

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

Introduction:

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Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?

- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>Fowler Unified School District has engaged stakeholders in the planning and development of the LCAP. The conversations with stakeholder groups were held to encourage reflective, focused dialogue and to contribute to the development of the LCAP. On-line LCAP surveys were made available to elicit broad-based feedback from certificated and classified staff and parent and community members. Stakeholder groups such as certificated, classified and administrative staff, parents, pupils including all subgroups and students with disabilities, local bargaining units, and community members contributed to the plan at the district level and each of the 6 school sites have involved their own parent/stakeholder groups. The LCAP draft plan has been shared with all stakeholders, including posting online. Stakeholder groups were involved in the development process beginning in the fall of 2013 and extending through the Spring of 2014, culminating with the board approval of the LCAP plan in June 2014.</p>	<p>Goals for the LCAP were refined after each engagement activity as each contributing stakeholder group provided valuable feedback that allowed for focused and aligned goals for the needs of all Fowler Unified School District pupils, including all subgroups.</p> <p>Stakeholder engagement resulted in a three (3) year LCAP plan representing the following:</p> <ul style="list-style-type: none"> • Continuous professional development and articulation on a common learning vision in order to provide for all student needs in all content areas for Preschool – 12th grade • Materials and supplies aligned to CCSS for all content areas • Additional intervention and support staff • Additional intervention programs and materials • Targeted resources allocated to student needs and identified student sub-groups • Provide intervention opportunities for all age groups during school year and summer months • Increase opportunities for 21st Century Learning, creative thinking and enrichment classes such as Honors, AP, Vocational and summer school classes • Increase opportunities for extra and co-curricular activities that merges instruction with the real world

Involvement Process	Impact on LCAP
	<ul style="list-style-type: none"> • Build technology infrastructure to allow for increased devices at all grade levels • Provide additional library materials • Maintain attendance and graduation rates • Continue to encourage positive discipline for all sites • Explore additional nursing and mental health services for Preschool –12th grade • Increase opportunities for parent involvement and parent education • Continue to expand data analysis assessment system • Maintain and improve facilities/grounds

Section 2: Goals and Progress Indicators

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

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

school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

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

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Based on an analysis of current state and local assessment data, a continued focus on academic achievement is required in all content areas.	1. All pupils, including all subgroups and students with disabilities, will make continued academic progress with the intent of meeting or exceeding a year's growth in all core subject content areas.	All	All		For all students and all subgroups: 1. Establish baseline data for ELA and Math based on Smarter Balanced Assessment results. 2. Develop local Social Science and Science assessments incorporating literacy and math elements based on ELA and Math CCSS.	For all students and all subgroups: 1. A 1% growth in the number of proficient students. 2. Establish baseline data for Social Science and Science tests.	For all students and all subgroups: 1. A 1% growth in the number of proficient students. 2. A 1% growth in the number of proficient students.	Basic, Implementation of State Standards, Pupil Achievement, Course Access, and Other Pupil Outcomes

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					3. Maintain or increase CAHSEE pass rate by 1% in ELA and Math. 4. Meet or exceed county PE averages. 5. Establish a baseline for API.	3. Maintain or increase CAHSEE pass rate by 1% in ELA and Math. 4. Meet or exceed county PE averages. 5. Meet State identified target growth.	3. Maintain or increase CAHSEE pass rate by 1% in ELA and Math. 4. Meet or exceed county PE averages. 5. Meet State identified target growth.	
Based on current state and local monitoring, continued English Language Development instructional	2. All English Learners will make continued academic progress toward English Language Development	English Learners	All		For all English Learners: 1. Meet or exceed AMAO 1 Target. 2. Meet or exceed AMAO	For all English Learners: 1. Meet or exceed AMAO 1 Target. 2. Meet or exceed AMAO	For all English Learners: 1. Meet or exceed AMAO 1 Target. 2. Meet or exceed AMAO 2	Basic, Implementation of State Standards, Pupil Achievement, Course Access, and Other Pupil Outcomes

