



Folsom Cordova

UNIFIED SCHOOL DISTRICT

Local Control and Accountability Plan 2014-2015 through 2016-2017

Superintendent: Deborah Bettencourt
1965 Birkmont Drive
Rancho Cordova, CA 95742
(916) 294-9025

Board Approved
6/19/14
(Revised 7/21/14; 7/30/14)

Introduction:**LEA: Folsom Cordova Unified School District****Contact: Deborah Bettencourt, Superintendent, dbettenc@fcusd.org, (916) 294-9025****LCAP Year: 2014/2015*****Local Control and Accountability Plan and Annual Update Template***

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

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

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

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

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

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

State Priorities

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

Conditions of Learning:

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

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

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

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

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

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)

Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>The district utilized a variety of outreach efforts for input and feedback on the development of the LCAP.</p> <p>The Superintendent’s Communications Committee includes parent representatives from every school site in the district, along with district employees focused on outreach activities. Monthly</p>	<p>All major groups were noticed of LCAP work and given an opportunity to participate.</p> <p>It was suggested and agreed to align District goals with state priorities, with the addition of the following local goals:</p>

Involvement Process	Impact on LCAP
<p>meetings were held on September 26, October 24, November 21 of 2013 and January 23, February 20, and March 20 of 2014. The new LCFF and LCAP process were reviewed at the September and October meetings. The process and timeline for constituent involvement was outlined. Student achievement data and relevant topics, including Common Core State Standards, family engagement strategies, and suspensions were discussed at the November, January, February and March meetings.</p> <p>At the February 20, 2014 meeting, attendees reviewed the district's current goals and how they related to the State's priorities. The State Board of Education approved LCAP template and requirements were again reviewed.</p> <p>Also on February 20, there was a board study session open to the public and staff for input on LCAP and budget priorities. Draft LCAP goals were available.</p> <p>Parents, students, and staff were notified through electronic voice messaging that an electronic survey was available in February for input. Five questions were asked: 1) How can we help more student attend school? 2) How can we help more students do well in their classes? 3) How can we help more graduate from high school? 4) How can we help more students prepare for careers and college? 5) How can we help more parents become involved in our schools? Additionally, hardcopies of the survey were available through PTA/PTO groups. Over 700 responses were received and reviewed. The superintendent responded with an informational document posted on the website.</p> <p>Gathering of input through our DELAC/DAC meetings and parent summits is ongoing. Input is also gathered at Open Houses at each campus from parents, students and staff.</p> <p>The District Advisory Committee, which includes representatives from all numerically significant subgroups, and District English Learner Advisory Committee met on September 25, 2013,</p>	<p>Staff Development – Align school and department professional development to student achievement goals and performance. Community Engagement/Communication – Increase the efficiency, timeliness and accessibility of district communications. Technology Impact – Utilize technology in all facets of learning Special education efficiency/compliance – Increase articulation between general education and special education programs. Fiscal Stability/Accountability – Achieve a sustainable balanced budget.</p> <p>Concerns about student achievement and the difference of parental involvement between Folsom and Rancho Cordova schools, led the board to strengthen goals in the following areas:</p> <ol style="list-style-type: none">1) Parent education and engagement.2) Early childhood education3) The ability to participate in extra- curricular activities4) Business and community engagement <p>Suggestions for future years include a classroom at each school dedicated to parent education through our adult education program.</p>

Involvement Process	Impact on LCAP
<p>December 5, 2013, February 1, 2014, February 18, 2014, April 5, 2014 and May 27, 2014. LCFF and LCAP were discussed and drafts were provided. At the May 27 meeting, the final LCAP was presented. Written comments were solicited and the superintendent responded to written comments.</p> <p>Parent Summits were held on February 1 and April 5. Input on how to improve student achievement was gathered. Translation was provided. The superintendent answered questions posed by parents.</p> <p>Leadership members were given an opportunity to review and provide input at monthly Leadership meetings. Budget priorities for student success and school/district efficiency were solicited through a written survey.</p> <p>Budget Communication meetings for employee bargaining group representatives were held March 10 and May 5. Draft goals were presented in local format at the March meeting. At the May meeting, the goals were presented in the required state format.</p> <p>At the March 20, 2014 board meeting, the draft LCAP goals, in local format, were reviewed. Budget priorities, gathered through the above referenced sources, were presented.</p> <p>Draft of Sections 2 and 3 available on website beginning March 20, 2014</p> <p>Draft of Sections 1, 2, and 3 available on website and in Board Agenda on May 15, 2014</p> <p>Public comment and discussion on the LCAP was held on May 15, 2014. The public hearing on the budget and LCAP was held on June 5, 2014. The approval of the budget and LCAP was held on June 18, 2014.</p>	

Section 2: Goals and Progress Indicators

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

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

Guiding Questions:

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

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
	GOAL 1: BASIC SERVICES – Insure students are taught by fully credentialed teachers with appropriate instructional materials and facilities.	All students	All schools					Basic Services (1)
Need: Insure certificated staff has appropriate credentials. Metric: Teacher assignments and internal credential audit	1.1 Maintain the appropriate assignment of teachers who are fully credentialed in the subject areas and for the students they teach.	All students	All schools		Human resources to insure 100% of credentialed staff is appropriately assigned.	Human resources to insure 100% of credentialed staff is appropriately assigned.	Human resources to insure 100% of credentialed staff is appropriately assigned.	
Need: Insure schools provide safe and up-to-date learning environment Metric: Williams Act checklist for schools in good repair	1.2 Maintain schools in good repair.	All students	All schools		100% of schools in good or exemplary repair based on the Williams Act criteria.	100% of schools in good or exemplary repair based on the Williams Act criteria.	100% of schools in good or exemplary repair based on the Williams Act criteria. Add portables for K-3 class size reduction.	
Need: Teacher effectiveness will directly impact student achievement Metric: The number of NBC teachers in the district	1.3 Improve teacher effectiveness through recognized National Board Certification (NBC).	All students	All schools		Increase National Board Certification to 45.	Increase National Board Certification to 47.	Increase National Board Certification to 49.	
Need: Provide instructional materials and textbooks aligned to the state standards. Metric: Williams Audit	1.4 All students, including English Learners, must have access to curriculum that is aligned to the state standards.	All students	All schools		Maintain 100% compliance with the Williams Act and sufficiency of materials at all schools.	Maintain 100% compliance with the Williams Act and sufficiency of materials at all schools.	Maintain 100% compliance with the Williams Act and sufficiency of materials at all schools.	

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
and public hearing results from board resolution about sufficiency of materials								
	GOAL 2: Implementation of academic content and performance standards adopted by the state board for all students, including English learners, to close the achievement gap.	All students	All schools					Implementatio n of Common Core State Standards, including English learners. (2)
Need: Implement state standards, including English-Language Development and Next Generation Science Standards to improve the performance in all groups including subgroups of ethnicity, socioeconomic and special needs. Metric: Training of teachers and instructional support staff.	2.1 Implement state standards to improve the achievement of underperforming categories of students in all content areas as measured by state testing, API, and graduation rates.	All students	All schools		Provide training to 100% teachers and instructional support staff in Common Core State Standards, NGSS, and ELD standards.	Principals to observe all teachers using CCSS, NGSS, and ELD standards.	Principals to observe all teachers using CCSS, NGSS, and ELD standards.	
Need: Regularly administered assessments inform the ongoing instructional efforts of teachers and schools, and determine district-level decisions regarding resource	2.2 Develop and implement a comprehensive multiple measures assessment system to monitor and encourage the progress of students individually.	All students	All schools		Identify tool to measure CCSS/ELD/NGSS implementation: establish a baseline.	Increase all students by 5%.	Increase all students s by 5%.	

