

Introduction:

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Board Approval Date: 06/24/2015

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. The LCAP and Annual Update Template must be completed by all LEAs each year.

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

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

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

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may

be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

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

	<ul style="list-style-type: none"> • 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 • 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
<p>Annual Update: The planning and development of the draft 2015 – 2016 LCAP continued to include the engagement of stakeholder groups such as certificated, classified and administrative staff, parents, pupils including all subgroups and students with disabilities, local bargaining units, and community members. Presentations were held with certificated and classified staff, parents, community members and students to provide an overview of LCFF and the LCAP process, review the draft 2015 -2016 LCAP, and to complete an on-</p>	<p>Annual Update: The goals and actions/services for the Fowler Unified School District draft 2015-2016 LCAP were further refined to meet students’ needs based on metric results and identified areas of focus. In addition, the 2017-2018 goals and actions/services were developed in accordance with the LCAP requirements.</p>

line an LCFF/LCAP survey. In addition, the 2015 -2016 LCAP draft plan and the on-line survey has been shared with all stakeholders on the Fowler Unified School District web page.

Engagement opportunities such as the District-wide Community Meeting and the on-line surveys provided valuable comments and feedback that allowed for focused and aligned goals and actions/services for the needs of all Fowler Unified School District pupils, including all subgroups. Positive feedback from public comments and survey results were indicated throughout the development of the draft 2015-2016 LCAP. Stakeholders indicated the need to continue to focus on the goals and actions/services listed below per category:

CONDITIONS OF LEARNING

- 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
- Honors, AP, Vocational and summer school classes
- Increase opportunities for extra and co-curricular activities that merges instruction with the real world

PUPIL OUTCOMES

- 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
- Maintain attendance and graduation rates
- Continue to encourage positive discipline for

	<p style="text-align: center;">all sites</p> <p><u>ENGAGEMENT</u></p> <ul style="list-style-type: none"> • Increase opportunities for 21st Century Learning, creative thinking and enrichment classes such as • Increase opportunities for parent involvement and parent education • Build technology infrastructure to allow for increased devices at all grade levels • Provide additional library materials • Continue to expand data analysis assessment system • Explore additional nursing and mental health services for Preschool –12th grade • Maintain and improve facilities/grounds
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

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

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

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

implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

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

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

Goal: Describe the goal:

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

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

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

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

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

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of

specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

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

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

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

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

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

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

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL 1:	Increase Academic Achievement of All Students	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 <input checked="" type="checkbox"/> 5 ___ 6 ___ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 ___ 10 ___ Local : Specify _____
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Identified Need :	Based on an analysis of current state and local assessment data, a continued focus on academic achievement is required in all content areas.		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. A 1% growth in the number of proficient students. 2. Establish baseline data for Social Science and Science tests. 3. Maintain or increase CAHSEE pass rate by 1% in ELA and Math. 4. Maintain or increase District PE averages in all six (6) Physical Fitness Areas. 5. Meet State identified target growth. 6. All students will have access state standards materials. 7. All students will have access to a broad course of study as measured by teacher schedules. 8. Maintain or increase A-G course completion rate. 9. Maintain or increase AP course completion rate. 10. Maintain or increase CTE course completion rate. 11. Maintain or increase EAP pas rate. 12. API is currently suspended. 		
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Order state/locally approved CCSS curriculum for core content subjects, ELD, and supplemental and intervention programs and materials to support the CCSS implementation.	All Schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Funding Sources: Base: \$315,000
2. Retain/ hire intervention and support staff to	Districtwide	<input checked="" type="checkbox"/> ALL	Funding

<p>provide intervention and support for students Preschool - 12, staff and parents, which will provide intervention in all content areas, technology, behavior and social/emotional.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Sources: S & C: \$ 677,000</p>
<p>3. 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 and related costs per salary increases. Secondary level class size reduction staff, ELD support teachers, intervention specialists and instructional aides, substitutes provided for professional development will be provided out of supplemental concentration funds.</p>	<p>Districtwide Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Funding Sources: Base: \$ 14,933,418 S & C: \$ 1,400,000</p>
<p>4. Provide summer school intervention, enrichment, and original credit classes for grades K-12 and related costs, including materials and supplies.</p>	<p>Districtwide Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Funding Sources: Base: \$ 4,800 S & C: \$ 149,275</p>
<p>5. Purchase/contract with intervention programs; data analysis system and student assessment programs for progress monitoring and data collection.</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Funding Sources: Base: \$ 68,000</p>
<p>6. Improve and increase library services for all</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL</p>	<p>Funding</p>

<p>grade levels, including purchasing books, expanding libraries and increasing computer/mobile devices.</p>	<p>Schoolwide</p>	<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Sources: Base: \$ 204,080 S & C: \$ 140,300</p>
<p>7. Purchase supplemental and intervention materials, including technology based instructional programs and related costs.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Funding Sources: S & C: \$ 212,585</p>

LCAP Year 2: 2016-2017

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. A 1% growth in the number of proficient students. 2. A 1% growth in the number of proficient students. 3. Maintain or increase CAHSEE pass rate by 1% in ELA and Math. 4. Maintain or increase District PE averages in all six (6) Physical Fitness Areas. 5. Meet State identified target growth. 6. All students will have access state standards materials. 7. All students will have access to a broad course of study as measured by teacher schedules. 8. Maintain or increase A-G course completion rate. 9. Maintain or increase AP course completion rate. 10. Maintain or increase CTE course completion rate. 11. Maintain or increase EAP pas rate. 12. API is currently suspended.
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<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>1. Order state/locally approved CCSS curriculum for core content subjects, ELD, and supplemental and intervention programs and materials to support the CCSS implementation.</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Funding Sources: Base: \$324,343</p>

<p>2. Retain/ hire intervention and support staff to provide intervention and support for students Preschool - 12, staff and parents, which will provide intervention in all content areas, technology, behavior and social/emotional.</p>	<p>Districtwide</p>	<p><u> X </u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>Funding Sources: Base: \$ 776,561</p>
<p>1. 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 and related costs per salary increases. Secondary level class size reduction staff, ELD support teachers, intervention specialists and instructional aides, substitutes provided for professional development will be provided out of supplemental concentration funds.</p>	<p>Districtwide Schoolwide</p>	<p><u> X </u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>Funding Sources: Base: \$ 15,376,370 S & C: \$ 1,605,888</p>
<p>3. Provide summer school intervention, enrichment, and original credit classes for grades K-12 and related costs, including materials and supplies.</p>	<p>Districtwide Schoolwide</p>	<p><u> X </u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>Funding Sources: Base: \$ 4,942 S & C: \$ 171,228</p>
<p>4. Purchase/contract with intervention programs; data analysis system and student assessment programs for progress monitoring and data collection.</p>	<p>All Schools</p>	<p><u> X </u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>Funding Sources: Base: \$ 70,017</p>

5. Improve and increase library services for all grade levels, including purchasing books, expanding libraries and increasing computer/mobile devices.	Districtwide Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Funding Sources: Base: \$ 210,133 S & C: \$ 160,933
6. Purchase supplemental and intervention materials, including technology based instructional programs and related costs..	Districtwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Funding Sources: S & C: \$ 243,848

LCAP Year 3: 2017 - 2018

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. A 1% growth in the number of proficient students. 2. A 1% growth in the number of proficient students. 3. Maintain or increase CAHSEE pass rate by 1% in ELA and Math. 4. Maintain or increase District PE averages in all six (6) Physical Fitness Areas. 5. Meet State identified target growth. 6. All students will have access state standards materials. 7. All students will have access to a broad course of study as measured by teacher schedules. 8. Maintain or increase A-G course completion rate. 9. Maintain or increase AP course completion rate. 10. Maintain or increase CTE course completion rate. 11. Maintain or increase EAP pas rate. 12. API is currently suspended.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Order state/locally approved CCSS curriculum	All Schools	<input checked="" type="checkbox"/> ALL	Funding

for core content subjects, ELD, and supplemental and intervention programs and materials to support the CCSS implementation.		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Sources: Base: \$332,016
2. Retain/ hire intervention and support staff to provide intervention and support for students Preschool - 12, staff and parents, which will provide intervention in all content areas, technology, behavior and social/emotional.	Districtwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Funding Sources: Base: \$ 856,647
1. 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 and related costs per salary increases. Secondary level class size reduction staff, ELD support teachers, intervention specialists and instructional aides, substitutes provided for professional development will be provided out of supplemental concentration funds.	Districtwide Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Funding Sources: Base: \$ 15,740,138 S & C: \$ 1,771,503
3. Provide summer school intervention, enrichment, and original credit classes for grade K-12 and related costs, including materials and supplies.	Districtwide Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Funding Sources: Base: \$ 5,059 S & C: \$ 188,886
4. Purchase/contract with intervention programs;	All Schools	<input checked="" type="checkbox"/> ALL	Funding

data analysis system and student assessment programs for progress monitoring and data collection.		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Sources: Base: \$ 71,673
5. Improve and increase library services for all grade levels, including purchasing books, expanding libraries and increasing computer/mobile devices.	Districtwide Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Funding Sources: Base: \$ 215,104 S & C: \$ 177,530
6. Purchase supplemental and intervention materials, including technology based instructional programs and related costs.	Districtwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Funding Sources: S & C: \$ 268,996

GOAL 2:	Increase Academic Achievement for English Learners	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
Identified Need:	Based on current state and local monitoring, continued English Language Development instructional focus is required for all English Language Learners.	