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focus is required for all English Language Learners.	proficiency.				2 Target. 3. Meet or exceed state targets for English Learners as established for AMAO 3. 4. Develop a system to implement Individual Learning Plans (ILPs) for English Learners. 5. Establish baseline data and an EL reclassification rate.	2 Target. 3. Meet or exceed state targets for English Learners as established for AMAO 3. 4. Implement ILPs for Long Term English Learners. 5. Maintain or increase EL reclassification rate.	Target. 3. Meet or exceed state targets for English Learners as established for AMAO 3. 4. Implement ILPs for all English Learners. 5. Maintain or increase EL reclassification rate.	

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An established need to continue to provide and enhance opportunities for students to participate in academic, co-curricular and extra-curricular experiences.	3. All pupils and all subgroups, including students with disabilities will engage their individual learning styles and unique interests in the areas of 21st Century Skills, technology skills, extra and co-curricular activities, outdoor education and visual and performing arts, as they pursue higher education or Career	All	All		For all students and all subgroups: 1. Establish a district participation rate for visual and performing arts. 2. Develop a Technology Inventory form for Tech Coach to identify the amount and kind of technology being implemented across content	For all students and all subgroups: 1. Meet or exceed the set district participation rate for visual and performing arts. 2. Establish baseline data and a percentage rate utilizing the data gathered from the Technology Inventory form.	For all students and all subgroups: 1. Meet or exceed the set district participation rate for visual and performing arts. 2. Meet or exceed technology implementation percentage rate.	Basic, Implementation of State Standards, Pupil Achievement, Course Access, and Other Pupil Outcomes

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	Technical Pathways.				areas.			
FUSD believes in an approach to student achievement that fosters student engagement in clean, healthy and safe environments.	4. All pupils, including all subgroups and students with disabilities, will have access to standards-aligned instructional materials, a broad course of study, A-G courses, CTE courses, AP coursework, EAP courses, and the right to safe and well maintained schools.	All	All		For all students and all subgroups: 1. Purchase state approved math common core curriculum for all students and supplemental materials as appropriate.	For all students and all subgroups: 1. Purchase state approved English Language Arts and English Language Development common core curriculum for all students and English Learners, including supplemental materials as appropriate.	For all students and all subgroups: 1. Purchase state approved Next Generation Science Standards curriculum for all students and supplemental materials as appropriate.	Basic, Implementation of State Standards, Pupil Achievement, Course Access, and Other Pupil Outcomes, School climate

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					<p>2. Elementary and Middle schools will implement the Positive Behavior Intervention Support program.</p> <p>3. Maintain or exceed facilities at the rate of "good or better" on the FIT for all sites.</p> <p>4. All students will have access to a broad course of study as measured by</p>	<p>2. Establish baseline discipline data.</p> <p>3. Maintain or exceed facilities at the rate of "good or better" on the FIT for all sites.</p> <p>4. All students will have access to a broad course of study as measured by</p>	<p>2. Decrease discipline data by 1% or more.</p> <p>3. Maintain or exceed facilities at the rate of "good or better" on the FIT for all sites.</p> <p>4. All students will have access to a broad course of study as measured by teacher</p>	

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					teacher schedules. 5. Establish baseline data for A-G course completion rate. 6. Establish baseline data for an AP course completion rate. 7. Establish baseline data for a CTE course completion rate. 8. Establish	teacher schedules. 5. Maintain or increase A-G course completion rate. 6. Maintain or increase AP course completion rate. 7. Maintain or increase CTE course completion rate. 8. Maintain or	schedules. 5. Maintain or increase A-G course completion rate. 6. Maintain or increase AP course completion rate. 7. Maintain or increase CTE course completion rate. 8. Maintain or	

