	38%	26%
3	Standard Met	15%	18%	25%	21%	24%	21%	28%	29%	24%	31%
2	Standard Nearly Met	29%	28%	30%	28%	29%	39%	25%	29%	22%	35%
1	Standard Not Met	41%	32%	14%	9%	19%	12%	13%	19%	15%	7%
3 & 4	Total Standards Exceeded/Met	30%	40%	57%	63%	52%	49%	61%	53%	62%	57%



6<sup>th</sup> Grade

Level		CA	OC	FVSD	Fulton	Masuda	Talbert
	Number Tested	n/a	n/a	739	251	250	234
4	Standard Exceeded	15%	24%	31%	43%	30%	18%
3	Standard Met	18%	21%	32%	32%	29%	37%
2	Standard Nearly Met	31%	28%	24%	15%	26%	32%
1	Standard Not Met	36%	27%	13%	10%	15%	14%

3 & 4	Total Standards Exceeded/Met	33%	45%	63%	75%	59%	55%
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7<sup>th</sup> Grade

Level		CA	OC	FVSD	Fulton	Masuda	Talbert
	Number Tested	n/a	n/a	795	286	283	225
4	Standard Exceeded	15%	23%	39%	43%	40%	33%
3	Standard Met	19%	22%	27%	29%	27%	24%
2	Standard Nearly Met	29%	27%	22%	18%	23%	26%
1	Standard Not Met	37%	28%	12%	9%	11%	17%

3 & 4	Total Standards Exceeded/Met	34%	45%	66%	72%	67%	57%
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8<sup>th</sup> Grade

Level		CA	OC	FVSD	Fulton	Masuda	Talbert
	Number Tested	n/a	n/a	743	243	244	255
4	Standard Exceeded	16%	25%	35%	44%	36%	24%
3	Standard Met	17%	19%	22%	21%	25%	18%
2	Standard Nearly Met	26%	25%	27%	26%	26%	31%
1	Standard Not Met	41%	30%	16%	9%	13%	27%

3 & 4	Total Standards Exceeded/Met	33%	44%	57%	65%	61%	42%
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## Subgroup Performance

The achievement of all students, including those who have historically demonstrated academic struggle, is a high priority in FVSD. Due to the transition to SBAC, there is only one year of data. In order to evaluate achievement, a comparison between averages in FVSD, Orange County (OC), and California (CA) is below.

### Subgroups

Students with Disabilities  
Economically Disadvantaged/Low Income  
English Learner  
Reclassified English Proficient

### Ethnicities

Asian  
Hispanic/Latino  
White

### Students with Disabilities

Level		ELA			Math		
		CA	OC	FVSD	CA	OC	FVSD
	Number Tested	n/a	n/a	360	n/a	n/a	360
4	Standard Exceeded	3%	6%	7%	3%	6%	10%
3	Standard Met	9%	12%	17%	6%	9%	11%
2	Standard Nearly Met	18%	19%	29%	16%	18%	28%
1	Standard Not Met	70%	63%	47%	75%	67%	51%
3 & 4	Total Standards Exceeded/Met	12%	18%	24%	9%	15%	21%

### Low Income

Level		ELA			Math		
		CA	OC	FVSD	CA	OC	FVSD
	Number Tested	n/a	n/a	1062	n/a	n/a	1062
4	Standard Exceeded	8%	10%	21%	6%	9%	22%
3	Standard Met	23%	25%	34%	15%	17%	25%
2	Standard Nearly Met	28%	28%	25%	31%	31%	31%
1	Standard Not Met	41%	37%	20%	49%	43%	22%
3 & 4	Total Standards Exceeded/Met	31%	35%	55%	21%	26%	47%

### English Learner

Level		ELA			Math		
		CA	OC	FVSD	CA	OC	FVSD
	Number Tested	n/a	n/a	452	n/a	n/a	453
4	Standard Exceeded	2%	3%	13%	3%	4%	19%
3	Standard Met	9%	10%	30%	8%	10%	29%
2	Standard Nearly Met	24%	26%	29%	24%	26%	32%
1	Standard Not Met	65%	60%	28%	65%	59%	21%
3 & 4	Total Standards Exceeded/Met	11%	13%	43%	11%	14%	48%