Goal Applies to:	Schools: All	Applicable Pupil Subgroups: English Language Learners (ELs)	
LCAP Year 1: 2015 -2016			
Expected Annual Measurable Outcomes:	1. Meet or exceed AMAO 1 Target. 2. Meet or exceed AMAO 2 Target. 3. Meet or exceed state targets for English Learners as established for AMAO 3. 4. Meet or exceed Reclassification rate of English Learners (ELs) to Reclassified Fluent English Proficient. (RFEP)		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Hire Secondary ELD Intervention Specialist who will provide targeted English Language Development (ELD), specifically Long Term English Learners (LTELs) and Newcomers with intervention and English Language Development (ELD).	Schoolwide	<input type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Funding Sources: S & C: \$ 95,600
2. Provide tool for tracking progress, specifically for creating Individual Learning Plans for English Learners.	Districtwide	<input type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Funding Sources: S & C: \$ 4,000
3. Contract with EL curriculum and instruction experts to provide professional development for English Language Development (ELD) implementation; substitute teacher costs for release days.	Districtwide	<input type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Funding Sources: S & C: \$ 16,000
4. English Language Development (ELD) intervention and supplemental materials and Reading/Literacy/Technology instructional	Districtwide	<input type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	Funding Sources: S & C:

programs to increase reading level so as to meet grade level proficiency requirements and related costs.	<input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$ 12,500
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LCAP Year 2: 2016 -2017

Expected Annual Measurable Outcomes:	1. Meet or exceed AMAO 1 Target. 2. Meet or exceed AMAO 2 Target. 3. Meet or exceed state targets for English Learners as established for AMAO 3. 4. Meet or exceed Reclassification rate of English Learners (ELs) to Reclassified Fluent English Proficient. (RFEP)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Retain/ hire Secondary ELD Intervention Specialist who will provide targeted English Language Learners (ELs), specifically Long Term English Learners (LTELs) and Newcommers with intervention and English Language Development (ELD).	Schoolwide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Funding Sources: S & C: \$ 109,659
2. Provide tool for tracking progress, specifically for creating Individual Learning Plans for English Learners.	Districtwide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Funding Sources: S & C: \$ 4,588
3. Contract with EL curriculum and instruction experts to provide professional development for English Language Development (ELD) implementation; substitute teacher costs for release days.	Districtwide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Funding Sources: S & C: \$ 18,353
4. English Language Development (ELD)	Districtwide	<input type="checkbox"/> ALL	Funding

intervention and supplemental materials and Reading/Literacy/Technology instructional programs to increase reading level so as to meet grade level proficiency requirements and related costs	OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Sources: S & C: \$ 14,338
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LCAP Year 3: 2017 - 2018

Expected Annual Measurable Outcomes:	1. Meet or exceed AMAO 1 Target. 2. Meet or exceed AMAO 2 Target. 3. Meet or exceed state targets for English Learners as established for AMAO 3. 4. Meet or exceed Reclassification rate of English Learners (ELs) to Reclassified Fluent English Proficient. (RFEP)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Retain/ hire Secondary ELD Intervention Specialist who will provide targeted English Language Learners (ELs), specifically Long Term English Learners (LTELs) and Newcommers with intervention and English Language Development (ELD).	Schoolwide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Funding Sources: S & C: \$ 120,968
2. Provide tool for tracking progress, specifically for creating Individual Learning Plans for English Learners.	Districtwide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Funding Sources: S & C: \$ 5,061
3. Contract with EL curriculum and instruction experts to provide professional development for English Language Development (ELD) implementation; substitute teacher costs for release days.	Districtwide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Funding Sources: S & C: \$ 20,246

<p>4. English Language Development (ELD) intervention and supplemental materials and Reading/Literacy/Technology instructional programs to increase reading level so as to meet grade level proficiency requirements and related costs</p>	<p>Districtwide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Funding Sources: S & C: \$ 15,817</p>
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<p>GOAL 3:</p>	<p>Increase 21st Century Learning</p>		<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 <input checked="" type="checkbox"/> 5 ___ 6 ___ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 ___ 10 ___ Local : Specify _____</p>
<p>Identified Need :</p>	<p>An established need to continue to provide and enhance opportunities for students to participate in academic, co-curricular and extra-curricular experiences.</p>		
<p>Goal Applies to:</p>	<p>Schools: All</p>	<p>Applicable Pupil Subgroups: All</p>	
<p>LCAP Year 1: 2015-2016</p>			
<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Meet or exceed the set district participation rate for visual and performing arts. 2. Establish District standards for student technology integration. 3. Establish district participation rate for Career Technical Education/ ROP classes. 4. Create/ develop new courses in the STEM Pathway. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>1. Purchase computer/mobile devices and improve technology infrastructure for CCSS technology implementation and related costs.</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Funding Sources: Base: \$ 385,000</p>

2. Retain/Hire personnel to maintain technology devices and infrastructure and related costs.	Districtwide Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Funding Sources: Base: \$ 157,500 S & C: \$ 20,000
3. Retain/hire personnel for coursework in the areas of Career Technical Education/ ROP classes, extra and co-curricular/ visual performing arts, and Science, Technology Engineering and Mathematics (STEM) classes, and related costs, including materials and supplies.	Districtwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Funding Sources: S & C: \$ 100,800

LCAP Year 2: 2016 - 2017

Expected Annual Measurable Outcomes:	1. Meet or exceed the set district participation rate for visual and performing arts. 2. Establish baseline data for District Student Technology Integration. 3. Meet or exceed district participation rate for Career Technical Education/ ROP classes. 4. Create/ develop new courses in the STEM Pathway.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Purchase computer/mobile devices and improve technology infrastructure for CCSS technology implementation and related costs.	All Schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Funding Sources: Base: \$ 396,419
2. Retain/Hire personnel to maintain technology devices and infrastructure and related costs.	Districtwide Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Funding Sources: Base: \$ 162,171 S & C: \$ 22,941

<p>3. Retain/hire personnel for coursework in the areas of Career Technical Education/ ROP classes, extra and co-curricular/ visual performing arts, and Science, Technology Engineering and Mathematics (STEM) classes, and related costs, including materials and supplies.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Funding Sources: S & C: \$ 115,624</p>
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LCAP Year 3: 2017 - 2018

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Meet or exceed the set district participation rate for visual and performing arts. 2. Meet or exceed District Student Technology Integration rate per standard as set in baseline year. 3. Meet or exceed for district participation rate for Career Technical Education/ ROP classes. 4. Create/ develop new courses in the STEM Pathway. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>1. Purchase computer/mobile devices and improve technology infrastructure for CCSS technology implementation and related costs.</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Funding Sources: Base: \$ 405,797</p>
<p>2. Retain/Hire personnel to maintain technology devices and infrastructure and related costs.</p>	<p>Districtwide Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Funding Sources: Base: \$ 166,008 S & C: \$ 25,307</p>
<p>3. Retain/hire personnel for coursework in the areas of Career Technical Education/ ROP classes, extra and co-curricular/ visual performing arts, and Science, Technology Engineering and Mathematics (STEM) classes, and related costs, including materials and supplies.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Funding Sources: S & C: \$ 127,548</p>

Foster Youth Redesignated fluent English proficient
 Other
 Subgroups:(Specify) _____

LCAP Year 3: 2017 - 2018

Expected Annual Measurable Outcomes: 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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide school/district communications; parent involvement opportunities.	Districtwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Funding Sources: S & C: \$ 54,663

GOAL 5:	Provide a Positive School Environment	Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Analysis of data in student data system shows a need to maintain attendance and graduation rates.		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	

LCAP Year 1: 2015 - 2016

Expected Annual Measurable Outcomes:
 1. Meet or exceed county averages for graduation rates.
 2. Meet or exceed 85% attendance.
 3. Meet or exceed district chronic absenteeism rate.
 4. Reduce or maintain expulsion rates by 0.1%.