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					baseline data for EAP pass rate.	increase EAP pass rate.	increase EAP pass rate.	
A continued focus on increasing parent engagement participation as measured by involvement in SSC, open houses, parenting classes, and school site parent meetings.	5. All school sites and LEA will provide engagement opportunities for parents and community members.	All	All		For all students and all subgroups: 1. Maintain or increase the participation rate by 1% in school and district functions such as SSC, ELAC, DELAC, PTA's, Open Houses, Back to School nights, parent nights and parent workshops.	For all students and all subgroups: 1. Maintain or increase the participation rate by 1% in school and district functions such as SSC, ELAC, DELAC, PTA's, Open Houses, Back to School nights, parent nights and parent workshops.	For all students and all subgroups: 1. Maintain or increase the participation rate by 1% in school and district functions such as SSC, ELAC, DELAC, PTA's, Open Houses, Back to School nights, parent nights and parent workshops.	Parental Involvement, Pupil engagement, School climate
Analysis of	6. All pupils,	All	All		For all	For all	For all students	Parental

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data in student data system shows a need to maintain attendance and graduation rates.	including all subgroups, including students with disabilities will maintain and/or improve attendance rates, absenteeism rates, dropout rates for middle school and high school, expulsion and suspension rates, and graduation rates.				students and all subgroups: 1. Meet or exceed county averages for attendance and graduation rates. 2. Establish baseline data on chronic absenteeism. 3. Reduce or maintain expulsion rates by 1% 4. Establish baseline data for a middle school	students and all subgroups: 1. Meet or exceed county averages for attendance and graduation rates. 2. Decrease chronic absenteeism by 1%. 3. Reduce or maintain expulsion rates by 1%. 4. Decrease the middle school dropout rate	and all subgroups: 1. Meet or exceed county averages for attendance and graduation rates. 2. Decrease chronic absenteeism by 1%. 3. Reduce or maintain expulsion rates by 1% 4. Decrease the middle school dropout rate by 1%.	Involvement, Pupil Engagement, and School Climate

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					dropout rate. 5. Establish baseline data for a high school dropout rate. 6. Reduce or maintain suspension rates by 1%.	by 1%. 5. Maintain or decrease the high school dropout rate. 6. Reduce or maintain suspension rates by 1%.	5. Maintain or decrease the high school dropout rate. 6. Reduce or maintain suspension rates by 1%.	
An established need for continuous professional development based on the Common Core Standards, adoption	7. Through staff development Fowler USD Highly Qualified Teachers (HQT), Instructional Aides, and Preschool	Certificated and Classified Staff	All		For all students and all subgroups: 1. Sustain 100% HQT compliance. 2. 100% of teachers	For all students and all subgroups: 1. Sustain 100% HQT compliance. 2. 100% of teachers	For all students and all subgroups: 1. Sustain 100% HQT compliance. 2. 100% of teachers	Basic, Implementation of State Standards, Pupil Achievement, Course Access, and Other Pupil Outcomes

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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materials, and the technology requirements for the SBAC.	Teachers will be provided professional development in their content areas, student engagement and instructional strategies, and technology.				receive CCSS related training for their subject areas. 3. 100% of teachers will receive training in student engagement strategies, technology, lesson and unit design, and writing.	receive CCSS related training for their subject areas. 3. 100% of teachers will receive training in student engagement strategies, technology, lesson and unit design, and writing.	receive CCSS related training for their subject areas. 3. 100% of teachers will receive training in student engagement strategies, technology, lesson and unit design, and writing.	

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the

goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

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

Guiding Questions:

