

**Introduction:****LEA:** Fowler Unified**Contact:** Lori Gonzalez, Director of Educational Services, lgonzalez@fowlerusd.org, (559)834-6080**LCAP Year:** 2016-17***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

Fowler Unified School District has provided various opportunities to engage stakeholder groups including parents, students, local bargaining units, classified and certificated staff, school board, and the communities of Fowler and Malaga. Fowler USD has gained suggestions and comments from stakeholders annually at both the district and site levels. Fowler Unified's Districtwide Advisory meetings, site based meetings such as SSC and ELAC, along with surveys have each provided stakeholders a venue for meaningful conversation and discussion on the topic of LCFF/LCAP. Presentations were developed to provide an understanding of the 8 State Priorities, District goals, Actions and Services and data. Surveys were especially helpful in attaining thoughts and input regarding the District goals. All stakeholder meetings/presentations were provided in English and Spanish.

#### Stakeholder Engagement Forums:

School Board Meetings – Updates of requirements and progress of the LCAP, LCFF funds, and stakeholder feedback are provided to the Fowler Unified Local Governing Board on a monthly basis. The progress of the LCAP is presented throughout the school year. Data for all metrics is presented as data becomes available throughout school year, with an overview of all metrics on meeting prior to public hearing. Dates: 9/23/2015, 10/21/2015, 12/9/2015, 1/20/2016, 2/10/2016, 3/9/2016, 4/13/2016, and 5/11/2016

Public Hearing - A public hearing was held to present the draft LCAP on 6/1/2016

Public Comment Period - A Google Bilingual form titled Fowler Unified draft LCAP Public Comments Form- Comentario Publicos del borrador LCAP del Distrito de Fowler was posted on May 27, 2016 and made available for public comment on the Fowler Unified School District web page. Stakeholders were provided information regarding the public comment form during the District-wide Parent Advisory meeting held on 5/11/2016. Although closed, the address to the form was the following <http://goo.gl/forms/L8fmc7iNbKLCM6eI3>.

Board Approval - The Fowler Unified Governing Board approved the LCAP on 6/15/2016

Districtwide Parent Advisory Meeting - All parents and community members, including Foster Youth, Homeless, Title I, English Learners, and Migrant parents are notified via District publication (Supergram), phone messages, public posting, web page, and meeting notices about

Participation of all stakeholders (parents, students, teachers, classified staff, leadership, board, and community) in the process of evaluating the 2015-2016 LCAP resulted in updating and streamlining the LCAP to allow for better communication of the goals, action and services. Central to the creation of this evaluation process was the convening of the LCFF/LCAP District-wide Parent Advisory Meetings which offer stakeholders in the Fowler Unified School District a time to review the LCAP, data and the opportunity to provide feedback both through discussion, completion of the LCAP survey, and through public comment. The annual review of the 2015-2016 LCAP, along with the survey results, have provided validation of existing goals and actions and services, and have assisted in refining and adding actions and services to better meet the needs of all students, including children under the age of 5, and in meeting the all current LCAP goals. Fowler Unified School District has an unduplicated count of 77.76%, whereby supplemental and concentration funds are principally directed toward the unduplicated student population and are effective in meeting the district goals.

bi-annual Fowler USD Districtwide Parent Advisory meeting. District administration, including the superintendent, provides parents an opportunity to review the draft LCAP, review data, and provide feedback through the completion of a survey. Dates: 2/10/2016, 5/11/2016

District English Learner Advisory Committee Meetings - The DELAC, comprised of parents of students identified as English Learners was provided the opportunity to review the draft LCAP along with their feedback on how best to meet the needs of our English Learners. DELAC members were also provided the opportunity to complete a survey, in Spanish, in order to attain specific thoughts on each District goal. Meeting dates to review the LCAP with members of the DELAC. Dates: 10/21/2015, 1/20/2016, 5/11/2016

Advisory sessions with leadership staff - Leadership staff received LCFF and LCAP updates throughout the school year either during leadership or cabinet meetings. Leadership had the opportunity to complete the LCAP survey. Various dates throughout year.

Advisory sessions with certificated and classified staff – Site and district leadership met with certificated and classified staff to discuss the LCAP process as well as progress. Both classified and certificated completed the LCAP survey. Bargaining units were presented with a review of LCAP goals, actions and services and funding. Certificated 11/10/2015  
Classified 11/18/2015

Student Advisory Committee (School Sites) - Student input and feedback was received from students in grades 4 through 12. Site and district leadership met with students to provide an overview of LCFF and the LCAP, plus attain their feedback and ideas. Students completed the LCAP survey which highly encouraged students to provide their perspective of the educational process within Fowler Unified.