- 5. Decrease the middle school dropout rate by 0.1%.
- 6. Maintain or decrease the high school dropout rate.
- 7. Reduce or maintain suspension rates by 0.1%.
- 8. Maintain or exceed facilities at the rate of “good or better” on the FIT for all sites.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide training in behavior support and at-risk intervention programs at all sites.	Districtwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Funding Sources: S & C: \$ 167,000
2. District routine restricted maintenance contribution, upgrade facilities and school sites to enhance educational experience; retain/hire maintenance personnel.	Districtwide Schoolwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Funding Sources: Base: \$ 1,130,000 S & C: \$104,585
3. Provide student transportation to and from school during school year and summer school; provide security to improve campus safety.	All Schools	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Funding Sources: Base: \$ 916,000
4. Contract with outside agencies to provide health services for students.	All Schools	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Funding Sources: S & C: \$ 25,000

Other
Subgroups:(Specify) _____

LCAP Year 2: 2016 - 2017

Expected Annual Measurable Outcomes:

1. Meet or exceed county averages for graduation rates.
2. Meet or exceed 85% attendance.
3. Meet or exceed district chronic absenteeism rate.
4. Reduce or maintain expulsion rates by 0.1%.
5. Decrease the middle school dropout rate by 0.1%.
6. Maintain or decrease the high school dropout rate.
7. Reduce or maintain suspension rates by 0.1%.
8. Maintain or exceed facilities at the rate of "good or better" on the FIT for all sites.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide training in behavior support and at-risk intervention programs at all sites.	Districtwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Funding Sources: S & C: \$ 191,559
2. District routine restricted maintenance contribution, upgrade facilities and school sites to enhance educational experience; retain/hire maintenance personnel.	All Schools	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Funding Sources: Base: \$ 1,163,516
3. Provide student transportation to and from school during school year and summer school; provide security to improve campus safety.	All Schools	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Funding Sources: Base: \$ 943,169

4. Contract with outside agencies to provide health services for students.	All Schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Funding Sources: S & C: \$ 28,677
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LCAP Year 3: 2017 - 2018

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Meet or exceed county averages for graduation rates. 2. Meet or exceed 85% attendance. 3. Meet or exceed district chronic absenteeism rate. 4. Reduce or maintain expulsion rates by 0.1%. 5. Decrease the middle school dropout rate by 0.1%. 6. Maintain or decrease the high school dropout rate. 7. Reduce or maintain suspension rates by 0.1%. 8. Maintain or exceed facilities at the rate of "good or better" on the FIT for all sites.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide training in behavior support and at-risk intervention programs at all sites.	Districtwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	Funding Sources: S & C: \$ 211,315
2. District routine restricted maintenance contribution, upgrade facilities and school sites to enhance educational experience; retain/hire maintenance personnel.	All Schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Funding Sources: Base: \$ 1,191,042

3. Provide student transportation to and from school during school year and summer school; provide security to improve campus safety.	All Schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Funding Sources: Base: \$ 965,482
4. Contract with outside agencies to provide health services for students.	All Schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Funding Sources: S & C: \$ 31,634

GOAL 6:	Provide Strategic Professional Development Opportunities		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
Identified Need :	An established need for continuous professional development based on the Common Core Standards, adoption materials, and the technology requirements for the SBAC.		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2015 - 2016			
Expected Annual Measurable Outcomes:	1. Sustain 100% HQT compliance. 2. 100% of teachers receive CCSS related training in their subject areas to implement new state standards. 3. 100% of teachers will receive training in student engagement strategies, technology, lesson and unit design, and writing.		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Contract with curriculum and instruction experts to provide professional development for core content teachers and instructional aides in the areas of CCSS, ELD, technology, student engagement, lesson/unit design and writing; substitute teacher costs for release days and related costs.	Districtwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Funding Sources: S & C: \$ 352,570
2. Contract with New Teacher Induction Program for Year 1 and Year 2 new hires needing to complete credential process as per HQT requirements.	Districtwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Funding Sources: S & C: \$ 15,000

LCAP Year 2: 2016 - 2017

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Sustain 100% HQT compliance. 2. 100% of teachers receive CCSS related training in their subject areas to implement new state standards. 3. 100% of teachers will receive training in student engagement strategies, technology, lesson and unit design, and writing.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Contract with curriculum and instruction experts to provide professional development for core content teachers and instructional aides in the areas of CCSS, ELD, technology, student engagement, lesson/unit design and writing; substitute teacher costs for release days and related costs.	Districtwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Funding Sources: S & C: \$ 404,420
2. Contract with New Teacher Induction Program	Districtwide	<input checked="" type="checkbox"/> ALL	Funding

for Year 1 and Year 2 new hires needing to complete credential process as per HQT requirements.	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Sources: S & C: \$ 17,206
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LCAP Year 3: 2017 - 2018

Expected Annual Measurable Outcomes:	1. Sustain 100% HQT compliance. 2. 100% of teachers receive CCSS related training in their subject areas to implement new state standards. 3. 100% of teachers will receive training in student engagement strategies, technology, lesson and unit design, and writing.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Contract with curriculum and instruction experts to provide professional development for core content teachers and instructional aides in the areas of CCSS, ELD, technology, student engagement, lesson/unit design and writing; substitute teacher costs for release days and related costs.	Districtwide	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	Funding Sources: S & C: \$ 446,127
2. Contract with New Teacher Induction Program for Year 1 and Year 2 new hires needing to complete credential process as per HQT requirements.	Districtwide	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	Funding Sources: S & C: \$ 18,980

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

Annual Update

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

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

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

Original GOAL 1 from prior year LCAP:	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.	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 ___ 4 <u>X</u> 5 ___ 6 ___ 7 <u>X</u> 8 <u>X</u> COE only: 9 ___ 10 ___ Local : Specify
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 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. 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. 	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Due to lack of SBAC results, ELA and Math Benchmark results follow: ELA - DISTRICTWIDE <ul style="list-style-type: none"> • See page 58 for ELA DISTRICT data. MATH - DISTRICTWIDE <ul style="list-style-type: none"> • See page 59 for MATH DISTRICT data. 2. Social Science and Science assessments have been developed within Illuminate. 3. CAHSEE ELA pass overall rate increased from 83% to 85%. CAHSEE MATH pass overall rate decreased from 92% to 86%. <ul style="list-style-type: none"> • See pages 60-61 for CAHSEE data. 4. Pending PE results for 2014/2015 school year. <ul style="list-style-type: none"> • See pages 62 for PE data.
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		5. API has been eliminated per CDE. • See pages 58-59 for API data.	
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Order state/locally approved CCSS curriculum for core content subjects, ELD, and supplemental and intervention programs and materials to support the CCSS implementation.	Funding Sources: \$287,500 LCFF	The adoption, board approved, purchase and implementation of the State approved Houghton Mifflin Harcourt Go Math program was completed in the 2014-2015 school year for grades K – 6.	Funding Sources: Base: \$ 8,000 CDE did not approve an ELA/ELD textbook.
Scope of service: LEA		Scope of service: LEA	
<u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		<u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
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, mental health and social/emotional.	Funding Sources: \$753,000 LCFF \$102,000 B 3 Grant \$16,000 AVID \$2,000 LCFF S & C	Intervention and support staff hired.	Funding Sources: S & C: \$ 631,775 S&C was used because it is allowed & charged some support staff to other funding

			sources.
Scope of service: LEA		Scope of service: LEA	
<u>X</u> ALL		<u>X</u> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
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.	Funding Sources: \$10,485,000 LCFF \$301,000 Title1 \$33,000 B 3 Grant \$1,253,000 SPED	All hires met HQT requirements:	Funding Sources: Base: \$ 14,314,350 Clerical error in original submitted LCAP.
Scope of service: LEA		Scope of service: LEA	
<u>X</u> ALL		<u>X</u> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide summer school intervention/enrichment classes for grades K-12; related costs.	Funding Sources: Base: \$11,000 LCFF \$ 5,000 LCFF \$ 116,636 LCFF S	Summer school includes intervention, enrichment, and grade replacement courses.	Funding Sources: Base: \$ 4,389 S & C: \$ 128,850