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

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

Goal (Include and identify all goals from Section 2)	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: 2014-2015	Year 2: 2015-16	Year 3: 2016-17
1, 2, 4	Basic, Implementation of State Standards, Pupil Achievement, Course Access, Other Pupil Outcomes, Pupil Engagement,	Order state/locally approved CCSS curriculum for core content subjects, ELD, and supplemental and intervention programs and materials to support the CCSS implementation.	LEA-wide		Purchase math curriculum; supplemental curriculum to support core \$287,500 LCFF	Purchase ELA curriculum; supplemental curriculum to support core \$315,000 LCFF	Purchase Next Generation Science Standards curriculum; supplemental curriculum to support core \$287,500 LCFF Purchase Social Science curriculum; supplemental curriculum to support core \$287,500 LCFF
1, 2, 4, 5, 7	Basic, Implementation of State Standards, Pupil Achievement, Course Access, Other Pupil	Hire intervention and support staff to provide intervention and support for students Preschool - 12, staff and parents, that will provide intervention in all content areas, technology, behavior,	LEA-wide		Personnel costs for intervention and support \$753,000 LCFF \$102,000 B 3 Grant \$16,000 AVID	Personnel costs for intervention and support \$790,000 LCFF \$104,000 B 3 Grant \$16,000 AVID	Personnel costs for intervention and support \$816,000 LCFF \$107,000 B 3 Grant \$16,000 AVID

Goal (Include and identify all goals from Section 2)	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: 2014-2015	Year 2: 2015-16	Year 3: 2016-17
	Outcomes, Parent Involvement, Pupil Engagement	mental health and social/emotional.					
1, 2, 3, 4, 7	Basic, Implementation of State Standards, Pupil Achievement, Course Access, Other Pupil Outcomes, Pupil Engagement	Provide professional development for core content teachers and instructional aides in the areas of CCSS, ELD, technology, student engagement, lesson/unit design and writing.	LEA-wide		Provide professional development for CCSS implementation and district instructional expectations \$36,000 LCFF \$ 8,000 Title 1 \$ 40,000 Title 2 \$ 32,000 Common Core	Provide professional development for CCSS implementation and district instructional expectations \$68,000 LCFF \$ 8,000 Title 1 \$ 40,000 Title 2	Provide professional development for CCSS implementation and district instructional expectations \$70,000 LCFF \$ 8,000 Title 1 \$ 40,000 Title 2
1, 2, 3, 4, 7	Basic, Implementation of State Standards, Pupil Achievement, Course Access, Other Pupil Outcomes, Pupil Engagement, and School	Retain/hire HQT for all core and elective courses, special education staff, intervention specialists and instructional aides as positions become available; clerical support for school operations; Administration costs; substitute teachers.	LEA-wide		Personnel costs \$10,485,000 LCFF \$301,000 Title1 \$33,000 B 3 Grant \$1,253,000 SPED	Personnel costs \$10,823,000 LCFF \$301,000 Title1 \$33,000 B 3 Grant \$1,290,000 SPED	Personnel costs \$11,170,000 LCFF \$301,000 Title1 \$33,000 B 3 Grant \$1,329,000 SPED

Goal (Include and identify all goals from Section 2)	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: 2014-2015	Year 2: 2015-16	Year 3: 2016-17
	Climate						
1, 2, 3, 4, 6	Basic, Implementation of State Standards, Pupil Achievement, Course Access, Other Pupil Outcomes , Pupil Engagement, and School Climate	Provide summer school intervention/enrichment classes for grades K-12; related costs.	LEA-wide		Personnel cost \$11,000 LCFF Purchase intervention and supplemental materials \$ 5,000 LCFF	Personnel cost \$11,000 LCFF Purchase intervention and supplemental materials \$ 5,000 LCFF	Personnel cost \$11,000 LCFF Purchase intervention and supplemental materials \$ 5,000 LCFF
1, 2, 3, 4, 6, 7	Basic, Implementation of State Standards, Pupil Achievement, Course Access, Other Pupil Outcomes, Pupil Engagement	Purchase computer/mobile devices and improve technology infrastructure for CCSS technology implementation.	LEA-wide		Purchase computer/mobile devices for school sites and improve infrastructure district-wide to meet demands of CCSS \$181,000 Common Core \$72,000 LCFF	Purchase computer/mobile devices for school sites and improve infrastructure district-wide to meet demands of CCSS \$102,000 LCFF	Purchase computer/mobile devices for school sites and improve infrastructure district-wide to meet demands of CCSS \$118,000 LCFF
1, 2, 3, 4, 6	Basic, Implementation of State	Purchase/contract with intervention programs; data analysis system	LEA-wide		Contract with intervention programs and assessment and	Contract with intervention programs and assessment and	Contract with intervention programs and assessment and