**Annual Update:**

The planning and development of the draft 2016-2017 LCAP included 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

**Annual Update:**

Stakeholder engagement opportunities such as the District-wide Community Meeting, DELAC meetings, SSC and ELAC meetings, Leadership meetings, and Board meetings, plus on-line surveys provided valuable comments and feedback/ Positive feedback from public comments and survey results were indicated throughout the development of the draft 2016-2017 LCAP. Actions and Services

LCFF and the LCAP process, review the draft 2016 -2017 LCAP, and to complete an on-line LCFF/LCAP survey. Furthermore, stakeholder meetings were held to review each goal contained in the plan, the actions and services, data, funding and the draft 2016-2017 LCAP.

Stakeholders indicated both on survey and via comments, the agreement to keep the current goals as each meets the needs of all students. The metrics were found to need updating to match the new state testing and eliminated performance indicators. Stakeholders were very positive about the data results, as Fowler Unified met or exceeded most if not all metrics. . In addition, the district parent advisory committees (DELAC and Districtwide Parent Advisory Committee) were given regular LCAP updates throughout the 2015-2016 academic year.

Each of the parent advisory committees provided great comments and feedback, especially in the areas of student academic growth, technology, teacher satisfaction, funding, and agreement with district goals.

were expanded to include early learning/ preschool based on stakeholder feedback as well.

Through whole group and small group discussions, stakeholders identified areas of progress and accomplishments for the 2015-16 school year. Input from stakeholders yielded several consistent acknowledgments of progress toward goals:

Goal 1: Increase Academic Achievement for All Students -

Assessment results in the areas of ELA and mathematics for all students and subgroups demonstrated positive gains toward meeting state standards. Stakeholders provided positive feedback of new literacy focus for the elementary students and the inclusion of technology in the units of study. Stakeholders indicated a need to include actions and services with an emphasis on early learning/ preschool.

Goal 2: Increase Academic Achievement of English Learners -

Services for English Learners, especially Long Term English Learners (LTELs), increased and reclassification rate has increased. DELAC parents highlighted improved growth in the areas of reading, writing, and speaking for English Learners. Stakeholders indicated a need to include actions and services with an emphasis on early learning/ preschool, specifically for English Language Development.

Goal 3: Increase 21st Century Learning - Stakeholders were overwhelmingly supportive of the efforts to provide students with opportunities in the areas of Science Technology Engineering and Mathematics (STEM), Career Technical Education (CTE), visual and performing arts, and technology based units of study.

Goal 4: Increase Parent Involvement - Academic/Educational Nights such as Math Night, Literacy Night, Computer Night, Financial Aid Night, among others had increased attendance during the 2015-2016 school year. Stakeholders indicated these "nights" provide parents with skills to help with children become better students. Stakeholders indicated a need to include actions and services with an emphasis on families with children ages 0 to 5 years old.

Goal 5: Provide a Positive School Environment - Positive feedback included Positive Behavior Intervention Support (PBIS), safe and clean schools, great teachers, student safety.

Goal 6: Provide Strategic Professional Development Opportunities -

	<p>Professional development in the areas of content, state standards, English Language Development (ELD), writing, technology, lesson design and unit development provided staff with skills necessary to continue to provide instruction to meet the needs of all students and subgroups. Stakeholders indicated a need to include early learning providers in district professional development as appropriate in order to better prepare children to enter school.</p>
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## Section 2: Goals, Actions, Expenditures, and Progress Indicators

### Instructions:

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

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

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

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

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



**the fields as necessary.**

**Goal:** Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

**Guiding Questions:**

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

specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

<b>GOAL:</b>	Increase Academic Achievement of All Students	Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local: N/A
<b>Identified Need:</b>	Based on an analysis of current state and local assessment data, a continued focus on academic achievement is required in all content areas.	
<b>Goal Applies to:</b>	<b>Schools:</b>	All
	<b>Applicable Pupil Subgroups:</b>	All
<b>LCAP Year 1</b>		