	& C		The \$11,000 were charged to S&C because it met the requirements.
Scope of service: LEA		Scope of service: LEA	
<u> X </u> ALL		<u> X </u> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Purchase/contract with intervention programs; data analysis system and student assessment programs for progress monitoring and data collection.	Funding Sources: \$ 35,000 LCFF \$ 35,000 SCALE-UP	Intervention programs, data systems and assessment programs purchased.	Funding Sources: Base: \$ 63,360 Purchased more data systems than originally thought to get better information on student data.
Scope of service: LEA		Scope of service: LEA	
<u> X </u> ALL		<u> X </u> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

<p>Improve and increase library services for all grade levels, including purchasing books, expanding libraries and increasing computer/mobile devices.</p>	<p>Funding Sources: Base: \$ 192,000</p>	<p>Chrome books and other technology devices, along with various books and book sets purchased for each school site and library within Fowler Unified School District.</p>	<p>Funding Sources: Base: \$ 350,460 S & C: \$245,864 Purchased additional Chrome books.</p>
<p>Scope of service: LEA</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service: LEA</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Purchase supplemental and intervention materials.</p>	<p>Funding Sources: S & C: \$ 118,636</p>	<p>Supplemental and intervention materials purchased based on student identified needs in ELA, Math and ELD.</p>	<p>Funding Sources: S & C: \$ 469,000 Purchased more supplemental material that originally estimated.</p>
<p>Scope of service: LEA</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>		<p>Scope of service: LEA</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	

<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other <input type="checkbox"/> Subgroups:(Specify)_____		
Provide intervention materials for summer school.		Funding Sources: S & C: \$ 2,000	Materials purchased for summer school include items for intervention, enrichment and on-line programs cost for grade replacement.		Funding Sources: S & C: \$ 3,500
Scope of service:	LEA		Scope of service:	LEA	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other <input type="checkbox"/> Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Upon review of the goal, the impact of our 2014-15 LCAP appears promising. Data points for our metrics reflect positive results, while others are pending. Changes include eliminating actions and services due to changes in CDE requirements or adding language to actions and services for clarity and specificity. In addition, metrics were either added and/ or language was adjusted. Furthermore, after reviewing the actions and metrics, additional actions/ services will be added to the 2015-2016 LCAP in order to meet Goal 1. Estimated Actual Annual Expenditures versus Budget Expenditures were either expended as planned and/ or had an increase or decrease. Detailed information has been provided in the Estimated Actual Annual Expenditures box when a significant change to the expenditure occurred. In order to provide all stakeholders with a goal that is easier to understand, this goal will now be known as: Increase Academic Achievement of All Students.			

Original GOAL 2 from prior year LCAP:	All English Learners will make continued academic progress toward English Language Development proficiency.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3__ 4 <input checked="" type="checkbox"/> 5__ 6__ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify
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Goal Applies to:		Schools: All	Applicable Pupil Subgroups: English Language Learners (ELs)																																																	
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Meet or exceed AMAO 1 Target. 2. Meet or exceed AMAO 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. 	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. AMAO 1 target results: <table border="1"> <thead> <tr> <th>AMAO 1</th> <th>Target</th> <th>Percentage Met</th> <th>Met Target</th> </tr> </thead> <tbody> <tr> <td>2012/2013</td> <td>57.5%</td> <td>65.4%</td> <td>Yes</td> </tr> <tr> <td>2013/2014</td> <td>59.0%</td> <td>61.7%</td> <td>Yes</td> </tr> <tr> <td>2014/2015</td> <td></td> <td>Pending</td> <td></td> </tr> </tbody> </table> 2. AMAO 2 target results: <table border="1"> <thead> <tr> <th>AMAO 2</th> <th>Target</th> <th>Percentage Met</th> <th>Met Target</th> </tr> </thead> <tbody> <tr> <td>2012/2013</td> <td>47.0%</td> <td>51.8%</td> <td>Yes</td> </tr> <tr> <td>2013/2014</td> <td>49.0%</td> <td>44.4%</td> <td>No</td> </tr> <tr> <td>2014/2015</td> <td></td> <td>Pending</td> <td></td> </tr> </tbody> </table> 3. AMAO 3 target suspended due to lack of CST results per CDE. <table border="1"> <thead> <tr> <th>AMAO 3</th> <th>ELA</th> <th>Math</th> <th>Met Target</th> </tr> </thead> <tbody> <tr> <td>2012/2013</td> <td>No</td> <td>No</td> <td>No</td> </tr> <tr> <td>2013/2014</td> <td>No</td> <td>No</td> <td>No</td> </tr> <tr> <td>2014/2015</td> <td></td> <td>Suspended</td> <td></td> </tr> </tbody> </table> 4. Individual Learning Plan (ILP) system developed with the use of the Ellevation program. ILP's created for Long Term English Learners by Academic Coaches at each site with assistance from ELD Coach. 		AMAO 1	Target	Percentage Met	Met Target	2012/2013	57.5%	65.4%	Yes	2013/2014	59.0%	61.7%	Yes	2014/2015		Pending		AMAO 2	Target	Percentage Met	Met Target	2012/2013	47.0%	51.8%	Yes	2013/2014	49.0%	44.4%	No	2014/2015		Pending		AMAO 3	ELA	Math	Met Target	2012/2013	No	No	No	2013/2014	No	No	No	2014/2015		Suspended	
	AMAO 1		Target	Percentage Met	Met Target																																															
2012/2013	57.5%	65.4%	Yes																																																	
2013/2014	59.0%	61.7%	Yes																																																	
2014/2015		Pending																																																		
AMAO 2	Target	Percentage Met	Met Target																																																	
2012/2013	47.0%	51.8%	Yes																																																	
2013/2014	49.0%	44.4%	No																																																	
2014/2015		Pending																																																		
AMAO 3	ELA	Math	Met Target																																																	
2012/2013	No	No	No																																																	
2013/2014	No	No	No																																																	
2014/2015		Suspended																																																		

5. Baseline Reclassification rate was 7%.

LCAP Year: 2014 - 2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Hire an ELD Coach who will provide targeted English Learners with intervention and English Language Development.	Funding Sources: \$213,640 LCFF S & C \$47,000 Title 3 \$73,636 LCFF S & C	Intervention specialist hired to assist all EL students district-wide and to provide staff with ELD training.	Funding Sources: S & C: \$ 165,650 The cost of the ELD Coach was less than originally budgeted.
Scope of service: LEA		Scope of service: LEA	
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
Purchase and implement state/locally approved English Language Development adoptions.	Funding Sources: S & C: \$ 89,636	Purchases pending CDE approval of new ELA/ELD adoptions meeting CCSS ELD standards.	Funding Sources: Base: \$ 0 S & C: \$ 0 There were no

			English Language Development book adoptions.
Scope of service: LEA		Scope of service: LEA	
__ALL		__ALL	
OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide tool for tracking progress, specifically for creating Individual Learning Plans.	Funding Sources: \$ 74,336 LCFF S & C \$ 1,300 LCFF S & C	Data systems and progress tracking programs purchased to provide data for EL student proficiency in all content areas.	Funding Sources: S & C: \$ 62,360 The tracking tool was less than originally estimated.
Scope of service: LEA		Scope of service: LEA	
__ALL		__ALL	
OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Hire Intervention and Support staff that will provide intervention in all content areas, behavior, mental health and social/emotional.	Funding Sources: \$795,636 LCFF S & C	Intervention and support staff provided students with intervention in core content areas, behavior, mental health and social/emotional as needed.	Funding Sources: S & C: \$ 101,825