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
allocation, professional development and student placement. Metric: Training on and the use of data analysis								
Need: Students who maintain grade-level proficiency are more likely to graduate high school. Metric: District progress assessments (benchmarks) and state tests	2.3 Increase the percentage of K-5 students who make at least a year’s academic growth in one year of instruction in ELA and math.	All K-5 students	Elementary schools		Increase District Progress Assessment (K-5) results by 3% to 80%.	Increase DPAs by results by 3% to 83%.	Increase DPAs by results by 3% to 86%.	
Need: Through continuous evaluations of programs, EL students will receive appropriate education. Metric: Development and implementation of EL plan and proficiency and reclassification of EL students. (Also see 4.5)	2.4 Ensure all EL students have access to research-based EL instructional strategies to improve achievement.	English Learners	All Schools		Develop EL strategic plan. Increase percentage of EL students proficient on district benchmarks by 2%. Increase reclassification rate of EL students by 2%.	Provide training to teachers. Increase percentage of EL students proficient on district benchmarks by 2%. Increase reclassification rate of EL students by 2%.	Fully implement EL strategic plan. Increase percentage of EL students proficient on district benchmarks by 2%. Increase reclassification rate of EL students by 2%.	
	GOAL 3: Insure that students have access to a broad range of courses.	All students	All schools					Course Access (7)
Need: In order to prepare students for career and college, students must enroll in	3.1 Provide access to A-G courses and CTE courses.	All students	High schools		Increase the percentage of students who complete A-G	Increase the percentage of students who complete A-G	Increase the percentage of students who complete A-G	

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>a broad course of study.</p> <p>Metric: The percentage of students completing A-G and CTE classes</p>					<p>requirements from 30%/55%/61% by 5%.</p> <p>Increase the number of students who complete CTE course to 4000.</p>	<p>requirements from 30%/55%/61% by 5%.</p> <p>Increase the number of students who complete CTE course to 4120.</p>	<p>requirements from 30%/55%/61% by 5%.</p> <p>Increase the number of students who complete CTE course to 4400.</p>	
<p>Need: There is a need for Science, technology, engineering and math (STEM) training in preparation for the related careers and college courses.</p> <p>Metric: The number of students taking STEM courses and participating in STEM activities</p>	<p>3.2 Provide STEM courses to prepare students for science, technology, engineering and math related careers.</p>	All students	All schools		<p>Increase the number of students taking advanced math, science and engineering courses by 5% (2,300 in science and 3,046 in math.)</p> <p>Establish baseline for elementary STEM.</p>	<p>Increase the number of students taking advanced math, science and engineering courses by 5% (2,415 in science and 3,198 in math.)</p> <p>Increase the opportunities for elementary STEM activities by 5%</p>	<p>Increase the number of students taking advanced math, science and engineering courses by 5% (2,535 in science and 3,358, in math.)</p> <p>Increase the opportunities for elementary STEM activities by 5%</p>	
	<p>GOAL 4: Improve student success in English Language Arts, Literacy, and Math.</p>	All Students	All schools					Student Achievement (4)
<p>Need: Basic reading proficiency is foundational to student success in all subject matter areas in future years.</p> <p>Metric: District DPA and state tests</p>	<p>4.1 Insure K-3 students are reading at grade level.</p>	All K-3 students	Elementary schools		<p>Increase proficient reading levels by 5% to 55%.</p> <p>Establish a baseline for CAASPP and API.</p>	<p>Increase proficient reading levels by 5% to 60%.</p> <p>Targets will be set to improve CAASPP scores.</p>	<p>Increase proficient reading levels by 5% to 65%.</p> <p>Targets will be set to improve CAASPP scores.</p>	

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Need: Students meeting standards in math by the end of fifth grade are better equipped and prepared for success in advanced math courses at the secondary level.</p> <p>Metric: District DPA and state tests</p>	<p>4.2 Insure fifth grade students are meeting grade level standards in math.</p>	All fifth grade students	Elementary schools		Increase proficient math levels to 74%.	Increase proficient math levels to 79%.	Increase proficient math levels to 85%.	
<p>Need: The probability of success in college increases for students completing advanced studies, and rigorous college-level work in high school.</p> <p>Metric: The number of students successfully completing AP and IB courses</p>	<p>4.3 Increase the enrollment in Advanced Placement (AP) and International Baccalaureate (IB) courses.</p>	All students	High schools		<p>Increase by 5% the number of students taking AP and passing with a “3” from 1074 to 1127.</p> <p>Increase the number of students completing IB courses to AP/IB 2500.</p>	<p>Increase by 5% the number of students taking AP and passing with a “3” from 1127 to 1183.</p> <p>Increase the number of students completing IB courses to AP/IB 3500.</p>	<p>Increase by 5% the number of students taking AP and passing with a “3” from 1183 to 1242.</p> <p>Increase the number of students completing IB courses to AP/IB 4000.</p>	
<p>Need: Students who don’t need remedial courses in college are more likely to successfully complete college degrees.</p> <p>Metric: Early Assessment Placement exam</p>	<p>4.4 Improve college-readiness by aligning high school coursework with college assessment exams.</p>	All students	High schools		<p>Increase the percentage of students scoring college ready on Early Assessment Placement exams by 5% to 38% (ELA) and to 22% (math).</p>	<p>Increase the percentage of students scoring college ready on Early Assessment Placement exams by 5% to 43% (ELA) and to 27% (math).</p>	<p>Increase the percentage of students scoring college ready on Early Assessment Placement exams by 5% to 48% (ELA) and to 32% (math).</p>	
<p>Need: Annual Progress in English Language Development:</p>	<p>4.5 Close the achievement gap with specific student support to ensure all students graduate college and career ready.</p>	EL LTELS RFEP	LEA wide		<p>AMAO 1 59% of EL students will increase one level of English</p>	<p>AMAO 1 61% of EL students will increase one level of English</p>	<p>AMAO 1 63% of EL students will increase one level</p>	

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Metric: Growth in Development of English (AMAO 1) CELDT</p> <p>Need: EL Learners attain English Proficiency</p> <p>Metric: Growth in Development of English (AMAO 2) EL Redesignation</p> <p>Growth in Development of English (AMAO 2) Long Term English Learners (LTELs)</p> <p>Need: Adequate yearly progress of ELs in ELA and Math</p> <p>Metric: Growth in ELA and Math District Benchmarks (AMAO 3)</p>					<p>proficiency</p> <p>AMAO2: 22.8% of EL students, who received less than 5 years of English instruction, will attain English proficiency (ELs)</p> <p>49% of EL students, who have received 5 or more years of English instructions, will attain English proficiency (LTELs)</p> <p>AMAO 3: Increase % of EL students proficient on district benchmarks by 2%</p>	<p>proficiency</p> <p>AMAO2: 24.8% of EL students, who received less than 5 years of English instruction, will attain English proficiency (ELs)</p> <p>51% of EL students, who have received 5 or more years of English instructions, will attain English proficiency (LTELs)</p> <p>AMAO 3: Increase % of EL students proficient on district benchmarks by 4%</p>	<p>of English proficiency</p> <p>AMAO2: 26.8% of EL students, who received less than 5 years of English instruction, will attain English proficiency (ELs)</p> <p>53% of EL students, who have received 5 or more years of English instructions, will attain English proficiency (LTELs)</p> <p>AMAO 3: Increase % of EL students proficient on district benchmarks by 6%</p>	
	GOAL 5: Improve student outcomes in required areas of study, CAHSEE, and early childhood	All students	All schools					Other Pupil Outcomes (8)

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
	education.							
<p>Need: Kindergarten readiness strongly influences future academic success.</p> <p>Metric: Emerging Literacy skills test and enrollment in early childhood education (ECE)</p>	5.1 Improve kindergarten readiness as measured by Emerging Literacy Skills Test given in ECE programs.	All students	Elementary schools		Increase the number of students enrolled in early childhood education programs from 858 to 900.	Increase the number of students enrolled in early childhood education programs to 950.	Increase the number of students enrolled in early childhood education programs to 1000.	
<p>Need: Ninth grade is pivotal to students' future success and probability of earning a high school diploma.</p> <p>Metric: Number of students with 60 units at end of year</p>	5.2 Increase the percentage of ninth grade students completing 60 units by using interventions and credit recovery.	All students	High schools		Increase ninth grade completion rate by 3% to 77%.	Increase ninth grade completion rate by 3% to 80%.	Increase ninth grade completion rate by 3% to 83%.	
<p>Need: Students successfully passing the high school exit exam by the end of the tenth grade have the opportunity to pursue advanced coursework in the junior and senior years.</p> <p>Metric: Percentage of students passing CAHSEE</p>	5.3 Increase the percentage of students passing the high school exit exam in the tenth grade.	All students	High schools		Increase CAHSEE passage rate from 88% to 90% districtwide.	Increase CAHSEE passage rate to 92%	Increase CAHSEE passage rate to 94%.	
	<p>GOAL 6: Increase parent engagement and Involvement through efforts to seek parent input in</p>	All students	All schools					Parental Involvement (3)

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
	decision making, promotion of parent participation in programs for all groups, but specifically EL/LI subgroups.							
<p>Need: Adult role models are critical to student achievement</p> <p>Metric: The number of parents attending meetings and volunteering.</p>	6.1 Increase family engagement and the utilization of volunteers.	All students	All schools		Parent volunteers and attendance at required meetings will increase by 5%. Establish baseline for committee attendance.	Parent volunteers will increase by 5% to 5,250. Meeting attendance will increase by 5%.	Parent volunteers will increase by 5% to 5,550. Meeting attendance will increase by 5%.	
	GOAL 7: Through student engagement, improve school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates.							Pupil Engagement (5)
<p>Need: Research shows that attendance in school is a critical component to student success.</p> <p>Metric: School attendance rates and chronic absenteeism rates.</p>	7.1 Increase student attendance rates and reduce chronic absences through positive reinforcements and parent awareness of the importance of attendance.	All students	All schools		Maintain districtwide attendance at or above 95%. Increase alternative education rates to greater than 80%. Decrease chronic absenteeism by 3%.	Maintain districtwide attendance at or above 95%. Increase alternative education rates to greater than 80%. Decrease chronic absenteeism by 3%.	Maintain districtwide attendance at or above 95%. Increase alternative education rates to greater than 80%. Decrease chronic absenteeism by 3%.	