<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1.Maintain or exceed District's previous year's proficiency percentage as measured by the CAASPP (SBAC) in the area of ELA (2015 - 43%).</li> <li>2.Maintain or exceed District's previous year's proficiency percentage as measured by the CAASPP (SBAC) in the area of Mathematics (2015 - 23%).</li> <li>3.Develop a K - 2 ELA measure.</li> <li>4.Develop a K - 2 Mathematics measure.</li> <li>5.Maintain or increase District PE averages in all six (6) Physical Fitness Areas.</li> <li>6.CDE is currently reformulating California's growth targets; the newly formulated growth target baseline will be reported in the LCAP when CDE releases new evaluation metrics. API is currently suspended by the State.</li> <li>7.All students will have access to state standards materials.</li> <li>8.Maintain 100% access to a broad course of study as measured by the high school master schedule and review of middle school master schedule and a review teacher schedules and lesson plans at the elementary sites.</li> <li>9.Maintain or increase A-G course pass rate.</li> <li>10.Maintain or increase AP course pass rate.</li> <li>11.Maintain or increase CTE course pass rate.</li> <li>12.Maintain or increase EAP pass rate.</li> <li>13. All students will have access to the CCSS as verified by administrative/classroom feedback forms data.</li> <li>14.All English Learners will have access to the CCSS ELD standards as verified by administrative/classroom feedback forms data.</li> </ol>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>

<p>Order state/locally approved CCSS curriculum and materials for core content subjects, ELD, and supplemental and intervention programs and materials to support the CCSS implementation via Units of Study or adoption programs. The core materials will be purchased using the base funds.</p>	<p>District-wide All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>S &amp; C: \$80,000 Base: \$65,000</p>
<p>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>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>S &amp; C: \$843,370</p>
<p>Retain/hire properly credentialed teachers for all core, special education and elective courses with no misassignments or vacancies to include clerical support for school operations, administration costs, substitute teachers, and related costs per salary increases.</p>	<p>District-Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Base: \$15,762,277</p>
<p>Provide summer school intervention, enrichment, and original credit classes for grade K-12 and related costs, including materials and supplies.</p>	<p>District-wide All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>S &amp; C: \$150,000 Base: \$15,000</p>

Purchase/contract with intervention programs, data analysis system and student assessment programs for progress monitoring and data collection.	District-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	S & C:  \$50,000
Improve and increase library services for all grade levels, including purchasing books, expanding libraries and increasing computer/mobile devices.	District-wide All Schools  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Base: \$250,000  S & C: \$125,000
Purchase supplemental and intervention materials, including technology based instructional programs and related costs.	District-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	S & C:  \$250,000
Retain/hire properly credentialed teachers for the purpose of reducing class sizes as needed for grades 4-12.	District-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	S & C:  \$2,313,489

<p>Provide and support and services to early education teachers to help students be better prepared to enter school successfully, including materials/supplies and professional development.</p>	<p>District-wide All Schools Grades: TK, Preschool</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>S &amp; C: \$34,523 Base: \$260,000</p>
<p><b>LCAP Year 2</b></p>			

<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1.Maintain or exceed District's previous year's proficiency percentage as measured by the CAASPP (SBAC) in the area of ELA (2016 - ?%).</li> <li>2.Maintain or exceed District's previous year's proficiency percentage as measured by the CAASPP (SBAC) in the area of Mathematics (2016 - ?%).</li> <li>3.Develop a K - 2 ELA measure.</li> <li>4.Develop a K - 2 Mathematics measure.</li> <li>5.Maintain or increase District PE averages in all six (6) Physical Fitness Areas.</li> <li>6.CDE is currently reformulating California's growth targets; the newly formulated growth target baseline will be reported in the LCAP when CDE releases new evaluation metrics. API is currently suspended by the state.</li> <li>7.All students will have access to state standards materials.</li> <li>8.Maintain 100% access to a broad course of study as measured by the high school master schedule and review of middle school master schedule and a review teacher schedules and lesson plans at the elementary sites.</li> <li>9.Maintain or increase A-G course pass rate.</li> <li>10.Maintain or increase AP course pass rate.</li> <li>11.Maintain or increase CTE course pass rate.</li> <li>12.Maintain or increase EAP pass rate.</li> <li>13. All students will have access to the CCSS as verified by administrative/classroom feedback forms data.</li> <li>14.All English Learners will have access to the CCSS ELD standards as verified by administrative/classroom feedback forms data.</li> </ol>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>