	\$107,000 B 3 Grant \$49,000 AVID		The district was able to provide intervention using existing staff that was already funded through LCFF, Title I or Special Ed than thought.
Scope of service: LEA		Scope of service: LEA	
<u> </u> ALL		<u> </u> ALL	
OR: <u> </u> Low Income pupils <u> X</u> English Learners <u> </u> Foster Youth <u> X</u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____		OR: <u> </u> Low Income pupils <u> X</u> English Learners <u> </u> Foster Youth <u> X</u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	
Intervention and supplemental materials.	Funding Sources: \$ 71,636 LCFF S & C \$ 2,000 Title 1	English Language Development (ELD) intervention and supplemental materials and programs to meet proficiency needs were purchased and implemented.	Funding Sources: S & C: \$ 59,869 ELD intervention materials were slightly less than budgeted.
Scope of service: LEA		Scope of service: LEA	
<u> </u> ALL		<u> </u> ALL	
OR: <u> </u> Low Income pupils <u> X</u> English Learners <u> </u> Foster Youth <u> X</u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____		OR: <u> </u> Low Income pupils <u> X</u> English Learners <u> </u> Foster Youth <u> X</u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Upon review of the goal, the impact of our 2014-15 LCAP appears promising. Data points for our metrics reflect positive results, while others are pending. Changes include revising actions and services due to identification of targeted needs for English Learners in grades 6 - 12 or adding language to actions and services for clarity and specificity, including changes to ELD Coach to an EL Intervention Specialist for secondary level. In addition, measurable outcome #4 was revised to be more specific to Reclassification rate. Furthermore, after reviewing the actions and metrics, additional actions/ services will be added to the 2015-2016 LCAP in order to meet Goal 2. Estimated_Actual Annual Expenditures versus Budget Expenditures were either expended as planned and/ or had an increase or decrease. Detailed information has been provided in the Estimated_Actual Annual Expenditures box when a significant change to the expenditure occurred. In order to provide all stakeholders with a goal that is easier to understand, this goal will now be known as: Increase Academic Achievement for English Learners.</p>
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<p>Original GOAL 3 from prior year LCAP:</p>	<p>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 Technical Pathways.</p>	<p>Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u> </u> 4 <u>X</u> 5 <u> </u> 6 <u> </u> 7 <u>X</u> 8 <u>X</u> COE only: 9 <u> </u> 10 <u> </u> Local : Specify</p>
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<p>Goal Applies to:</p>	<p>Schools: All</p>	<p>Applicable Pupil Subgroups: All</p>
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<p>Expected Annual Measurable Outcomes:</p>	<p>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 areas.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>1. District participation rate for visual and performing arts:</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 60%;">Fowler</td> <td style="width: 40%;">Participation Rate</td> </tr> <tr> <td>Grades 6 – 12</td> <td>49%</td> </tr> </table> <p>2. Technology Inventory</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 70%;">Description</td> <td style="width: 30%;">Percentage</td> </tr> </table>	Fowler	Participation Rate	Grades 6 – 12	49%	Description	Percentage
Fowler	Participation Rate								
Grades 6 – 12	49%								
Description	Percentage								

			Students have access to technology during at least part of their school day.	100%
			1:1 access grades 3-5	100%
			1:1 access in core subject areas grades 6-12	100%

LCAP Year: 2014 - 2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Purchase computer/mobile devices and improve technology infrastructure for CCSS technology implementation.	Funding Sources: \$181,000 Common Core \$72,000 LCFF	Purchase of technology devices and improvement of technology infrastructure to accommodate for new devices.	Funding Sources: Base: \$ 365,000 Technology infrastructure was more expensive because more equipment was required than originally estimated.
Scope of service: LEA		Scope of service: LEA	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other	

Subgroups:(Specify) _____		Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>Upon review of the goal, the impact of our 2014-15 LCAP appears promising. Data points for our metrics reflect positive results, while others are pending. Furthermore, after reviewing the actions and metrics, additional actions/ services will be added to the 2015-2016 LCAP in order to meet Goal 3. Estimated Actual Annual Expenditures versus Budget Expenditures were either expended as planned and/ or had an increase or decrease. Detailed information has been provided in the Estimated_Actual Annual Expenditures box when a significant change to the expenditure occurred. In order to provide all stakeholders with a goal that is easier to understand, this goal will now be known as: Increase 21st Century Learning.</p>		

Original GOAL 4 from prior year LCAP:	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.		Related State and/or Local Priorities: 1_ <u>X</u> 2_ <u>X</u> 3_ 4_ <u>X</u> 5_ 6_ <u>X</u> 7_ 8_ <u>X</u> COE only: 9_ 10_ Local : Specify
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	1. Purchase state approved math common core curriculum for all students and supplemental materials as appropriate. 2. Elementary and Middle schools will implement the Positive Behavior Intervention Support program. 3. Maintain or exceed facilities at the rate of “good or better” on the FIT for all sites. 4. All students will have access to a broad course of study as measured by teacher schedules.	Actual Annual Measurable Outcomes:	1. The adoption, board approved and implementation of the State approved Houghton Mifflin Harcourt Go Math program was completed in the 2014-2015 school year for grades K – 6. 2. Positive Behavior Intervention Support (PBIS) program is fully implemented at Malaga, Marshall, Fremont, Sutter, and FHS. Incentives and rewards purchased for students to fully implement and follow the PBIS program.

	<p>5. Establish baseline data for A-G course completion rate.</p> <p>6. Establish baseline data for an AP course completion rate.</p> <p>7. Establish baseline data for a CTE course completion rate.</p> <p>8. Establish baseline data for EAP pass rate.</p>		<p>3. School Facilities rate for all sites:</p> <table border="1"> <tr> <th>Year</th> <th>Rate</th> </tr> <tr> <td>2013/2014</td> <td>Exemplary or Good</td> </tr> <tr> <td>2014/2015</td> <td>Pending results</td> </tr> </table> <p>4. Broad course of study will be measured by teacher schedules and master schedules.</p> <p>5. A – G course Completion</p> <ul style="list-style-type: none"> • See pages 65 data. <p>6. AP Course Completion Rate</p> <ul style="list-style-type: none"> • See pages 66 data. <p>7. CTE Course Completion Rate</p> <ul style="list-style-type: none"> • See pages 66 data. <p>8. EAP Pass Rate</p> <ul style="list-style-type: none"> • See pages 67 data. 	Year	Rate	2013/2014	Exemplary or Good	2014/2015	Pending results
Year	Rate								
2013/2014	Exemplary or Good								
2014/2015	Pending results								

LCAP Year: 2014 - 2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Maintain and upgrade facilities and school sites;	Funding Sources:	FIT results indicate school facilities in good repair.	Funding Sources:

retain maintenance personnel.		Base: \$ 3,566,00		Base: \$ 1,825,325 The cost to maintain facilities was less than in previous years.
Scope of service:	LEA		Scope of service:	LEA
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide transportation to and from school; provide security to improve campus safety.			Funding Sources: Base: \$ 883,000	1. All students requiring transportation to and from school identified at start of school or upon entering Fowler Unified School District. 2. Security improved at all sites with installation of security cameras.
Scope of service:	LEA		Scope of service:	LEA
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			Upon review of the goal, the impact of our 2014-15 LCAP appears promising. Data points for our metrics reflect positive results, while others are pending. Furthermore, after reviewing the actions and metrics, additional actions/ services will be added to the 2015-2016 LCAP in order to meet Goal 4. Estimated Actual Annual Expenditures versus Budget Expenditures were either expended as planned and/ or had an	

increase or decrease. Detailed information has been provided in the Estimated_Actual Annual Expenditures box when a significant change to the expenditure occurred. After review of this goal and agreement of all stakeholders, goal 4 was combined with either original goal 1 or 6 as the action/services and goals combine positively. Original goal 4 will no longer appear in the 2015-2016 LCAP as a solo goal.

Original GOAL 5 from prior year LCAP:	All school sites and LEA will provide engagement opportunities for parents and community members.	Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	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.	Actual Annual Measurable Outcomes:	Parent involvement participation rate increased by more than 1% as measured by the increase number of parent involvement opportunities offered in the 2014-2015 school year.
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Parent Involvement Opportunities	2013/2014	2014/2015
Latino Literacy	0 classes	62 classes
Valley PBS	0 classes	6 classes

LCAP Year: 2014 - 2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual

				Expenditures
Provide school/district communications; parent involvement opportunities.		Funding Sources: \$ 59,000 LCFF \$ 3,500 Title 1	Increased parent involvement opportunities at all sites and the use of Parent Connect to deliver school and district messages in English and Spanish throughout school year.	Funding Sources: Base: \$ 12,575 The cost to use Parent Connect was less than estimated and we were able to communicate with parents through some means that were no additional cost beyond prior year costs.
Scope of service:	LEA		Scope of service:	LEA
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Upon review of the goal, the impact of our 2014-15 LCAP appears promising. Data points for our metrics reflect positive results. Furthermore, after reviewing the actions and metrics, additional actions/ services will be added to the 2015-2016 LCAP in order to meet Goal 4. Estimated_Actual Annual Expenditures versus Budget Expenditures were either expended as planned and/ or had an increase or decrease. Detailed information has been provided in the Estimated_Actual Annual Expenditures box when a significant change to the expenditure occurred. In order to provide all stakeholders with a goal that is easier to understand, this goal will now be known as: Increase Parent Involvement.		