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Need: A high school diploma is the foundation requirement for future career and life success.</p> <p>Metric: Graduation rates and dropout rates.</p>	<p>7.2 Increase the graduation rate and decrease dropout rate for all students.</p>	All students	High schools		<p>Maintain districtwide graduation rate at or above 91%. Increase English learners, African American and special education subgroups rates to greater than 83%.</p> <p>Maintain dropout rate below 10%</p>	<p>Maintain districtwide graduation rate at or above 91%. Increase English learners, African American and special education subgroups rates to greater than 83%.</p> <p>Maintain dropout rate below 10%</p>	<p>Maintain districtwide graduation rate at or above 91%. Increase English learners, African American and special education subgroups rates to greater than 83%.</p> <p>Maintain dropout rate below 10%</p>	
<p>Need: Students who feel connected at school are more successful.</p> <p>Metric: Number of students enrolled in athletics and clubs</p>	<p>7.3 Provide extracurricular activities to engage students.</p>	All students	All schools		<p>Increase athletic and club participation by 3%.</p>	<p>Increase athletic and club participation by 3%.</p>	<p>Increase athletic and club participation by 3%.</p>	
<p>Need: Success in the middle years is an indicator for future success.</p> <p>Metric: Number of eighth grade students who continue to high school.</p>	<p>7.4 Decrease eighth grade dropout rates.</p>				<p>Maintain eighth grade promotion to high school at or above 95%.</p>	<p>Maintain eighth grade promotion to high school at or above 95%.</p>	<p>Maintain eighth grade promotion to high school at or above 95%.</p>	
	<p>GOAL 8: Create and sustain a safe, healthy, and positive learning environment that protects and respects the rights of all individuals.</p>	All students	All schools					School Climate (6)

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Need: Students who feel safe and supported at school will be more ready to learn.</p> <p>Metric: Suspension and expulsion rates</p>	<p>8.1 Improve student suspension and expulsion rates.</p>	All students	All schools		<p>Decrease out of school suspension incidents of 1281 by 3% each year.</p> <p>Decrease expulsion incidents of 67 by 3% each year.</p>	<p>Decrease out of school suspension incidents to 1242.</p> <p>Decrease expulsion incidents to 65.</p>	<p>Decrease out of school suspension incidents of 1204.</p> <p>Decrease expulsion incidents to 62.</p>	
<p>Need: Educate students about risky behaviors.</p> <p>Metric: Number of assemblies/forums and survey results.</p>	<p>8.2 Reduce student risky behavior of providing youth development activities.</p>	All students	All schools		<p>Provide drug awareness forums, student assemblies, and health education.</p>	<p>Provide drug awareness forums, student assemblies, and health education.</p>	<p>Provide drug awareness forums, student assemblies, and health education.</p>	
	<p>GOAL 9: Improve employees' performance through access to staff development.</p>			Instruction				Staff Development (Local)
<p>Need: Professional development, including in-district training and outside conferences should be aligned with student achievement goals.</p> <p>Metric: Number of opportunities and participation by staff</p>	<p>9.1 Align school and department professional development to district student achievement goals and performance.</p>	All students	All schools		<p>Provide additional staff development in ELA, math, ELD, NGSS, special education and technology.</p> <p>Increase of two full days of professional development.</p>	<p>Provide additional staff development in ELA, math, ELD, NGSS, special education and technology.</p> <p>Increase in school-based collaboration time and direct activities.</p>	<p>Provide additional staff development in ELA, math, ELD, NGSS, special education and technology.</p> <p>Increase in school-based collaboration time and direct activities.</p>	
<p>Need: Classified employees will benefit from training specific to their areas of expertise.</p> <p>Metric: Number and</p>	<p>9.2 Provide professional development for classified staff.</p>	All students	All schools		<p>Provide two sessions of targeted staff training.</p>	<p>Provide two sessions of targeted staff training.</p>	<p>Provide two sessions of targeted staff training.</p>	

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
types of trainings offered								
	GOAL 10: Provide opportunities for community engagement and communication.							Community Engagement and Communication (Local)
Need: Student success is achieved through broad community support of our schools. An accomplished public education system enhances the overall community. Metric: Number of partnerships and community volunteers	10.1 Increase two-way community partnerships that support student learning through both monetary and time volunteered methods.	All students	All schools		Increase the number of partnerships and community volunteers by 5% from 41 to 43.	Increase the number of partnerships and community volunteers by 5% from 43 to 45.	Increase the number of partnerships and community volunteers by 5% from 45 to 47.	
Need: Families are increasingly busy and dependent upon new avenues of non-traditional communication strategies and social media to remain informed and engaged. Metric: Types and number of communication	10.2 Increase the efficiency, timeliness and accessibility of district communications.	All students	All schools		Increase digital and print communications and engagement, weekly and targeted by 3%. (33 weekly to 34) (4900 digital to 5050)	Increase digital and print communications and engagement, weekly and targeted by 3%. (34 to 35 weekly) (5050 digital to 5200)	Increase digital and print communications and engagement, weekly and targeted by 3%. (35 to 36 weekly) (5200 digital to 5350)	
Need: Survey data show that local media and the district website are the primary sources of	10.3 Increase favorable coverage of district students, staff, programs and events in local media as measured by the media metric report.	All students	All schools		Outside media coverage will be positive or informational at 60%.	Outside media coverage will be positive or informational at 65%.	Outside media coverage will be positive or informational at 70%.	

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
information accessed by the community. Metric: Media analysis report								
Need: Strategic marketing initiatives have been in implementation in all other districts in the region and have proven effective in attracting students and increasing revenue. Metric: Number of interdistrict students and direct advertisements	10.4 Effectively market district programs and schools to increase and maintain student enrollment.	All students	All schools		Marketing and advertising events/ productions will promote district programs to maintain district enrollment.	Marketing and advertising events/ productions will promote district program to maintain district enrollment.	Marketing and advertising events/ productions will promote district programs to maintain district enrollment.	
	GOAL 11: Utilize technology to impact student achievement and district efficiency.							Technology Impact (Local)
Need: Technology is part of 21 st century learning and careers. Appropriate use will challenge students and prepare them for global experiences. Metric: Teacher survey on use of classroom technology, number of online courses and mobile devices	11.1 Utilize technology in all facets of learning in the district to develop 21 st century skills.	All students	All schools		Provide students with access to wireless technology and technology-driven courses. Provide staff training. Establish baseline data.	Increase students' access to wireless technology and technology-driven courses by 5%. Increase staff training by 5%.	Increase students' access to wireless technology and technology-driven courses by 5%. Increase staff training by 5%.	

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
	GOAL 12: Improve special education compliance and efficiency.							Special Education (Local)
Need: All students should receive services to meet their individual educational needs. Metric: Training of both general education and special education teachers. CDE findings of compliance.	12.1 Increase articulation between general education and special education programs.	Students with Disabilities	All schools		Provide targeted training in inclusion, accommodations and modifications. Pilot curriculum revisions for mod/severe program.	Provide targeted training in inclusion, accommodations and modifications. Implement curriculum revisions for mod/severe program. Provide training in mental health.	Provide targeted training in inclusion, accommodations and modifications. Provide training in best practices for instructional assistants.	
	GOAL 13: Maintain fiscal stability and accountability.							Fiscal stability (Local)
Need: Maintaining a sufficient fund balance will sustain cash flow throughout the fiscal year to meet payroll, and demonstrates fiscal stability which contributes to a positive fiscal standing with the county and state. Metric: Fiscal certification and SCOE review	13.1 Manage revenue, expenditures and cash reserves to achieve a sustainable balanced budget for the current and two subsequent years by maintaining fiscal health.	All students	All schools		Fiscal Services will monitor long-range fiscal stability while implementing LCAP provisions.	Fiscal Services will monitor long-range fiscal stability while implementing LCAP provisions.	Fiscal Services will monitor long-range fiscal stability while implementing LCAP provisions.	
Need: As a steward of public resources, the district must be accountable for utilizing all resources	13.2 Meet applicable state and federal audit standards as measured by the annual independent audit.	All students	All schools		Implement new K-12 audit guidelines and LCAP provisions.	Implement new K-12 audit guidelines and LCAP provisions.	Implement new K-12 audit guidelines and LCAP provisions.	