Goal (Include and identify all goals from Section 2)	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: 2014-2015	Year 2: 2015-16	Year 3: 2016-17
	Standards, Pupil Achievement, Course Access, Other Pupil Outcomes, Parent Involvement, Pupil Engagement, and School Climate	and student assessment programs for progress monitoring and data collection.			data analysis companies for progress monitoring and instruction/intervention \$ 35,000 LCFF \$ 35,000 SCALE-UP	data analysis companies for progress monitoring and instruction/intervention \$35,000 LCFF \$ 35,000 SCALE-UP	data analysis companies for progress monitoring and instruction/intervention \$ 35,000 LCFF \$ 35,000 SCALE-UP
1, 2, 3, 4, 5, 6,	Basic, Implementation of State Standards, Pupil Achievement, Course Access, Other Pupil Outcomes, Parent Involvement, Pupil Engagement	Improve and increase library services for all grade levels, including purchasing books, expanding libraries and increasing computer/mobile devices.	LEA-wide		Personnel costs, library system and instructional materials \$192, 000 LCFF	Personnel costs, library system and instructional materials \$212, 000 LCFF	Personnel costs, library system and instructional materials \$233, 000 LCFF
4, 5, 6	Pupil Achievement, Parent	Implement and receive training in behavior support and at-risk	School-wide		Personnel cost for at-risk intervention \$116,000 LCFF	Personnel cost for at-risk intervention \$120,000 LCFF	Personnel cost for at-risk intervention \$ 124,000 LCFF

Goal (Include and identify all goals from Section 2)	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: 2014-2015	Year 2: 2015-16	Year 3: 2016-17
	Involvement, Pupil Engagement, and School Climate	intervention programs.					
4, 5, 6,	Pupil Achievement, Parent Involvement, Pupil Engagement, and School Climate	Maintain and upgrade facilities and school sites; retain maintenance personnel.	LEA-wide		Ongoing facilities maintenance and improvement costs and personnel \$ 3,566,000 LCFF	Ongoing facilities maintenance and improvement costs and personnel \$ 3,673,000 LCFF	Ongoing facilities maintenance and improvement costs and personnel \$ 3,783,000 LCFF
5	Parent Involvement	Provide school/district communications; parent involvement opportunities.	LEA-wide		Parental involvement opportunities \$ 59,000 LCFF \$ 3,500 Title 1	Parental involvement opportunities \$ 59,000 LCFF \$ 3,500 Title 1	Parental involvement opportunities \$ 59,000 LCFF \$ 3,500 Title 1
1, 2, 3, 4, 6	Basic, Implementation of State Standards, Pupil Achievement, Course Access, Other Pupil Outcomes, Pupil Engagement,	Provide transportation to and from school; provide security to improve campus safety.	LEA-wide		Transportation/Security \$ 883,000 LCFF	Transportation/Security \$ 967,000 LCFF	Transportation/Security \$ 974,000 LCFF

Goal (Include and identify all goals from Section 2)	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: 2014-2015	Year 2: 2015-16	Year 3: 2016-17
	and School Climate						

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
1, 2, 3, 4, 5, 6, 7	Basic, Implementation of State Standards, Pupil Achievement, Course Access, Other Pupil Outcomes, Parent Involvement, Pupil Engagement, and School Climate	<p>For low income pupils:</p> <ol style="list-style-type: none"> Hire Intervention and Support staff that will provide intervention in all content areas, behavior, mental health and social/emotional. Purchase supplemental and intervention materials. Contract with curriculum and instruction experts to provide professional development for CCSS implementation and 	School-wide and LEA-wide		<ol style="list-style-type: none"> Personnel costs for intervention and support \$795,636 LCFF S & C \$107,000 B 3 Grant \$49,000 AVID Purchase supplemental and intervention materials \$118,636 LCFF S & C Professional development cost \$ 286,158 LCFF S & C \$ 44,000 Title 1 \$ 59,000 Title 2 \$24,000 Common Core 	<ol style="list-style-type: none"> Personnel costs for intervention and support \$819,800 LCFF S & C \$107,000 B 3 Grant \$49,000 AVID Purchase supplemental and intervention materials \$127,102 LCFF S & C Professional development cost \$ 297,050 LCFF S & C \$ 44,000 Title 1 \$ 59,000 Title 2 	<ol style="list-style-type: none"> Personnel costs for intervention and support \$875,817 LCFF S & C \$107,000 B 3 Grant \$49,000 AVID Purchase supplemental and intervention materials \$125,200 LCFF S & C Professional development cost \$ 377,556 LCFF S & C \$ 44,000 Title 1 \$ 59,000 Title 2