Original GOAL 6 from prior year LCAP:	All pupils, 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.		Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 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 dropout rate. 5. Establish baseline data for a high school dropout rate. 6. Reduce or maintain suspension rates by 1%. 	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. LEA and County graduation rate. <ul style="list-style-type: none"> • See pages 68 for attendance data. 2. LEA attendance rate. <ul style="list-style-type: none"> • See pages 68-69 for attendance data. 3. LEA chronic absenteeism rate <ul style="list-style-type: none"> • See pages 69 data. 4. Middle School Baseline Dropout Rate <ul style="list-style-type: none"> • See pages 669-70 data. 5. High School Baseline Dropout Rate <ul style="list-style-type: none"> • See pages 70 data. 6. Suspension Rate <ul style="list-style-type: none"> • See pages 71 data.

LCAP Year: 2014 - 2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Implement and receive training in behavior support and at-risk intervention programs.	Funding Sources: LCFF: \$ 116,000	Workshops and training sessions for parents to help improve parental skills and behavior support in order to improve attendance and to decrease behavior issues in school.	Funding Sources: S & C: \$ 159,023 Allowable expense under S & C. In addition, training and program are additional services.
Scope of service: LEA		Scope of service: LEA	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Upon review of the goal, the impact of our 2014-15 LCAP appears promising. Data points for our metrics are pending CDE release of data. Furthermore, after reviewing the actions and metrics, additional actions/ services will be added to the 2015-2016 LCAP in order to meet Goal 4. Estimated_Actual Annual Expenditures versus Budget Expenditures were either expended as planned and/ or had an increase or decrease. Detailed information has been provided in the Estimated_Actual Annual Expenditures box when a significant change to the expenditure occurred. In order to provide all stakeholders with a goal that is easier to understand, this goal will now be known as: Provide a Positive School Environment.		

Original GOAL 7 from prior year LCAP:	Through staff development Fowler USD Highly Qualified Teachers (HQT), Instructional Aides, and Preschool Teachers will be provided professional development in their content areas, student engagement and instructional strategies, and technology.		Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u> </u> 4 <u>X</u> 5 <u> </u> 6 <u> </u> 7 <u>X</u> 8 <u>X</u> COE only: 9 <u> </u> 10 <u> </u> Local : Specify	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	Certificated and Classified Staff		
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> Sustain 100% HQT compliance. 100% of teachers receive CCSS related training for their subject areas. 100% of teachers will receive training in student engagement strategies, technology, lesson and unit design, and writing. 	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> All certificated staff met HQT requirements: All teachers attended content specific CCSS professional development throughout 2014-215 school year: All teachers attended professional development in the areas of student engagement, technology, lesson and unit design and writing: 	
LCAP Year: 2014 - 2015				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Contract with curriculum and instruction experts to provide professional development for CCSS implementation and technology; substitute teacher costs for release days.	Funding Sources: \$ 286,158 LCFF S & C \$ 44,000 Title 1 \$ 59,000 Title 2 \$24,000 Common Core \$ 86,636 LCFF S & C \$ 2,000 Title 1	Professional development provided for certificated and classified staff in all content areas throughout school year.	Funding Sources: S & C: \$ 101,825 There was less of a need to provide HQT training because all teaching staff in 14/15 was	

		\$ 10,000 Title 2 \$ 21,000 Title 3 \$ 8,000 Common Core \$ 70,636 LCFF S & C		HQT.
Scope of service:	LEA		Scope of service:	Scope of service:
<u> </u> X ALL			<u> </u> X ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	
Provide professional development for core content teachers and instructional aides in the areas of CCSS, ELD, technology, student engagement, lesson/unit design and writing.		Funding Sources: \$36,000 LCFF \$ 8,000 Title 1 \$ 40,000 Title 2 \$ 32,000 Common Core		Funding Sources: S & C: \$36,000
Scope of service:	LEA		Scope of service:	Scope of service:
<u> </u> X ALL			<u> </u> X ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or	Upon review of the goal, the impact of our 2014-15 LCAP appears promising. Data points for our metrics reflect positive results. Changes to the actions and services will be made for clarity and specificity. Furthermore, after reviewing the actions and metrics, additional actions/ services will be added to the			

changes to goals?	2015-2016 LCAP in order to meet Goal 7. Estimated_Actual Annual Expenditures versus Budget Expenditures were either expended as planned and/ or had an increase or decrease. Detailed information has been provided in the Estimated_Actual Annual Expenditures box when a significant change to the expenditure occurred. In order to provide all stakeholders with a goal that is easier to understand, this goal will now be known as: Provide Strategic Professional Development Opportunities.
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Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

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

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

Total amount of Supplemental and Concentration grant funds	\$ <u>3,535,415</u>
Since Fowler Unified School District has an unduplicated count of 77.22% and we are a one-school school district, all of our actions and services are being performed on a districtwide basis. All actions and expenditures of Supplemental Concentration funds were taken with the needs of our unduplicated population in mind based on careful analysis of data and input from our stakeholders. Actions and services include instructional materials and supplies, intervention and support staff, and intervention programs and materials. The district also offers professional development, technology purchases and upgrades, and supplemental materials to better serve our targeted student population. The details of these expenditures are itemized in section 2 of the Fowler Unified School District LCAP.	

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

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

25.5	%
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Using the calculation tool provided by the California Department of Education, Fowler Unified School District has calculated that we will receive \$3,535,415 in Supplemental and Concentration funding under the Local Control Funding Formula. In addition, using the same calculation tool, the proportionality percentage has been calculated at 25.5%. Fowler Unified has demonstrated that it has met the proportionality percentage by expending all Supplemental Concentration funds allocated to our district on services for the unduplicated student populations as detailed in this plan in section 2.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

(f) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

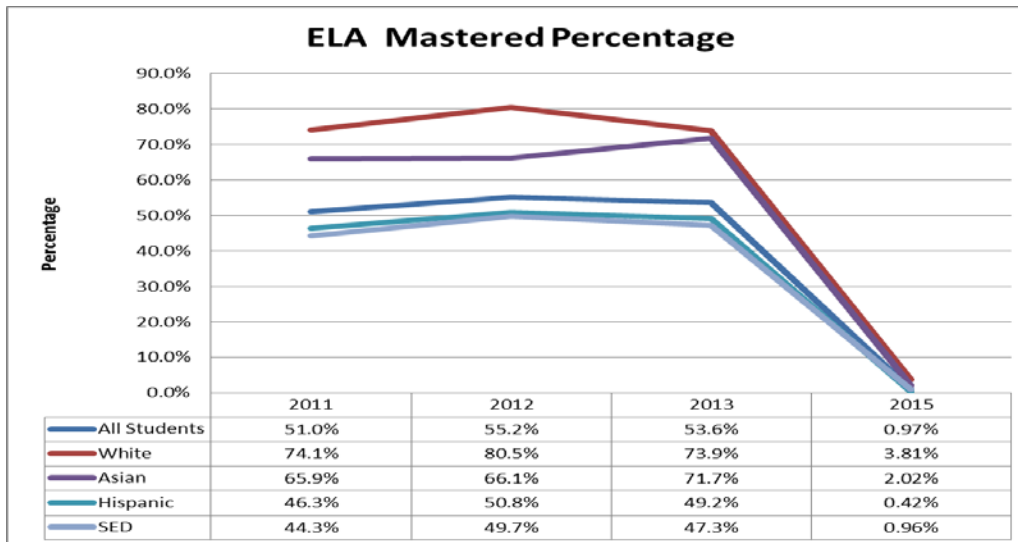
(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

01-13-15 [California Department of Education]