## Reclassified Fluent English Proficient

Level		ELA			Math		
		CA	OC	FVSD	CA	OC	FVSD
	Number Tested	n/a	n/a	547	n/a	n/a	547
4	Standard Exceeded	15%	22%	40%	14%	22%	51%
3	Standard Met	37%	39%	46%	22%	25%	28%
2	Standard Nearly Met	32%	27%	12%	35%	31%	17%
1	Standard Not Met	16%	12%	2%	29%	22%	4%
3 & 4	Total Standards Exceeded/Met	52%	61%	86%	36%	47%	79%

## Asian

Level		ELA			Math		
		CA	OC	FVSD	CA	OC	FVSD
	Number Tested	n/a	n/a	1595	n/a	n/a	1598
4	Standard Exceeded	40%	46%	39%	44%	50%	47%
3	Standard Met	32%	33%	39%	25%	27%	31%
2	Standard Nearly Met	16%	13%	15%	19%	16%	17%
1	Standard Not Met	12%	8%	7%	12%	7%	5%
3 & 4	Total Standards Exceeded/Met	72%	79%	78%	69%	77%	78%

## Hispanic/Latino

Level		ELA			Math		
		CA	OC	FVSD	CA	OC	FVSD
	Number Tested	n/a	n/a	655	n/a	n/a	653
4	Standard Exceeded	8%	9%	19%	6%	7%	17%
3	Standard Met	24%	25%	33%	15%	17%	24%
2	Standard Nearly Met	29%	29%	28%	31%	31%	34%
1	Standard Not Met	39%	38%	19%	48%	45%	25%
3 & 4	Total Standards Exceeded/Met	32%	34%	52%	21%	24%	41%

## White

Level		ELA			Math		
		CA	OC	FVSD	CA	OC	FVSD
	Number Tested	n/a	n/a	1716	n/a	n/a	1715
4	Standard Exceeded	26%	33%	26%	22%	29%	27%
3	Standard Met	35%	38%	40%	27%	30%	30%
2	Standard Nearly Met	22%	19%	21%	28%	26%	28%
1	Standard Not Met	18%	11%	12%	23%	15%	15%
3 & 4	Total Standards Exceeded/Met	61%	71%	66%	49%	59%	57%

2015/16 Professional Development  
District and Site Release Days

ACTIVITY	DATE	NUMBER OF TEACHERS	CONSULTANT USED
Academic Vocabulary	9/4/2015	266	Kate Kinsella & Jennifer Finney-Ellison
Academic Vocabulary	9/25/2015	108	Jennifer Finney-Ellison
McGraw-Hill ~ CA Math (6-8)	9/4/2015	27	McGraw-Hill trainer
McGraw-Hill ~ CA Math (6-8)	9/25/2015	17	McGraw-Hill trainer
Houghton-Mifflin Math Expressions (K-5))	9/4/2015	146	Houghton-Mifflin trainer
Houghton-Mifflin Math Expressions (K-5)	9/25/2015	132	Houghton-Mifflin trainer
Math Collaboration/CGI (TK-2, including SDC)	9/25/2015	68	
CGI (TK-2) Courreges, Oka and Plavan	10/13/2015	31	
CGI (TK-2) Cox, Gisler, Newland and Tamura	10/14/2015	41	
CGI (TK-2) Evening Training	10/14/2015	46	Teri Malpass
CGI (TK-2) Evening Training	10/28/2015	21	Teri Malpass
CGI (TK-2) Gisler, Oka, Plavan and Tamura	11/3/2015	39	
CGI (TK-2) Courreges, Cox, and Newland	11/4/2015	33	
CGI (TK-2) Evening Training	11/10/2015	29	Teri Malpass
CGI (TK-2) Evening Training	11/18/2015	38	Teri Malpass
CGI (TK-K)	1/11/2016	28	
CGI (1 <sup>st</sup> )	1/12/2016	22	
CGI (2 <sup>nd</sup> )	1/13/2016	20	
CGI (TK-2) Evening Training	1/13/2016	29	Teri Malpass
CGI (TK-2) Evening Training	1/20/2016	17	Teri Malpass
CGI (TK-2) Evening Training	1/27/2016	17	Teri Malpass
CGI (TK-2) Cox, Gisler, Oka and Tamura	3/8/2016	39	
CGI (TK-2) Courreges, Newland and Plavan	3/9/2016	29	
CGI (TK-2) Evening Training	3/9/2016	44	Teri Malpass
ACTIVITY	DATE	NUMBER OF	CONSULTANT USED