Section 3: Actions, Services, and Expenditures

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

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

Guiding Questions:

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

Section 3A: Actions, Services, and Expenditures

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

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
GOAL 1: Insure students are taught by fully credentialed teachers with appropriate instructional materials and facilities.	Basic Services (1)		LEA-Wide				
1.1 Maintain the appropriate assignment of teachers who are fully credentialed in the subject areas and for the students they teach.		<ul style="list-style-type: none"> Audit all master schedules for appropriate assignment Identify all mis-assignments Process through Committee on Assignments for Board Raise principal awareness regarding legal assignment practices Write policy delineating criteria for applying Ed Code provisions for certificated staff assigned outside credential area Make recommendation to Board regarding standards for measuring competency of candidates requesting approval through Committee on Assignments 			Internal and County audits General fund object code 2400: \$42,000 Title II 2400: \$14,000	Internal and County audits General fund object code 2400: \$42,000 Title II 2400: \$14,000	Internal and County audits General fund object code 2400: \$42,000 Title II 2400: \$14,000
1.2 Maintain schools in good repair.		<ul style="list-style-type: none"> Implement bond and maintenance projects. Hold quarterly Bond 			Receive 100% compliance with the Williams Act	Continue to receive 100% compliance with	Continue to receive 100% compliance with

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Oversight Committee meetings to review projects. <ul style="list-style-type: none"> Complete Annual Report to Voters on bond projects. Present project overviews to city councils and other special interest groups. Develop project timeline and cashflow. Communication to community and parents 			Review. Custodial, upkeep, along with maintenance and bond projects. General fund object code 2200: \$4,500,000 Bond fund object code 6200: \$20,000,000	the Williams Act Review. Custodial, upkeep, along with maintenance and bond projects. General fund object code 2200: \$4,500,000 Bond fund object code 6200: \$12,000,000	the Williams Act Review. Custodial, upkeep, along with maintenance and bond projects. General fund object code 2200: \$4,500,000 Bond fund object code 6200: \$12,000,000
1.3 Improve teacher effectiveness through recognized National Board Certification (NBC).		<ul style="list-style-type: none"> Publicize benefits of National Board Certification and district support available. Invite all National Board certificated teachers and program participants to bi-annual common core leadership forum. 			Provide lead teachers support. Increase National Board Certification to 49. Object code 5800: \$6,000	Provide lead teachers support. Increase National Board Certification to 51. Object code 5800: \$6,000	Provide lead teachers support. Increase National Board Certification to 56. Object code 5800: \$6,000
1.4 All students, including English Learners, must have access to curriculum that is aligned to the state standards.		<ul style="list-style-type: none"> Develop long-range financial plan for implementation of textbook adoptions. Identify district-wide English learner and special education curriculum. Pilot and select appropriate CCSS materials. 			Maintain 100% compliance with the Williams Act and implement CCSS. IMF/CCSS object codes 4100-4300: \$3,300,000	Maintain 100% compliance with the Williams Act and implement CCSS. IMF/CCSS object codes 4100-4300: \$2,190,000	Maintain 100% compliance with the Williams Act and implement CCSS. IMF/CCSS object codes 4100-4300: \$1,700,000
GOAL 2: Implementation of academic content and performance standards adopted by the state	Implementation of State Standards (2)		LEA-Wide				

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
board for all students, including English learners, to close the achievement gap.							
2.1 Implement state standards to improve the achievement of underperforming categories of students in all content areas as measured by state testing, API, and graduation rates.		<ul style="list-style-type: none"> Provide ongoing staff development to implement Common Core Standards. Provide guided collaboration time to discuss implementation strategies. Implement electronic staff evaluation tools district wide Continue training for administrators on formative coaching mode with focus on articulated evidence of implementation of common core strategies Provide professional development for teachers related to strategies for specific subgroups or learning deficits. Increase time on task or student and direct instruction by teacher, not instructional aides. 			Collaboration time, release days and professional development. CCSS, general fund object code 1100: \$335,000 Provide instructional coaches in ELA and math. Title II: \$485,000 Title 1: \$230,000 Title III: \$37,000 Title III Object codes 5200: \$41,000 4300: \$11,000 Open libraries 5 days a week. General fund object code 2400: \$200,000 Select new data system, aligned with CCSS. Train and implement.	Collaboration time, release days and professional development. CCSS, general fund object code 1100: \$335,000 Provide instructional coaches in ELA and math. Title II: \$485,000 Title 1: \$230,000 Title III: \$37,000 Title III Object codes 5200: \$41,000 4300: \$11,000 Open libraries 5 days a week. General fund object code 2400: \$200,000 Select new data system, aligned with CCSS. Train and implement.	Collaboration time, release days and professional development. CCSS, general fund object code 1100: \$335,000 Provide instructional coaches in ELA and math. Title II: \$485,000 Title 1: \$230,000 Title III: \$37,000 Title III Object codes 5200: \$41,000 4300: \$11,000 Open libraries 5 days a week. General fund object code 2400: \$200,000 Select new data system, aligned with CCSS. Train and implement.

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Title I, general fund object codes 5800: \$200,000	Title I, general fund object codes 5800: \$200,000	Title I, general fund object codes 5800: \$200,000
2.2 Develop and implement a comprehensive multiple measures assessment system to monitor and encourage the progress of students individually.		<ul style="list-style-type: none"> Identify formative and summative assessment tools to be used, such as benchmark tests, District Progress Assessments (DPA), writing assignments, end of course finals, and CAASSP. Trace utilization of tools at all sites by monitoring evidence submitted to Education Services Center quarterly. Provide training on effective use of data analytics. Determine effective use of CAPA (state-wide special education test). Identify number of special education referral rates by school. 			Identify tool to measure CCSS/ELD/NGSS implementation: establish a baseline.	Increase all groups by 5%.	Increase all groups by 5%.
2.3 Increase the percentage of K-5 student who make at least a year's academic growth in one year of instruction in ELA and math.		<ul style="list-style-type: none"> Identify students who are performing Below Basic and Far Below Basic on state or district tests, and create intervention plans to increase each student by at least one level. 			Collaboration time and intervention services. General fund object code 1110: \$50,000	Collaboration time and intervention services. General fund object code 1110: \$50,000	Collaboration time and intervention services. General fund object code 1110: \$50,000
GOAL 3: Insure that students have access to a broad range of courses.	Course Access (7)		LEA-Wide				

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
3.1 Provide access to A-G courses and CTE courses.		<ul style="list-style-type: none"> Build awareness of college a-g requirements with students/parents in grades 8-12, including but not limited to the following strategies: Back to School Nights, College and Career Fairs/Nights, counselor information sessions, course descriptions, pathway descriptions, websites, classroom posters, and broadcast events. 			Maintain and expand offerings. Approve new course outlines and offer to students. General fund object code 1110: \$65,000	Maintain and expand offerings. Approve new course outlines and offer to students. General fund object code 1110: \$65,000	Maintain and expand offerings. Approve new course outlines and offer to students. General fund object code 1110: \$65,000
3.2 Provide STEM courses to prepare students for science, technology, engineering and math related careers.		<ul style="list-style-type: none"> Open elementary STEM school. Add new courses to attract more students. Create project-based, experiential-based opportunities to increase interest. Promote math and science activities at elementary and middle school level, such as math bowls, engineering competition, clubs, etc. to prime interest at high school level. Review state testing results for high performing students and inform students and parents about opportunities for advanced coursework and future careers. Educate parents at elementary schools of options available at middle 			Open and sustain STEM school. General fund object code 1000-6000: \$600,000 Competitions grades K-12. General fund object code 4300: \$20,000 STEM training for teachers. General fund object code 1100 and 5200: \$20,000	Open and sustain STEM school. General fund object code 1000-6000: \$600,000 Competitions grades K-12. General fund object code 4300: \$20,000 STEM training for teachers. General fund object code 1100 and 5200: \$20,000	Open and sustain STEM school. General fund object code 1000-6000: \$600,000 Competitions grades K-12. General fund object code 4300: \$20,000 STEM training for teachers. General fund object code 1100 and 5200: \$20,000