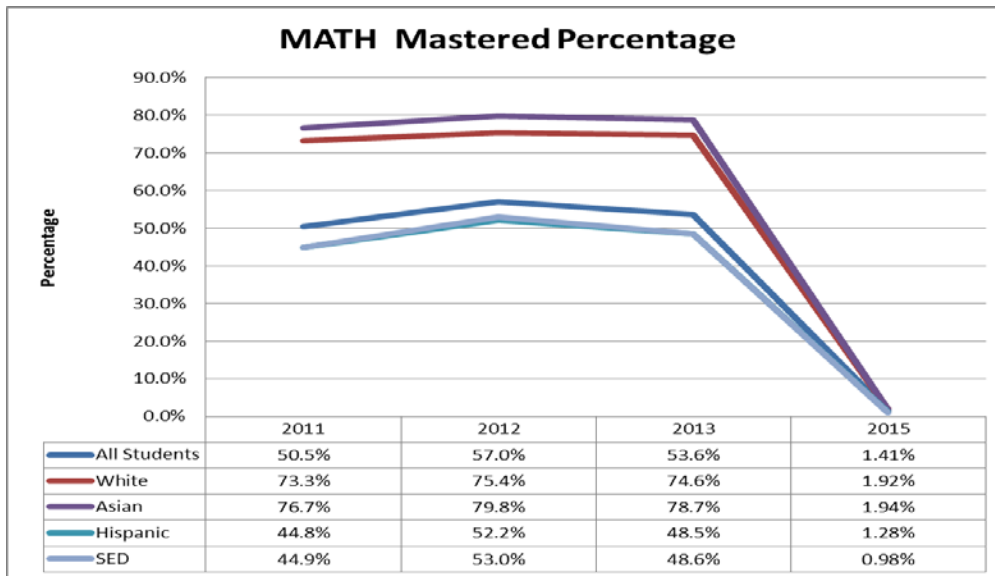
GOAL 1 – BENCHMARK ELA DATA

English Language Arts	CST			Summative Benchmark	
	2011	2012	2013	2015	2015 (N)
AYP % At or Above					
All Students	51.0%	55.2%	53.6%	0.97%	9
White	74.1%	80.5%	73.9%	3.81%	4
African-American	38.5%		50.0%	0.00%	0
Asian	65.9%	66.1%	71.7%	2.02%	2
Hispanic	46.3%	50.8%	49.2%	0.42%	3
EL	41.5%	50.5%	46.8%	0.00%	0
SED	44.3%	49.7%	47.3%	0.96%	6
Students w Dis	26.8%	35.5%	35.2%	0.00%	0



GOAL 1 – BENCHMARK MATH DATA

Math	CST			Summative Benchmark	
	2011	2012	2013	2015	2015 (N)
AYP % At or Above					
All Students	50.5%	57.0%	53.6%	1.41%	13
White	73.3%	75.4%	74.6%	1.92%	2
African-American	30.8%		25.0%	0.00%	0
Asian	76.7%	79.8%	78.7%	1.94%	2
Hispanic	44.8%	52.2%	48.5%	1.28%	9
EL	44.1%	56.7%	49.6%	0.00%	0
SED	44.9%	53.0%	48.6%	0.98%	6
Students w Dis	31.0%	39.1%	40.1%	0.00%	0

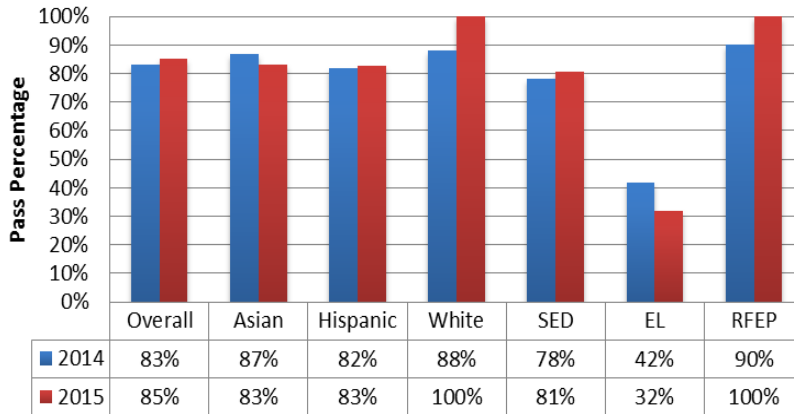


GOAL 1 CHASEE ELA DATA

ELA	Passed (N)		Passed (%)	
	2014	2015	2014	2015
Overall	155	144	83%	85%
Asian	13	15	87%	83%
Hispanic	117	105	82%	83%
White	22	18	88%	100%
SED	112	97	78%	81%
EL	8	8	42%	32%
RFEP	35	47	90%	100%

CAHSEE ELA % Passed

2014 vs. 2015



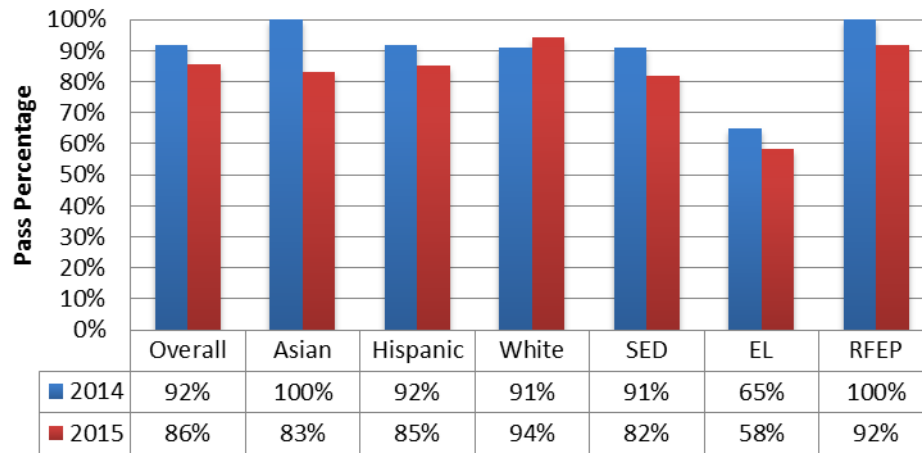
***Groups with N>5 in both 2014 and 2015 reflected above*

GOAL 1 CHASEE MATH DATA

MATH	Passed (N)		Passed (%)	
	2014	2015	2014	2015
Overall	159	145	92%	86%
Asian	15	15	100%	83%
Hispanic	120	108	92%	85%
White	21	17	91%	94%
SED	117	99	91%	82%
EL	11	14	65%	58%
RFEP	36	44	100%	92%

CAHSEE MATH % Passed

2014 vs. 2015



***Groups with N>5 in both 2014 and 2015 reflected above*

Goal 1 – PHYSICAL EDUCATION Meet or exceed county PE averages - Pending PE results for 2014/2015 school year.

2013-14

California Physical Fitness Report Overall Results (an average of all physical fitness areas were made) <ul style="list-style-type: none"> • Aerobic Capacity • Body Composition • Abdominal Strength • Trunk Extension Strength • Upper Body Strength • Flexibility 	Fowler Unified School District	Fresno County
Grade 5	71.1%	66.6%
Grade 7	75.1%	75.1%
Grade 9	77.3%	74.6%
Total Average	74.50%	72.10%

2014-15

California Physical Fitness Report Overall Results (an average of all physical fitness areas were made) <ul style="list-style-type: none"> • Aerobic Capacity • Body Composition • Abdominal Strength • Trunk Extension Strength • Upper Body Strength • Flexibility 	Fowler Unified School District	Fresno County
Grade 5		
Grade 7		
Grade 9		
Total Average		

GOAL 1 API DATA - API HAS BEEN ELEMENATED PER CDE -

DISTRICT								
API	2011	2012	2013		N for API	2011	2012	2013
All Students	757	784	779		All Students	1709	1685	1765
White	858	878	872		White	169	157	173
African-American	732	732	737		African-American	16	16	14
Asian	846	857	853		Asian	163	152	160
Hispanic	734	765	760		Hispanic	1346	1352	1405
EL	721	766	748		EL	613	629	643
SED	733	761	756		SED	1280	1295	1371
Students w Dis	571	624	630		Students w Dis	176	177	170
English Language Arts								
AYP # At or Above	2011	2012	2013		AYP % At or Above	2011	2012	2013
All Students	697	743	758		All Students	51.0%	55.2%	53.6%
White	100	99	102		White	74.1%	80.5%	73.9%
African-American	5		6		African-American	38.5%		50.0%
Asian	85	82	91		Asian	65.9%	66.1%	71.7%
Hispanic	501	550	554		Hispanic	46.3%	50.8%	49.2%
EL	207	259	252		EL	41.5%	50.5%	46.8%
SED	456	512	532		SED	44.3%	49.7%	47.3%
Students w Dis	38	54	51		Students w Dis	26.8%	35.5%	35.2%