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>technology; substitute teacher costs for release days.</p> <p>4. Summer school intervention/enrichment opportunities will be provided.</p>			<p>4. Personnel and material cost \$ 116,636 LCFF S & C</p>	<p>4. Personnel and material cost \$ 148,100 LCFF S & C</p>	<p>4. Personnel and material cost \$ 290,556 LCFF S & C</p>
1, 2, 3, 4, 5, 6, 7	Basic, Implementation of State Standards, Pupil Achievement, Course Access, Other Pupil Outcomes, Parent Involvement, Pupil Engagement, and School Climate	<p>For English learners:</p> <p>1. Hire an ELD Coach who will provide targeted English Learners with intervention and English Language Development.</p> <p>2. Purchase and implement state/locally approved English Language Development adoptions.</p> <p>3. Provide tool for tracking progress, specifically for creating Individual Learning</p>	School-wide and LEA-wide		<p>1. Personnel costs for intervention and support \$213,640 LCFF S & C \$47,000 Title 3</p> <p>2. Purchase ELD materials \$89,636 LCFF S & C</p> <p>3. Contract with intervention programs and assessment and data analysis</p>	<p>1. Personnel costs for intervention and support \$272,859 LCFF S & C \$47,000 Title 3</p> <p>2. Purchase ELD materials \$151,798 LCFF S & C</p> <p>3. Contract with intervention programs and assessment and data analysis</p>	<p>1. Personnel costs for intervention and support \$396,560 LCFF S & C \$47,000 Title 3</p> <p>2. Purchase ELD materials \$288,556 LCFF S & C</p> <p>3. Contract with intervention programs and assessment and data analysis</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
		Plans. 4. Contract with curriculum and instruction experts to provide professional development for CCSS implementation and technology; substitute teacher costs for release days.			companies for progress monitoring and instruction/intervention \$ 74,336 LCFF S & C 4. Professional development costs \$ 86,636 LCFF S & C \$ 2,000 Title 1 \$ 10,000 Title 2 \$ 21,000 Title 3 \$ 8,000 Common Core	companies for progress monitoring and instruction/intervention \$ 239,598 LCFF S & C 4. Professional development costs \$ 229,898 LCFF S & C \$ 2,000 Title 1 \$ 10,000 Title 2 \$ 21,000 Title 3	companies for progress monitoring and instruction/intervention \$ 248,256 LCFF S & C 4. Professional development costs \$ 268,556 LCFF S & C \$ 2,000 Title 1 \$ 10,000 Title 2 \$ 21,000 Title 3
1, 3, 4, 5, 6	Basic, Implementation of State Standards, Pupil Achievement, Course Access, Other Pupil Outcomes, Parent Involvement, Pupil Engagement,	For foster youth: 1. Hire Intervention and Support staff that will provide intervention in all content areas, behavior, mental health and social/emotional. 2. Provide intervention materials for summer school.	School-wide and LEA-wide		1. Personnel costs for intervention and support \$2,000 LCFF S & C 2. Purchase materials \$2, 000 LCFF S & C	1. Personnel costs for intervention and support \$3,000 LCFF S & C 2. Purchase materials \$3, 000 LCFF S & C	1. Personnel costs for intervention and support \$4,000 LCFF S & C 2. Purchase materials \$4, 000 LCFF S & C