		TEACHERS	
CGI (3-5)	1/29/2016	73	
CGI (3-5) Evening Training	2/24/2016	55	Teri Malpass
CGI (3-5) Courreges, Gisler, Oka and Plavan	3/1/2016	38	
CGI (3-5) Cox, Newland and Tamura	3/2/2016	33	
CGI (3-5) Evening Training	3/2/2016	22	Teri Malpass
CGI (3-5) Gisler, Oka, Plavan and Tamura	3/22/2016	39	
CGI (3-5) Courreges, Cox and Newland	3/23/2016	33	
CGI (3-5) Evening Training	3/23/2016	47	Teri Malpass
CGI (3-5) Evening Training	4/13/2016	24	Teri Malpass
CGI (3 <sup>rd</sup> )	4/25/2016	29	
CGI (4 <sup>th</sup> )	4/26/2016	25	
CGI (5 <sup>th</sup> )	4/27/2016	23	
CGI (3-5) Evening Training	4/27/2016	14	Teri Malpass
CGI (3-5) Evening Training	5/4/2016	53	Teri Malpass
ELA Cohort (3-5)	9/4/2015	7	Stephanie Rigdon & Anne Rogers
ELA Cohort (3-5)	9/25/2015	9	Stephanie Rigdon & Anne Rogers
ELA Collaboration Day (6-8)	9/30/2015	9	
ELA Leads (6-8)	11/16/2015	8	
ELA Planning Day (6-8)	3/16/2016	23	
ELA Day (6-8)	5/3/2016	26	Carol Jago/Heinemann
ELA Leads (6-8)	6/13/2016	8	
Math Collaboration Day #1 (6-8)	10/19/2015	20	
Math Collaboration Day #2 (6-8)	12/11/2015	17	
Math Collaboration Day #3 (6-8)	2/26/2016	17	
Math Training (6-8)	5/4/2016	18	Irvine Math Project (IMP) #1
Math Training (6-8)	6/3/2016	20	Irvine Math Project (IMP) #2
Science Meeting (6-8)	10/7/2015	7	
Science Leads (6-8)	11/6/2015	7	
ACTIVITY	DATE	NUMBER OF TEACHERS	CONSULTANT USED

Science Leads (6-8)	1/8/2016	7	
Science Meeting (6-8)	6/1/2016	17	
History/Social Studies Collaboration (6-8)	1/20/2016	26	
History/Social Studies Collaboration (6-8)	4/22/2016	24	
Music Teacher Release Day	12/3/2015	5	
Music Teacher Monster Concert Planning	4/22/2016	3	
Best Instructional Practices with Kathy Bumgardner	11/30/2015 - 12/09/2015 7 days	150	Kathy Bumgardner ~ Strategies Unlimited, Inc.
Smartboard Fall Institute	11/16/2015 (TK-2)	Oka (8) Plavan (10)	CSUF/ Schools First FCU Center for Creativity & Critical Thinking
Smartboard Winter Institute	11/17/2015 (3-5)	Oka (8) Plavan (10)	CSUF/ Schools First FCU Center for Creativity & Critical Thinking
Smartboard Winter Institute	1/29/2016 (TK-5)	Oka (16) Plavan (20)	CSUF Schools First FCU Center for Creativity & Critical Thinking
Smartboard Spring Institute	3/14/2016 (TK-2)	Oka (8) Plavan (10)	CSUF Schools First FCU Center for Creativity & Critical Thinking
Smartboard Spring Institute	3/16/2016 (3-5)	Oka (8) Plavan (10)	CSUF/ Schools First FCU Center for Creativity & Critical Thinking
Fountas & Pinnell Training – Gisler	4/11/2016	20	Evan Grandon and Marcia Fries
Fountas & Pinnell Training – Gisler	6/14/2016	20	Evan Grandon and Marcia Fries
Blended Shared Inquiry Essentials Course - Courreges	1/29/2016	26	Great Books Foundation
Universal Design For Learning	4/19/2016	14	OCDE ~ Dr. Katie Novak
ACTIVITY	DATE	NUMBER OF TEACHERS	CONSULTANT USED
Universal Design For Learning	4/20/2016	5	OCDE ~ Dr. Katie Novak

<i>Visible Learning</i>	8/12/2015	15	OCDE
<i>Visible Learning</i>	8/13/2015	15	OCDE
<i>Visible Learning</i>	10/21/2015	15	OCDE