Mathematics								
AYP # At or Above	2011	2012	2013		AYP % At or Above	2011	2012	2013
All Students	690	768	757		All Students	50.5%	57.0%	53.6%
White	99	92	103		White	73.3%	75.4%	74.6%
African-American	4		3		African-American	30.8%		25.0%
Asian	99	99	100		Asian	76.7%	79.8%	78.7%
Hispanic	483	567	546		Hispanic	44.8%	52.2%	48.5%
EL	220	292	268		EL	44.1%	56.7%	49.6%
SED	462	547	545		SED	44.9%	53.0%	48.6%
Students w Dis	44	61	59		Students w Dis	31.0%	39.1%	40.1%

GOAL 4

5. A – G Rates

Ethnicity

District	Asian, Not Hispanic		Hispanic or Latino		African American		White, Not Hispanic)		Total	
	# of Grads	Grads w/ UC/CSU A-G	# of Grads	Grads w/ UC/CSU A-G	# of Grads	Grads w/ UC/CSU A-G	# of Grads	Grads w/ UC/CSU A-G	# of Grads	Grads w/ UC/CSU A-G
Fowler	18	13 (72.2 %)	119	44 (37.0 %)	1	1 (100.0 %)	13	7 (53.8 %)	152	66 (43.4 %)

Gender

District	Gender	Asian, Not Hispanic		Hispanic or Latino		African American		White, Not Hispanic)		Total	
		# of Grads	Grads w/ UC/CSU A-G	# of Grads	Grads w/ UC/CSU A-G	# of Grads	Grads w/ UC/CSU A-G	# of Grads	Grads w/ UC/CSU A-G	# of Grads	Grads w/ UC/CSU A-G

Fowler	Female	10	8 (80.0 %)	57	27 (47.4 %)	0	0 (0.0%)	5	4 (80.0 %)	72	39 (54.2 %)
	Male	8	5 (62.5 %)	62	17 (27.4 %)	1	1 (100.0 %)	8	3 (37.5 %)	80	27 (33.8 %)
	Total	18	13 (72.2 %)	119	44 (37.0 %)	1	1 (100.0 %)	13	7 (53.8 %)	152	66 (43.4 %)

6. AP Comparison

2013-14 Academic Year		Enrollment Grades 11 + 12	Total Number of Exam Takers	% Students Taking exams	Exams Score= 1	Exams Score= 2	Exams Score= 3	Exams Score= 4	Exams Score= 5	Total # Of 3+ Exams	% of Pass Exams
School	Fowler High	334	87	26%	24	33	22	13	2	37	39%
County	Fresno	29567	7842	27%	4138	3496	3188	2032	907	6127	45%
State	California	976,157	288,917	30%	101115	122242	135673	108576	78871	323120	59%

Four Year Totals 2010- 2014		Enrollment Grades 11 + 12	Total Number of Exam Takers	% Students Taking exams	Exams Score= 1	Exams Score= 2	Exams Score= 3	Exams Score= 4	Exams Score= 5	Total # Of 3+ Exams	% of Pass Exams
School	Fowler High	1301	361	28%	168	117	90	52	29	171	38%
County	Fresno	127,216	31983	25%	16,721	13,287	12,038	7,785	3,611	23434	44%
State	California	3,906,975	1,135,294	29%	407,901	460,448	509,542	414,364	312,701	1236607	59%

7. CTE Course Completion Rate

Year	2013 – 2014	2014 - 2015
Number of Students Completing CTE Course at Fowler High School	199	167

8. EAP Pass Rate

2014 -2015 EAP numbers are within the new Smarter Balance test – results to be determined.

GOAL 6 - Meet or exceed county averages for attendance and graduation rates.

1. GRADUATION *Rate for 14/15 pending.*

2013/2014

Name	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropouts Rate
FRESNO	14,442	11,373	78.8	1,929	13.4
Fowler Unified	158	151	95.6	*	3.8

Fowler Unified- Cohort Outcome Data for the Class of 2013-14

Program Name	Cohort Students	Cohort Graduates	Cohort Grad Rate	Cohort Dropouts	Cohort Dropout Rate
English Learners	44	43	97.7%	1	2.3%
Migrant Education	*	*	50.0%	*	50.0%
Special Education	14	13	92.9%	1	0.0%
Socioecon Disad.	128	123	96.1%	5	3.9%
All Students	158	151	95.6%	7	3.8%

2. Attendance

Name	2012/2013	2013/2014	2014/2015
------	-----------	-----------	-----------

FRESNO	unable to access county rates	unable to access county rates	unable to access county rates
Fowler Unified All Students	96%	96%	96%

2014-2015 Attendance Data by Subgroups

All Students	96%
English Learners	97%
Low-Income	96%
Foster Youth	96%
Students with Disabilities	95%

3. Absenteeism – chronic absenteeism is measured by identifying students missing 10 or more days of school.

Name	2012/2013	2013/2014	2014/2015
Fowler Unified All Students	8%	8%	8%

4. Middle School Baseline Dropout Rate

2013-2014 Dropout Information

Ethnic Category	Adjusted Grade 7 Dropouts	Adjusted Grade 8 Dropouts	Adjusted Grade 9 Dropouts	Adjusted Grade 10 Dropouts	Adjusted Grade 11 Dropouts	Adjusted Grade 12 Dropouts	Adjusted Grade 9- 12 Dropout Total	Grade 9-12 Enrollment Total	Annual Adjusted Grade 9-12 Dropout Rate
Hispanic or Latino of Any Race	0	0	0	0	2	6	8	567	1.4%
American Indian, Not Hispanic	0	0	0	0	0	0	0	3	0.0%
Asian, Not Hispanic	0	0	0	0	0	0	0	66	0.0%

African American, Not Hispanic	0	0	0	0	0	0	0	13	0.0%
White, Not Hispanic	0	0	0	0	1	1	2	80	2.5%

District Total	0	0	0	0	3	7	10	730	1.4%
County Total	66	53	106	173	305	1411	2002	59361	3.4%
Statewide Total	1671	1282	5917	6485	10710	38292	61600	1957917	3.1%

5. High School Baseline Dropout Rate

2013-2014 Dropout Information

<u>Ethnic Category</u>	Adjusted Grade 7 Dropouts	Adjusted Grade 8 Dropouts	Adjusted Grade 9 Dropouts	Adjusted Grade 10 Dropouts	Adjusted Grade 11 Dropouts	Adjusted Grade 12 Dropouts	Adjusted Grade 9-12 Dropout Total	Grade 9-12 Enrollment Total	Annual Adjusted Grade 9-12 Dropout Rate
Hispanic or Latino of Any Race	0	0	0	0	2	6	8	567	1.4%
American Indian, Not Hispanic	0	0	0	0	0	0	0	3	0.0%
Asian, Not Hispanic	0	0	0	0	0	0	0	66	0.0%
African American, Not Hispanic	0	0	0	0	0	0	0	13	0.0%
White, Not Hispanic	0	0	0	0	1	1	2	80	2.5%

District Total	0	0	0	0	3	7	10	730	1.4%
County Total	66	53	106	173	305	1411	2002	59361	3.4%
Statewide Total	1671	1282	5917	6485	10710	38292	61600	1957917	3.1%

6. Suspension and Expulsion Report

OVERALL FOWLER UNIFIED SCHOOL DISTRICT DISCIPLINE REPORT

District Report Total 2011-12

Level	Code	Census Enrollment	Cumulative Enrollment	Suspensions	Suspension Rate	Expulsions	Expulsion Rate
<u>Fowler Unified Total</u>	1062158	2,352	2,613	117	4.5	3	0.1
<u>Fresno County Total</u>	10	194,553	206,349	15,925	7.7	810	0.4
<u>State Total</u>	0	6,218,048	6,420,737	366,629	5.7	9,553	0.1

District Report Total 2012-13

Level	Code	Census Enrollment	Cumulative Enrollment	Suspensions	Suspension Rate	Expulsions	Expulsion Rate
<u>Fowler Unified Total</u>	1062158	2,393	2,620	90	3.4	7	0.3
<u>Fresno County Total</u>	10	196,503	209,936	11,498	5.5	595	0.3
<u>State Total</u>	0	6,227,088	6,497,851	310,989	4.8	7,348	0.1

District Report Total 2013-14

Level	Code	Census Enrollment	Cumulative Enrollment	Students Suspended	Suspension Rate	Students Expelled	Expulsion Rate
<u>Fowler Unified Total</u>	1062158	2,425	2,654	29	1.1	20	0.8
<u>Fresno County Total</u>	10	198,460	207,541	12,994	6.3	454	0.2
<u>State Total</u>	0	6,236,672	6,405,954	279,383	4.4	6,611	0.1