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		schools and how options progress through high schools. <ul style="list-style-type: none"> Offer additional 3rd and 4th year science and CTE courses. 					
GOAL 4: Improve student success in English Language Arts, Literacy, and Math.	Pupil Achievement (4)		LEA-Wide				
4.1 Insure K-3 students are reading at grade level.		<ul style="list-style-type: none"> Continue ongoing assessment and early identification of deficits and interventions. Use “Every Child By Name” at all elementary schools to identify underperforming students. 			Collaboration time and intervention services. General fund object code 1110: \$100,000	Collaboration time and intervention services. General fund object code 1110: \$150,000	Collaboration time and intervention services. General fund object code 1110: \$150,000
4.2 Insure fifth grade students are meeting grade level standards in math.		<ul style="list-style-type: none"> Assess annual grade level and department progress at each school. Implement strategies for mastery of basic math facts, hands-on and project-based learning, and math challenge problems. 			Collaboration time and intervention services. General fund object code 1110: \$100,000	Collaboration time and intervention services. General fund object code 1110: \$150,000	Collaboration time and intervention services. General fund object code 1110: \$150,000
4.3 Increase the availability of Advanced Placement (AP) and International Baccalaureate (IB) courses.		<ul style="list-style-type: none"> Provide program certificates, including CTE pathway, Bilingual Literacy, AP Program, MYP (IB), and DP (IB). Build interest and awareness of all opportunities with eighth graders and their parents. Create marketing brochure for specialized programs, including AP, IB and CTE courses. 	High schools and Mitchell Middle School		Implement IB courses at Mitchell Middle School and Cordova High School. General fund object code 1110: \$858,000	Implement IB courses at Mitchell Middle School and Cordova High School. General fund object code 1110: \$858,000	Implement IB courses at Mitchell Middle School and Cordova High School. General fund object code 1110: \$858,000

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
4.4 Improve college-readiness by aligning high school coursework with college assessment exams.		<ul style="list-style-type: none"> Work with community college to align our fourth year of English to college entrance expectations. Identify college entrance expectations for math and utilize early assessment program (EAP) in the junior year to identify students who will need remediation in their senior year of high school. 			Meet with college deans and faculty to align coursework. General fund object code 1150: \$20,000	Meet with college deans and faculty to align coursework. General fund object code 1150: \$20,000	Meet with college deans and faculty to align coursework. General fund object code 1150: \$20,000
GOAL 5: Improve student outcomes in required areas of study, CAHSEE, and early childhood education.	Other Pupil Outcomes (8)		LEA-Wide				
5.1 Improve kindergarten readiness as measured by Emerging Literacy Skills Test given in ECE programs.		<ul style="list-style-type: none"> Increase student enrollment in State Preschool, First 5 Program, Jr. Kindergarten, and Parent Education Preschool. Increase curriculum articulation and student transitions between preschool and kindergarten programs. Increase parent education related to required kindergarten skills and how to develop those skills at home through parent coordinated events such as DELAC, ELAC, DAC, SSC and Title I meetings. Survey K teachers and parents of current kindergarten students to 			Increase transitional kindergarten and preschool classes by 2. General fund object code 1110: \$130,000	Increase transitional kindergarten and preschool classes by 3. General fund object code 1110: \$195,000	Increase transitional kindergarten and preschool classes by 4. General fund object code 1110: \$260,000

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		determine barriers to enrollment in junior kindergarten or preschool. <ul style="list-style-type: none"> Continue to develop early registration and marketing. Support parent and community understanding of the TK purpose and goals. 					
5.2 Increase the percentage of ninth grade students completing 60 units by using interventions and credit recovery.		<ul style="list-style-type: none"> Using benchmarks, provide intervention and recovery at each concept/unit level. Use CAASSP, CAHSEE and district formative assessments to identify underperforming students. Incorporate alternative delivery such as hands-on, project-based, or online options. Identify at-risk eighth graders at end of school year and provide information to high schools, and offer 8th grade summer school course recovery as needed Provide all ninth grade students and their parents with transition, study and test taking skills. Provide credits based on mastery of concepts and materials, not just tests, homework and attendance. Review data on all incoming 9th graders for placement into appropriate support programs 			9 th grade counseling services. General fund object code 1210: \$1,000,000	9 th grade counseling services. General fund object code 1210: \$1,000,000	9 th grade counseling services. General fund object code 1210: \$1,000,000

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<ul style="list-style-type: none"> Utilize CCSS effective instructional strategies and formative assessment practices in core 9th grade classes to increase student success. 					
5.3 Increase the percentage of students passing the high school exit exam in the tenth grade.		<ul style="list-style-type: none"> Provide CAHSEE preparation classes for all students at risk based on ninth grade credits and grades. In 9th and 10th grade core ELA and math classes, provide materials that will help 10th grade students pass CAHSEE on their first attempt. Identify all students who failed one or more sections (reading, writing, mathematics) on CAHSEE. Provide remedial/recovery instructional classes at all high schools, as well as summer school, for these students. 			CAHSEE prep classes and recovery classes. General fund object code 1110: \$130,000	CAHSEE prep classes and recovery classes. General fund object code 1110: \$130,000	CAHSEE prep classes and recovery classes. General fund object code 1110: \$130,000
GOAL 6: Increase parent engagement and Involvement through efforts to seek parent input in decision making, promotion of parent participation in programs for all groups, but specifically EL/LI subgroups.	Parent Involvement (3)		LEA-Wide				
6.1 Increase family engagement and the utilization of volunteers.		<ul style="list-style-type: none"> Develop and implement a community reading program that outlines opportunities for adults to support 			Each school, that is required to, will hold a minimum of 3	Each school, that is required to, will hold a minimum of 3	Each school, that is required to, will hold a minimum of 3 ELAC

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>students.</p> <ul style="list-style-type: none"> • Use “reading” day as district-wide and community event to encourage parents and others to connect with schools. • Provide translation services to support schools, departments, and families at school events and parent communications. • Develop and implement classes for parents. • Use willing Folsom volunteers to support Rancho needs. • Provide child care during school for parent volunteers. • Employ Community Outreach Coordinator to develop community partnerships. • Increase parent participation in school site councils and English Learner Advisory Committees by providing child care and outreach activities. • Use the Cordova Lane Center for parent information, parent and volunteer training and volunteer processing. • Facilitate City partnership with Big Brothers, Big Sisters organization. 			<p>ELAC meetings per year.</p> <p>Every school will hold a minimum of 3 School Site Council meetings.</p> <p>Each Title I school will hold a minimum of 2 Title 1 meetings.</p> <p>FCUSD will hold a minimum of 3 DELAC (District English Learners Advisory Committee)</p> <p>Parenting workshops, ESL classes for adults, community outreach through PIO and parent coordinators.</p> <p>General fund and Adult Ed object codes 1000-2000: \$200,000</p>	<p>ELAC meetings per year.</p> <p>Every school will hold a minimum of 3 School Site Council meetings.</p> <p>Each Title I school will hold a minimum of 2 Title 1 meetings.</p> <p>FCUSD will hold a minimum of 3 DELAC (District English Learners Advisory Committee)</p> <p>Parenting workshops, ESL classes for adults, community outreach through PIO and parent coordinators.</p> <p>General fund and Adult Ed object codes 1000-2000: \$200,000</p>	<p>meetings per year.</p> <p>Every school will hold a minimum of 3 School Site Council meetings.</p> <p>Each Title I school will hold a minimum of 2 Title 1 meetings.</p> <p>FCUSD will hold a minimum of 3 DELAC (District English Learners Advisory Committee)</p> <p>Parenting workshops, ESL classes for adults, community outreach through PIO and parent coordinators.</p> <p>General fund and Adult Ed object codes 1000-2000: \$200,000</p>

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
GOAL 7: Through student engagement, improve school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduations rates.	Pupil Engagement (5)		LEA-Wide				
7.1 Increase student attendance rates and reduce high school dropout rates through positive reinforcements and parent awareness of the importance of attendance. Decrease chronic absenteeism by using the SARB process.		<ul style="list-style-type: none"> Communicate with parents, including a letter from the Superintendent or principal on the importance of attendance. Provide student recognition and awards at school sites for excellent attendance Utilize the SART and SARB processes for chronically absence/truant students. Provide quarterly attendance reports to principals. Principal will mail "letter of attendance" twice per year to parents. Schools mail SART letters to parent as per district guidelines. Middle and high schools hold one group SART meeting per grade level per year. 			Attendance and due process office to coordinate SARB, SART, and incentives. General fund object codes 1000-2000: \$20,000	Attendance and due process office to coordinate SARB, SART, and incentives. General fund object codes 1000-2000: \$20,000	Attendance and due process office to coordinate SARB, SART, and incentives. General fund object codes 1000-2000: \$20,000
7.2 Increase the graduation rate for all students, and keep dropout rate below 10%.		<ul style="list-style-type: none"> Offer more intervention program and credit recovery programs, including online. Allow ninth grade students into continuation high schools through opportunity 			Increase intervention and unit recovery. General fund object code 1110:	Increase intervention and unit recovery. General fund object code 1110:	Increase intervention and unit recovery. General fund object code 1110:

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>program at second semester.</p> <ul style="list-style-type: none"> Adopt the philosophy “failure is not an option” with teachers and students. Identify students who would be better served at alternative education schools and provide pathways of entrance and exit at these sites. Promote performance based events such as History Day, PLTW, Math Bowl, and Science Fair, CTE activities and competitions for students in grades 5-12. 			<p>\$50,000</p> <p>Provide stipends for event coordinators.</p> <p>General fund object code 1900: \$20,000</p>	<p>\$50,000</p> <p>Provide stipends for event coordinators.</p> <p>General fund object code 1900: \$20,000</p>	<p>\$50,000</p> <p>Provide stipends for event coordinators.</p> <p>General fund object code 1900: \$20,000</p>
7.3 Provide extracurricular activities to engage students.		<ul style="list-style-type: none"> Provide athletics, clubs, and other extracurricular activities. 			<p>Provide athletics, clubs, and other extracurricular activities.</p> <p>General fund object codes 1000-5000: \$600,000</p>	<p>Provide athletics, clubs, and other extracurricular activities.</p> <p>General fund object codes 1000-5000: \$600,000</p>	<p>Provide athletics, clubs, and other extracurricular activities.</p> <p>General fund object codes 1000-5000: \$600,000</p>
7.4 Decrease eighth grade dropout rates.		<ul style="list-style-type: none"> Offer more interventions programs for at risk students. 			<p>Provide the County CARE program. (no cost)</p>	<p>Provide the County CARE program. (no cost)</p>	<p>Provide the County CARE program. (no cost)</p>
<p>GOAL 8: Create and sustain a safe, healthy, and positive learning environment that protects and respects the rights of all individuals.</p>	School Climate (6)		LEA-Wide				

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
8.1 Improve student suspension and expulsion rates.		<ul style="list-style-type: none"> Implement the anti-bullying program at all grades. Continue character education at middle schools. Provide orientation on school rules. Review school rules at quarter, trimester, or semester. Communicate through teachers and administrators the expectation of respect for all students to parents and students. Develop social media policies to address expectations. Implement PBIS in an effort to decrease the number and intensity of negative behavioral events. Schools will hold fire drills and active shooter drills as directed. School safety and communication plans will be updated annually. Provide training on cyber-bullying prevention and consequences. 			Implement PBIS at 3-4 more schools. Provide anti-bullying curriculum. General fund object code 5200: \$20,000	Implement PBIS at 3-4 more schools. Implement anti-bullying curriculum. General fund object code 5200: \$20,000	Implement PBIS at 3-4 more schools. Implement anti-bullying curriculum. General fund object code 5200: \$20,000
8.2 Reduce student risky behavior by providing youth development activities.		<ul style="list-style-type: none"> Implement TUPE grant activities 			Provide professional development for staff for Project Alert, youth development skills and emerging trends	Provide professional development for staff for Project Alert, youth development skills and emerging trends	Provide professional development for staff for Project Alert, youth development skills and emerging trends

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					<p>and prevention strategies.</p> <p>Provide tobacco specific prevention education and cessation workshops at alternative high schools.</p> <p>Support school based tobacco, alcohol and other drug prevention education/clubs at 6 schools.</p> <p>Train youth leaders in prevention of tobacco and other substance use/abuse risky behaviors.</p> <p>Collaborate with community organizations to expand positive youth development opportunities and teach youth advocacy skills.</p> <p>General fund TUPE Grant</p>	<p>and prevention strategies.</p> <p>Provide tobacco specific prevention education and cessation workshops at alternative high schools.</p> <p>Support school based tobacco, alcohol and other drug prevention education/clubs at 6 schools.</p> <p>Train youth leaders in prevention of tobacco and other substance use/abuse risky behaviors.</p> <p>Collaborate with community organizations to expand positive youth development opportunities and teach youth advocacy skills.</p> <p>General fund TUPE Grant</p>	<p>and prevention strategies.</p> <p>Provide tobacco specific prevention education and cessation workshops at alternative high schools.</p> <p>Support school based tobacco, alcohol and other drug prevention education/clubs at 6 schools.</p> <p>Train youth leaders in prevention of tobacco and other substance use/abuse risky behaviors.</p> <p>Collaborate with community organizations to expand positive youth development opportunities and teach youth advocacy skills.</p> <p>General fund TUPE Grant</p>

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					object codes 1000-5000: \$165,000	object codes 1000-5000: \$170,000	object codes 1000-5000: \$165,000
GOAL 9: Improve employees' performance through access to staff development.	Staff Development		LEA-Wide				
9.1 Align school and department professional development to district student achievement goals and performance.		<ul style="list-style-type: none"> Require correlation between professional development and goals be submitted before training. Submit plans and agendas for collaboration time. Provide training for all teachers in common core standards and strategies for instruction. 			Provide four professional development days. General fund object code 1110: \$1,300,000	Provide one professional development day. General fund object code 1110: \$325,000	Provide one professional development day. General fund object code 1110: \$325,000
9.2 Provide professional development for classified staff.		<ul style="list-style-type: none"> Provide professional development for classified staff Develop service-targeted training in each major classified service Survey all departments and sites for what training would be helpful 			Provide two professional development days. General fund object code 2000: \$200,000	Provide one professional development day. General fund object code 2000: \$100,000	Provide one professional development day. General fund object code 2000: \$100,000
GOAL 10: Provide opportunities for community engagement and communication.	Community Engagement/ Communication		LEA-Wide				
10.1 Increase two-way community partnerships that support student learning through both monetary and time volunteered methods.		<ul style="list-style-type: none"> Increase community partners, including faith-based organizations, through direct outreach by principals, parent 			Communications, marketing and recognition of partners.	Communications, marketing and recognition of partners.	Communications, marketing and recognition of partners.

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		coordinators and community outreach coordinator. <ul style="list-style-type: none"> • Provide annual recognition of community partners. • Participate in community committees such as FCEF Industry Advisory Board, NextEd, CTE, Chamber Workforce Development, SELPA Community Advisory Committee, Superintendent’s Communication Committee (SCC) and other committees. • Utilize school website calendars and local newspapers to advertise events. 			General fund object code 5800: \$7,000	General fund object code 5800: \$7,000	General fund object code 5800: \$7,000
10.2 Increase the efficiency, timeliness and accessibility of district communications.		<ul style="list-style-type: none"> • Implement custom mobile application for parents and community • Utilize Blackboard Connect, SchoolWires, and PowerSchool parent portal to increase communication with parents. • Use Website, Facebook and Twitter to communicate with parents and community-at-large. • Monitor website online comments and questions. • Notify parents of what communication methods are available. • Distribute “District Digest” (weekly newsletter) to 			Use of mobile app and digital communication. General fund object code 5800: \$20,000	Use of mobile app and digital communication. General fund object code 5800: \$20,000	Use of mobile app and digital communication. General fund object code 5800: \$20,000

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		greater number of recipients.					
10.3 Increase favorable coverage of district students, staff, programs and events in local media as measured by the media metric report.		<ul style="list-style-type: none"> Ask employees to submit media ticket to request district coverage of events, photos, and press releases. Regularly provide news worthy articles to local media. Create content that will showcase student and staff successes 			Develop positive relationships with media and provide content on a regular basis. General fund object code 5800: \$5,000	Develop positive relationships with media and provide content on a regular basis. General fund object code 5800: \$5,000	Develop positive relationships with media and provide content on a regular basis. General fund object code 5800: \$5,000
10.4 Effectively market district programs and schools to increase and maintain student enrollment.		<ul style="list-style-type: none"> Utilize advertising opportunities in various media outlets Produce materials for various promotional events Create rich media content, including videos, to highlight students, programs and initiatives. Participate in and promote at community events to increase awareness of district and to interact with potential students and/or community partners. Prepare marketing materials for district schools and programs. 			Market and advertise district programs. General fund object code 5800: \$40,000	Market and advertise district programs. General fund object code 5800: \$40,000	Market and advertise district programs. General fund object code 5800: \$40,000
GOAL 11: Utilize technology to impact student achievement and district efficiency.	Technology Impact		LEA-Wide				
11.1 Utilize technology in all facets of learning in the district to develop 21 st century skills.		<ul style="list-style-type: none"> Follow Educational Technology Master Plan including areas of in-service needed based on survey 			Restore access to computer labs and libraries.	Provide access to computer labs and libraries.	Provide access to computer labs and libraries.