<p>Order state/locally approved CCSS curriculum and materials for core content subjects, ELD, and supplemental and intervention programs and materials to support the CCSS implementation via Units of Study or adoption programs. The core materials will be purchased using the base funds.</p>	<p>District-wide All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>S &amp; C: \$85,000 Base: \$75,000</p>
<p>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>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>S &amp; C: \$876,989</p>
<p>Retain/hire properly credentialed teachers for all core, special education and elective courses with no misassignments or vacancies to include clerical support for school operations, administration costs, substitute teachers, and related costs per salary increases.</p>	<p>District-Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Base: \$16,145,491</p>
<p>Provide summer school intervention, enrichment, and original credit classes for grade K-12 and related costs, including materials and supplies.</p>	<p>District-wide All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Base: \$15,000 S &amp; C: \$160,000</p>

Purchase/contract with intervention programs, data analysis system and student assessment programs for progress monitoring and data collection.	District-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	S & C:  \$50,000
Improve and increase library services for all grade levels, including purchasing books, expanding libraries and increasing computer/mobile devices.	District-wide All Schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Base: \$250,000 S & C: \$125,000
Purchase supplemental and intervention materials, including technology based instructional programs and related costs.	District-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	S & C:  \$250,000
Provide and support and services to early education teachers to help students be better prepared to enter school successfully, including materials/supplies and professional development.	District-wide All Schools Grades: TK, K, Preschool	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	S & C: \$60,414 Base: \$150,000

<p>Retain/hire properly credentialed teachers for the purpose of reducing class sizes as needed for grades 4-12.</p>	<p>District-wide Grades: All</p>	<p><input checked="" type="checkbox"/> All -----  <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless  <input type="checkbox"/> Other</p>	<p>S &amp; C: \$2,343,086</p>
<p><b>LCAP Year 3</b></p>			

<p><b>Expected Annual Measurable Outcomes:</b></p>	<ol style="list-style-type: none"> <li>1.Maintain or exceed District's previous year's proficiency percentage as measured by the CAASPP (SBAC) in the area of ELA (2017 - ?%).</li> <li>2.Maintain or exceed District's previous year's proficiency percentage as measured by the CAASPP (SBAC) in the area of Mathematics (2017 - ?%).</li> <li>3.Develop a K - 2 ELA measure.</li> <li>4.Develop a K - 2 Mathematics measure.</li> <li>5.Maintain or increase District PE averages in all six (6) Physical Fitness Areas.</li> <li>6.CDE is currently reformulating California's growth targets; the newly formulated growth target baseline will be reported in the LCAP when CDE releases new evaluation metrics. API is currently suspended by the State.</li> <li>7.All students will have access to state standards materials.</li> <li>8.Maintain 100% access to a broad course of study as measured by the high school master schedule and review of middle school master schedule and a review teacher schedules and lesson plans at the elementary sites.</li> <li>9.Maintain or increase A-G course pass rate.</li> <li>10.Maintain or increase AP course pass rate.</li> <li>11.Maintain or increase CTE course pass rate.</li> <li>12.Maintain or increase EAP pass rate.</li> <li>13. All students will have access to the CCSS as verified by administrative/classroom feedback forms data.</li> <li>14.All English Learners will have access to the CCSS ELD standards as verified by administrative/classroom feedback forms data.</li> </ol>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>

<p>Order state/locally approved CCSS curriculum and materials for core content subjects, ELD, and supplemental and intervention programs and materials to support the CCSS implementation via Units of Study or adoption programs. The core materials will be purchased using the base funds.</p>	<p>District-wide All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>S &amp; C: \$88,000 Base: \$77,000</p>
<p>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>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>S &amp; C: \$938,027</p>
<p>Retain/hire properly credentialed teachers for all core, special education and elective courses with no misassignments or vacancies to include clerical support for school operations, administration costs, substitute teachers, and related costs per salary increases.</p>	<p>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Base: \$16,143,491</p>
<p>Provide summer school intervention, enrichment, and original credit classes for grade K-12 and related costs, including materials and supplies.</p>	<p>District-wide All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Base: \$15,000 S &amp; C: \$160,000</p>

Purchase/contract with intervention programs, data analysis system and student assessment programs for progress monitoring and data collection.	District-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	S & C:  \$50,000
Improve and increase library services for all grade levels, including purchasing books, expanding libraries and increasing computer/mobile devices.	District-wide School-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Base: \$250,000 S & C: \$125,000
Purchase supplemental and intervention materials, including technology based instructional programs and related costs.	District-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	S & C:  \$250,000
Provide and support and services to early education teachers to help students be better prepared to enter school successfully, including materials/supplies and professional development.	District-wide All Schools Grades: TK, K, Preschool	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	S & C: \$126,870 Base: \$150,000