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
	and School Climate						
1, 2, 3, 4, 5, 6	Basic, Implementation of State Standards, Pupil Achievement, Course Access, Other Pupil Outcomes, Parent Involvement, Pupil Engagement, and School Climate	For redesignated fluent English proficient pupils: 1. Hire an ELD Coach who will provide targeted English Learners with intervention and English Language Development. 2. Intervention and supplemental materials. 3. Provide tool for tracking progress, specifically for creating Individual Learning Plans.	School-wide and LEA-wide		1. Personnel costs for intervention and support \$73,636 LCFF S & C 2. Purchase supplemental and intervention materials; \$ 71,636 LCFF S & C \$ 2,000 Title 1 3. Contract with intervention programs and assessment and data analysis companies for progress monitoring and instruction/intervention \$ 1,300 LCFF S & C	1. Personnel costs for intervention and support \$238,898 LCFF S & C 2. Purchase supplemental and intervention materials; \$ 206,898 LCFF S & C \$ 2,000 Title 1 3. Contract with intervention programs and assessment and data analysis companies for progress monitoring and instruction/intervention \$ 1,400 LCFF S & C	1. Personnel costs for intervention and support \$247,556 LCFF S & C 2. Purchase supplemental and intervention materials; \$ 245,556 LCFF S & C \$ 2,000 Title 1 3. Contract with intervention programs and assessment and data analysis companies for progress monitoring and instruction/intervention \$ 1,500 LCFF S & C

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
		4. Contract with curriculum and instruction experts to provide professional development for CCSS implementation and technology; substitute teacher costs for release days.			4. Professional development costs \$ 70,636 LCFF S & C	4. Professional development costs \$ 235,898 LCFF S & C	4. Professional development costs \$ 244,556 LCFF S & C

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

Fowler Unified School District will receive \$1,819,522 million in Supplemental Local Control Funding Formula Funds beginning in 2014-15. This amount will increase to approximately \$2,975,299 million in 2015-16 and \$3,618,225 million in 2016-17. These funds are calculated based on the number of English learners, students identified as low income, and foster youth totaling 78.6%. LCFF funds will be targeted to increase and improve services. FUSD will offer a variety of programs and supports specifically for English learners, low income students and foster youth. These include: instructional materials and supplies, intervention and support staff, and intervention programs and materials. The district also offers services and programs that are aligned with our LCAP goals that serve all students such as: implementation of Common Core State Standards, technology and infrastructure, parental involvement, and professional development, behavior intervention programs, and 21st Century Learning. School-wide implementation of these practices will not only have an impact on the learning environment and the climate of the school as a whole but will also have a positive impact on the targeted subgroups. The district recognizes that while these funds are generated in order to serve the targeted subgroups, given our unduplicated count of 78.6%, students outside the focus subgroups will also benefit from these funds. The expenditures are aligned with the goals of the FUSD Local Control and Accountability Plan and address the needs of our district's English learners, low income students and foster youth. Utilizing the increase in funds to provide support to the sites is necessary to ensure implementation of the goals and actions set forth in the FUSD LCAP. Providing increase in funds to sites meets with the intent of LCFF legislation in allowing as much flexibility and local control as possible. Further, it allows sites to continue to enhance work already in progress in support of existing SPSA and LCAP goals.

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

15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

Fowler Unified School District's Minimum Proportionality Percentage (MPP) for unduplicated students in budget year 2014-15 is 11.34%. This proportionality percentage will be met in the budget year by increasing and/or improving existing services by expending more than the required amount of supplemental and concentration funds along with other funding sources, as listed in Section 3B. Programs and services that are district-wide are offered at all sites as each has an unduplicated count of over 55%, which is the state required minimum. Additionally, the 2014-15 focus is to provide for increased and/or improved services for English Learners, Low Income students, and Foster Youth with additional intervention and support staff, professional development, instructional materials and supplies, increased technology, and services as indicated in LCAP goals.

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.