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		data. <ul style="list-style-type: none"> • Provide more technology-driven and online courses. • Increase the number of teachers using interactive technology, online resources, digital instructional materials and software, computers and handheld devices. • Train teachers on “flipped classrooms” • Expand the mobile learning initiative with the use of Chromebooks and iPads • Create the digital, flexible classroom at the Academy and STEM schools • Provide comprehensive training on digital citizenship and internet safety • Order and deploy 3000 mobile devices and wireless infrastructure district-wide • Implement security for mobile devices • Develop strategy for delivering digital and online professional development 			General fund object code 2400: \$400,000 Increase mobile devices and wireless access. CCSS and general fund object codes 4300, 5800: \$3,000,000 Provide staff with additional training opportunities. Establish baseline data.	General fund object code 2400: \$400,000 Increase mobile devices and wireless access. CCSS and general fund object codes 4300, 5800: \$50,000 Increase staff training opportunities by 5%.	General fund object code 2400: \$400,000 Increase mobile devices and wireless access. CCSS and general fund object codes 4300, 5800: \$50,000 Increase staff training opportunities by 5%.
GOAL 12: Improve special education compliance and efficiency.	Special Education Compliance/ Efficiency		LEA-Wide				
12.1 Increase articulation between general education and special education programs.		<ul style="list-style-type: none"> • Provide training to certificated and classified staff on compliant IEPS. • Train on administrative handbook and procedures manual 			Increase program services and training. General fund object codes	Increase program services and training. General fund object codes	Increase program services and training. General fund object codes

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<ul style="list-style-type: none"> Adopt guidelines for the use of special circumstance instructional assistants (SCIA) Utilize program coordinators to review and make changes to programs and locations. Continue process and progress on state verification review. Create a parent handbook. Utilize CAC for parent engagement. 			1000-5000: \$310,000	1000-5000: \$310,000	1000-5000: \$310,000
GOAL 13: Maintain fiscal stability and accountability.	Fiscal Stability and Accountability		LEA-Wide				
13.1 Manage revenue, expenditures and cash reserves to achieve a sustainable balanced budget for the current and two subsequent years by maintaining fiscal health.		<ul style="list-style-type: none"> Reduce and control expenditures to maintain a balanced budget. Explore other funding and revenue sources such as grants. Use interest-based bargaining and work in collaboration with employee groups to address budget issues. Provide timely and required district financial reports to Board, SCOE and CDE Analyze multi-year projections to monitor District's ability to meet financial obligations for current year and next 2 years Regularly communicate budget issues to community, 			Accountability & Compliance Specialist (LCAP/ACA/Risk Management) \$93,000 Object code: 2400	Accountability & Compliance Specialist (LCAP/ACA/Risk Management) \$93,000 Object code: 2400	Accountability & Compliance Specialist (LCAP/ACA/Risk Management) \$93,000 Object code: 2400

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		staff and parents • Monitor LCAP expenditures and other mandated programs such as The Affordable Care Act.					
13.2 Meet applicable state and federal audit standards as measured by the annual independent audit.		• Provide ongoing training to fiscal and school personnel related to accounting requirements.			Conduct annual inservice training.	Conduct annual inservice training.	Conduct nnuual inservice training.

Section 3B: Actions, Services, and Expenditures for Targeted Groups (Use of Supplemental EL/LI/Foster funds)

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
GOAL 1.4: All students, including English Learners, must have access to curriculum that is aligned to the state standards.	Basic Services	Fund 2.4 employees dedicated to written and oral translation services. Increase effective communication to parents and staff. Fund 3.6 support staff to assist with Title I services at FCUSD's Title I school sites. Provide certificated librarian to oversee libraries with high EL/LI populations	LEA-Wide		Translation Staff \$121,000 Object Code: 2400 Oversee EI program and services. Select and order EL materials. \$309,000 Object Code: 1300/2400 .2 librarian \$25,000 Object Code: 1900	Translation Staff \$121,000 Object Code: 2400 Oversee EI program and services. Select and order EL materials. \$309,000 Object Code: 1300/2400 .2 librarian \$25,000 Object Code: 1900	Translation Staff \$121,000 Object Code: 2400 Oversee EI program and services. Select and order EL materials. \$309,000 Object Code: 1300/2400 .2 librarian \$25,000 Object Code: 1900
GOAL 2.1: Implement state standards and improve the achievement of underperforming categories of students in all content areas as measured by state testing, API, and graduation rates	Implementation of State Standards, including English Learners	Fund 25 Bilingual Aides to work with EL, LTEL and RFEP students. Fund lead teachers with a focus on EL, LTEL and RFEP students.	School-Wide LEA-Wide		Bilingual Aides \$575,000 Object Code: 2100 Lead Teachers \$545,000 Object Code: 1900	Bilingual Aides \$575,000 Object Code: 2100 Lead Teachers \$545,000 Object Code: 1900	Bilingual Aides \$575,000 Object Code: 2100 Lead Teachers \$545,000 Object Code: 1900
GOAL 2.2 Develop and implement a comprehensive multiple measures assessment system to monitor and encourage the progress of students individually.	Implementation of State Standards, including English Learners	Increase services for English Language Learner assessment, reclassification process and materials. Fund 2.58 support staff to provide CELDT, CAHSEE and mandated testing.	LEA-Wide		Provide testing and data analysis services related to English language learners. \$153,000 Object Code: 1300/2400/4300	Provide testing and data analysis services related to English language learners. \$153,000 Object Code: 1300/2400/4300	Provide testing and data analysis services related to English language learners. \$153,000 Object Code: 1300/2400/4300

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Expand the use of technology in first instruction at high poverty schools.			Technology Integration Teacher .50 \$47,700 Object Code: 1900	Technology Integration Teacher .50 \$47,700 Object Code: 1900	Technology Integration Teacher .50 \$47,700 Object Code: 1900
GOAL 2.3: Increase the percentage of K-5 student who make at least a year’s academic growth in one year of instruction in ELA and math.	Implementation of State Standards, including English Learners	Fund 1.5 support staff to assist low performing school sites with academic improvement strategies. Supplemental Early Intervention Program services and materials	LEA-Wide		Provide training in best practices for EL/LI student achievement. \$173,326 Object Code: 1300/2400 Interventions during school year \$200,000 Object Code: 1110 Early Intervention Program \$85,000 Object Code: 2200	Provide training in best practices for EL/LI student achievement. \$173,326 Object Code: 1300/2400 Interventions during school year \$200,000 Object Code: 1110 Early Intervention Program \$85,000 Object Code: 2200	Provide training in best practices for EL/LI student achievement. \$173,326 Object Code: 1300/2400 Interventions during school year \$200,000 Object Code: 1110 Early Intervention Program \$85,000 Object Code: 2200
GOAL 2.4: Ensure all EL students have access to research-based EL instructional strategies to improve achievement.	Pupil Achievement	With coordination from EL teachers, identify successful EL strategies and supplemental curriculum.			Release time and materials \$200,000 Object Codes 1150-4300:	Release time and materials \$200,000 Object Codes 1150-4300:	Release time and materials \$200,000 Object Codes 1150-4300:
GOAL 4.1: Insure K-3 students are reading at grade level.	Pupil Achievement	Provide reading specialists at the schools with high needs students			Reading Specialists \$260,000 Object Code: 1110	Reading Specialists \$260,000 Object Code: 1110	Reading Specialists \$260,000 Object Code: 1110
GOAL 4.2: Insure fifth grade students are meeting grade level standards in math.	Pupil Achievement	Continue to provide additional instruction and support for LTELS and high need students. Fund interventions.			Summer School with Expansion \$186,400 Object Code: 1110	Summer School with Expansion \$186,400 Object Code: 1110	Summer School with Expansion \$186,400 Object Code: 1110
GOAL 4.5: Close the achievement gap with specific student support to ensure all students graduate college and career ready.	Pupil Achievement	Program Monitors for each school to coach and facilitate teachers growth to a focus on EL, LTEL and RFEP. Provide interventions; before and after school as	LEA wide		Provide training in best practices for EL/LI student achievement. Funded in Goal 2.3 Interventions during school year	Provide training in best practices for EL/LI student achievement. \$173,326 Funded in Goal 2.3 Interventions during school year	Provide training in best practices for EL/LI student achievement. \$173,326 Funded in Goal 2.3 Interventions during school year