<p>Retain/hire properly credentialed teachers for the purpose of reducing class sizes as needed for grades 4-12.</p>	<p>District-wide Grades: All</p>	<p><input checked="" type="checkbox"/> All -----  <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless  <input type="checkbox"/> Other</p>	<p>S &amp; C: \$2,312,630</p>
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<b>GOAL:</b>	Increase Academic Achievement for English Learners		Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local: N/A
<b>Identified Need:</b>	Based on current state and local monitoring, continued English Language Development instructional focus is required for all English Language Learners.		
<b>Goal Applies to:</b>	<b>Schools:</b>	All	
	<b>Grades:</b>	All	
	<b>Applicable Pupil Subgroups:</b>	Redesignated fluent English proficient, English Learners	
<b>LCAP Year 1</b>			
<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1.Meet or exceed annual rate of English Learner students' language acquisition as measured by state English Language Development assessment (AMAO 1).</li> <li>2.Meet or exceed annual rate of English Learner cohorts' language acquisition as measured by state English Language Development assessment (AMAO 2).</li> <li>3.Meet or exceed percentage of English Learner students who meet or exceed standards as measured by the CAASPP (SBAC) in the area of ELA (AMAO 3).</li> <li>4.Meet or exceed percentage of English Learner students who meet or exceed standards as measured by the CAASPP (SBAC) in the area of Mathematics.</li> <li>5.Meet or exceed Reclassification percentage rate of English Learners (ELs) to Reclassified Fluent English Proficient. (RFEP)</li> <li>6.Reduce or maintain percentage of Long Term English Learners (LTEL's).</li> </ol>		
	<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>
			<b>Budgeted Expenditures</b>



<p>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).</p>	<p>Targeted Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>S &amp; C: \$100,000</p>
<p>Provide tool for tracking progress, specifically for creating Individual Learning Plans for English Learners.</p>	<p>Targeted Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>S &amp; C: \$4,000</p>
<p>Contract with EL curriculum and instruction experts to provide professional development for English Language Development (ELD) implementation; substitute teacher costs for release days.</p>	<p>Targeted Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>S &amp; C: \$20,000</p>
<p>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>Targeted Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>S &amp; C: \$20,000</p>

<p>Provide professional development in the area of English Language Development for early learning teachers.</p>	<p>Targeted Grades: TK, K, Preschool</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>S &amp; C: \$6,000</p>
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**LCAP Year 2**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<ol style="list-style-type: none"> <li>1.Meet or exceed annual rate of English Learner students' language acquisition as measured by state English Language Development assessment (AMAO 1).</li> <li>2.Meet or exceed annual rate of English Learner cohorts' language acquisition as measured by state English Language Development assessment (AMAO 2).</li> <li>3.Meet or exceed percentage of English Learner students who meet or exceed standards as measured by the CAASPP (SBAC) in the area of ELA (AMAO 3).</li> <li>4.Meet or exceed percentage of English Learner students who meet or exceed standards as measured by the CAASPP (SBAC) in the area of Mathematics.</li> <li>5.Meet or exceed Reclassification percentage rate of English Learners (ELs) to Reclassified Fluent English Proficient. (RFEP)</li> <li>6.Reduce or maintain percentage of Long Term English Learners (LTEL's).</li> </ol>
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<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>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).</p>	<p>Targeted Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>S &amp; C: \$100,000</p>

<p>Provide tool for tracking progress, specifically for creating Individual Learning Plans for English Learners.</p>	<p>Targeted Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>S &amp; C: \$4,250</p>
<p>Contract with EL curriculum and instruction experts to provide professional development for English Language Development (ELD) implementation; substitute teacher costs for release days.</p>	<p>Targeted Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>S &amp; C: \$20,000</p>
<p>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>Targeted Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>S &amp; C: \$20,000</p>
<p>Provide professional development in the area of English Language Development for early learning teachers.</p>	<p>Targeted Grades: TK, K, Preschool</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>S &amp; C: \$7,500</p>
<p><b>LCAP Year 3</b></p>			