Appendix C  
2016/17 Preliminary Professional Development District Release Days

	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Site Specific Professional Development											
Student Free Day		X		X			X				
Tk-5											
Cognitively Guided Instruction (TK-2)			X	X				X			
Cognitively Guided Instruction (3-5)	X		X	X				X			
Reading Committee (TK-5)		X		X	X	X				X	X
6-8											
English Department		X	X		X		X		X		
History/Social Studies Department			X			X		X			
Math Department (Irvine Math Project)	X	X	X			X		X	X		X
Science Department		X			X				X		



## Appendix D

**Glossary of Terms and Acronyms in the Fountain Valley School District LCAP****Glossary of Terms**

<b>Term</b>	<b>Definition</b>
Base (Grant)	State funds allocated according to student enrollment in each grade span (TK-3, 4-6, 7-8, 9-12)
California State Standards	Content standards (K-12) adopted by the California State board of Education for English language arts, mathematics, history/social studies, science, and visual and performing arts
Chronic Absenteeism	Missing 10% or more school days during the instructional year, including excused and unexcused absences
Cognitively guided instruction	A research validated approach to teaching mathematics that builds on children's innate mathematical thinking
Co-teaching	When a general education teacher and special education service provider work together in the same classroom to instruct all students, including those with and without disabilities
Differentiated Instruction	A structure to meet the needs of all students through targeted small group instruction
District Signature Practices	Instructional initiatives that are evident or in progress district wide by grade span
Educator Effectiveness Grant	One-time State funds the District must spend to provide professional development that promotes educator quality and effectiveness
High Needs Student Populations	Students who receive special education services, academically underachieve, demonstrate behavioral challenges, or are chronically absent
Highly Qualified	Staff members who meet State and Federal qualifications for the positions they hold
One-Time Discretionary Funding	Non-recurring State funds the District has autonomy to spend as it sees fit
Redesignated Students	Redesignated students are bilingual students who started as English learners, demonstrated English skills commensurate to fluent English students, and were Reclassified Fluent English Proficient or RFEP
School Site Council	A decision-making group of parents and school staff that has as its major responsibility the development, implementation, and evaluation of the Single Plan for Student Achievement
Smarter Balanced Assessment System	Smarter Balanced is a public agency supported by 15 states, including California, that created the online assessments (SBAC) in English language arts and math which are aligned with the Common Core State Standards. The Smarter Balanced Assessment system includes formative and summative assessments, as well as , tools for educations to improve teaching and learning
<i>ST Math</i>	Instructional software designed to help students reach math proficiency through self-paced, language-independent, mastery-based objectives
Supplemental (Grant)	Additional funding beyond the Base Grant to support English learners, foster youth, low income student, and redesignated students

Teacher on Special Assignment	A teacher who is released from teaching for all or part of the day to work with colleagues to improve achievement
<i>Thinking Maps</i>	Maps linked to eight thought processes, such as, cause and effect and similarities and differences, that helps capture abstract thinking in concrete consistent images
Title III AMAOs	A series of annual academic performance goals established to hold LEAs accountable for the progress and performance of English learners
Unduplicated Pupil	Any student who meets one or more of the following: English learner, foster youth, low income, and/or redesignated students
WOCCE SELPA	The West Orange County Consortium for Special Education is a special education local plan area made up of five districts, including FVSD

## Acronyms

Acronyms	Glossary of Acronyms
AMAO	Annual Measurable Achievement Objectives
CA	California
CAASPP	California Assessment of Student Performance and Progress
CAC	Community Advisory Committee
CALPADS	California Longitudinal Pupil Achievement Data System
CCSS	Common Core State Standards
CDE	California Department of Education
CELDT	California English Language Development Test
CGI	Cognitively Guided Instruction
DAC	District Advisory Committee
DELAC	District English Learner Advisory Committee
EL	English Learner
ELA	English language arts
ELAC	English Learner Advisory Committee
ELD	English Language Development
FIT	Facilities Inspection Tool
FTE	Full-Time Equivalent

Acronyms	Glossary of Acronyms
FVSD	Fountain Valley School District
GATE	Gifted and Talented Education
IT	Information Technology
LCAP	Local Control Accountability Plan
LEA	Local Education Agency (most often a school district)
NGSS	Next Generation Science Standards
OC	Orange County
OCDE	Orange County Department of Education
PE	Physical Education
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SART	School Attendance Review Team
SBAC	Smarter Balanced Assessment Consortium
SBE	State Board of Education
SPC	Superintendent's Parent Council
SRI	Scholastic Reading Inventory
SSC	School Site Council
TOSA	Teacher on Special Assignment