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>well as summer and Saturday school.</p> <p>Provide culturally and linguistically relevant material for students to access background knowledge.</p> <p>Provide a broad range of standards aligned supplemental instructional resources in English and home language.</p> <p>Ensure that students receive appropriate ELD curriculum and instruction.</p>			<p>Funded in Goal 2.3</p> <p>Purchase supplemental materials and supplies \$50,000 Funded with : Title III Object Code: 4300</p>	<p>Funded in Goal 2.3</p> <p>Purchase supplemental materials and supplies \$50,000 Funded with : Title III Object Code: 4300</p>	<p>Funded in Goal 2.3</p> <p>Purchase supplemental materials and supplies \$50,000 Funded with : Title III Object Code: 4300</p>
GOAL 5.1: Improve kindergarten readiness as measured by Emerging Literacy Skills Test given in ECE programs.	Other Student Outcomes	<p>Fund 2 additional preschool positions to increase the % of students ready for kindergarten.</p> <p>Expand kinder readiness for high needs students. Fund Kinder Camp</p> <p>Expand early childhood programs that target high need students. Fund Coordinator of Early Childhood Ed.</p>			<p>Preschool: \$157,000 Object Code: 1110</p> <p>Kinder Camp Expansion \$15,000 Object Code: 1110</p> <p>Coordinator of Early Childhood Education \$66,000 Object Code: 1300</p>	<p>Preschool: \$157,000 Object Code: 1110</p> <p>Kinder Camp Expansion \$15,000 Object Code: 1110</p> <p>Coordinator of Early Childhood Education \$66,000 Object Code: 1300</p>	<p>Preschool: \$157,000 Object Code: 1110</p> <p>Kinder Camp Expansion \$15,000 Object Code: 1110</p> <p>Coordinator of Early Childhood Education \$66,000 Object Code: 1300</p>
GOAL 5.2: Increase the percentage of ninth grade students completing 60 units by using interventions and credit recovery.	Other Student Outcomes	<p>Increase the % of ninth grade students completing 60 units. Provide counseling services for higher need students. Hire 1.4 counselors to monitor EL and foster youth students' progress.</p>	School-Wide		<p>Academic Counseling \$115,000 Object Code: 1200</p>	<p>Academic Counseling \$115,000 Object Code: 1200</p>	<p>Academic Counseling \$115,000 Object Code: 1200</p>
GOAL 5.3: Increase the percentage of students	Pupil Achievement	<p>Add staffing to improve learning of targeted</p>	School-Wide		<p>Middle School Teachers</p>	<p>Middle School Teachers</p>	<p>Middle School Teachers</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
passing the high school exit exam in the tenth grade.		students at high need school. Fund 3.8 teachers at Mills Middle School to focus on underperforming students. (LI, EL, LTEL, RFEP			\$375,000 Object Code:	\$375,000 Object Code:	\$375,000 Object Code:
GOAL 6.1: Increase family engagement and the utilization of volunteers.	Parent Involvement	<p>Increase services for parents, coordinate volunteers and lower barriers for parent engagement</p> <p>Increase training for parent/community engagement for high need students. Fund Parent Education. Provide early health screening and plans for EL/LI</p> <p>Increase community engagement and communication at high needs schools. Fund Community Coordinator</p>	<p>LEA-Wide</p> <p>School-Wide</p> <p>LEA-Wide</p>		<p>Parent Coordinators \$150,000 Object Code: 2400</p> <p>Parent Education \$30,000 Object Code: 1100/2100</p> <p>Nursing (Preschool/TK) (2) \$153,000 Object Code: 1210</p> <p>Community Coordinator \$53,535 Object Code: 2410</p>	<p>Parent Coordinators \$150,000 Object Code: 2400</p> <p>Parent Education \$30,000 Object Code: 1100/2100</p> <p>Nursing (Preschool/TK) (2) \$153,000 Object Code: 1210</p> <p>Community Coordinator \$53,535 Object Code: 2410</p>	<p>Parent Coordinators \$150,000 Object Code: 2400</p> <p>Parent Education \$30,000 Object Code: 1100/2100</p> <p>Nursing (Preschool/TK) (2) \$153,000 Object Code: 1210</p> <p>Community Coordinator \$53,535 Object Code: 2410</p>
GOAL 7.1: Increase student attendance rates through positive reinforcements and parent awareness of the importance of attendance.	Student Engagement	<p>Hire a VP for Cordova High - .50 paid from Base and .50 paid from Supplemental</p> <p>Hire a VP for Mills Middle - .50 paid from Base and .50 paid from EL/LI</p> <p>Support for students with poor attendance, including foster youth.</p>	School-Wide		<p>VP CHS .50 \$55,000 Object Code: 1300</p> <p>VP Mills .50 \$55,000 Object Code: 1300</p> <p>MSW Interns \$10,000 Object Code: 2100</p>	<p>Continue to fund .50 of the VP for CHS Object Code: 1300</p> <p>Continue to fund .50 of the VP at Mills Middle Object Code: 1300</p> <p>MSW Interns \$10,000 Object Code: 2100</p>	<p>Continue to fund .50 of the VP for CHS Object Code: 1300</p> <p>Continue to fund .50 of the VP at Mills Middle Object Code: 1300</p> <p>MSW Interns \$10,000 Object Code: 2100</p>
GOAL 7.2: Increase the graduation rate for all students.	Pupil Engagement	Provide additional programs and support to LTELS and high need students. Fund additional CTE and SAT prep courses.	LEA-Wide		Additional CTE at Continuation Schools \$26,000 Object Code:	Additional CTE at Continuation Schools \$26,000 Object Code:	Additional CTE at Continuation Schools \$26,000 Object Code:

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Provide additional interventions and services during the school year as student academic needs are determined.</p> <p>Continue to progress monitor and support high needs students through data analysis. Fund data system jointly with base grant LCFF.</p>	<p>LEA-Wide</p> <p>LEA-Wide</p>		<p>Additional SAT Prep at CHS \$26,000 Object Code:</p> <p>Additional interventions and specialists Object Code: 1000-2000, 5800 \$759,231</p> <p>Data System \$200,000 Object Code: 5800</p>	<p>Additional SAT Prep at CHS \$26,000 Object Code:</p> <p>Additional interventions and specialists Object Code: 1000-2000, 5800 \$759,231</p> <p>Data System \$50,000 Object Code: 5800</p>	<p>Additional SAT Prep at CHS \$26,000 Object Code:</p> <p>Additional interventions and specialists Object Code: 1000-2000, 5800 \$759,231</p> <p>Data System \$50,000 Object Code:5800</p>
GOAL 7.3: Provide extracurricular activities to engage students.	Student Engagement	<p>Fund club/sports fees for LI and foster youth students</p> <p>Fund student scholarships and extracurricular activity fees for LI and foster youth students</p>	<p>LEA-Wide</p> <p>LEA-Wide</p>		<p>Clubs/Sports (F/R eligible) \$25,000 Object Code: 4300</p> <p>Student scholarships for field trips & extracurricular (F/R eligible) \$70,000 Object Code: 4300</p>	<p>Clubs/Sports (F/R eligible) \$25,000 Object Code: 4300</p> <p>Student scholarships for field trips & extracurricular (F/R eligible) \$70,000 Object Code: 4300</p>	<p>Clubs/Sports (F/R eligible) \$25,000 Object Code: 4300</p> <p>Student scholarships for field trips & extracurricular (F/R eligible) \$70,000 Object Code: 4300</p>

Section 3C: Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a district wide, schoolwide, countywide, or charter wide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a district wide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

Folsom Cordova Unified School District's funding for Supplemental Grants based on the number of low income, foster youth, and English learner students is estimated to be \$5,220,192. With these funds, additional services for targeted students will include translation services, classroom bilingual aides and lead teachers with a focus on targeted students, additional intervention services during the summer, social/emotional supports by MFTs and intervention specialists, reading specialists, additional preschool opportunities beyond what the state provides, kindergarten readiness program during the summer, additional academic counseling, double sections of ELA and math during the school year, attendance monitoring, special preparation for SAT testing, scholarships for clubs and sports activities, increased services for assessment and reclassification processes and materials. Additional training to staff in EL strategies will also be provided district-wide as EL students may be enrolled at any school. Additional training to staff in closing the achievement gap will be provided district-wide. With the assistance of school-based coordinators, parents will be provided opportunities to participate in school activities, how to assist their students in school and in learning the English language.

Section 3D: Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

Folsom Cordova Unified School District's Minimal Proportionality Percentage is calculated as 4.32% for the 2014/15 school year. Low-income students, English learners and foster youth will receive services above the base grant services provided to all students. Those services are listed in 3C and fully described in 3B.

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.