<b>Expected Annual Measurable Outcomes:</b>	1.Meet or exceed annual rate of English Learner students' language acquisition as measured by state English Language Development assessment (AMAO 1). 2.Meet or exceed annual rate of English Learner cohorts' language acquisition as measured by state English Language Development assessment (AMAO 2). 3.Meet or exceed percentage of English Learner students who meet or exceed standards as measured by the CAASPP (SBAC) in the area of ELA (AMAO 3). 4.Meet or exceed percentage of English Learner students who meet or exceed standards as measured by the CAASPP (SBAC) in the area of Mathematics. 5.Meet or exceed Reclassification percentage rate of English Learners (ELs) to Reclassified Fluent English Proficient. (RFEP) 6.Reduce or maintain percentage of Long Term English Learners (LTEL's).		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
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).	Targeted Grades: All	<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	S & C: \$100,000
Provide tool for tracking progress, specifically for creating Individual Learning Plans for English Learners.	Targeted Grades: All	<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	S & C: \$4,250

<p>Contract with EL curriculum and instruction experts to provide professional development for English Language Development (ELD) implementation; substitute teacher costs for release days.</p>	<p>Targeted Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>S &amp; C: \$20,000</p>
<p>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>Targeted Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>S &amp; C: \$20,000</p>
<p>Provide professional development in the area of English Language Development for early learning teachers.</p>	<p>Targeted Grades: TK, K, Preschool</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>S &amp; C: \$8,500</p>

<b>GOAL:</b>	Increase 21st Century Learning		Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local: N/A
<b>Identified Need:</b>	An established need to continue to provide and enhance opportunities for students to participate in academic, co-curricular and extra-curricular experiences.		
<b>Goal Applies to:</b>	<b>Schools:</b>	All	
	<b>Grades:</b>	All	
	<b>Applicable Pupil Subgroups:</b>	All	
<b>LCAP Year 1</b>			
<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1.Meet or exceed current district participation rate for visual and performing arts for grades 6 - 12.</li> <li>2.Provide 100% of academic teachers with instructional technology and digital tools.</li> <li>3.Provide 100% of K - 12 grade students access to instructional technology and digital tools for instructional programs during the instructional day.</li> <li>4.Provide 100% of 6 - 12 grade students access to instructional technology and digital tools for extended learning activities beyond the instructional day.</li> <li>5.Meet or exceed current district participation rate for Career Technical Education/ ROP classes.</li> <li>6.Meet or exceed current district participation rate for STEM Pathway courses.</li> </ol>		
	<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>
			<b>Budgeted Expenditures</b>

<p>Purchase computer/mobile devices and improve technology infrastructure for CCSS technology implementation and related costs.</p>	<p>All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Base: \$225,000</p>
<p>Retain/Hire personnel to maintain technology devices and infrastructure and related costs.</p>	<p>District-wide All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Base: \$200,000 S &amp; C: \$20,000</p>
<p>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>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>S &amp; C: \$110,000</p>
<p><b>LCAP Year 2</b></p>			

<b>Expected Annual Measurable Outcomes:</b>	1.Meet or exceed current district participation rate for visual and performing arts for grades 6 - 12. 2.Provide 100% of academic teachers with instructional technology and digital tools. 3.Provide 100% of K - 12 grade students access to instructional technology and digital tools for instructional programs during the instructional day. 4.Provide 100% of 6 - 12 grade students access to instructional technology and digital tools for extended learning activities beyond the instructional day. 5.Meet or exceed current district participation rate for Career Technical Education/ ROP classes. 6.Meet or exceed current district participation rate for STEM Pathway courses.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Purchase computer/mobile devices and improve technology infrastructure for CCSS technology implementation and related costs.	All Schools  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Base:  \$250,000
Retain/Hire personnel to maintain technology devices and infrastructure and related costs.	District-wide  All Schools  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Base: \$250,000  S & C: \$20,000



<p>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>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>S &amp; C: \$115,000</p>
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**LCAP Year 3**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>1.Meet or exceed current district participation rate for visual and performing arts for grades 6 - 12. 2.Provide 100% of academic teachers with instructional technology and digital tools. 3.Provide 100% of K - 12 grade students access to instructional technology and digital tools for instructional programs during the instructional day. 4.Provide 100% of 6 - 12 grade students access to instructional technology and digital tools for extended learning activities beyond the instructional day. 5.Meet or exceed current district participation rate for Career Technical Education/ ROP classes. 6.Meet or exceed current district participation rate for STEM Pathway courses.</p>
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<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>Purchase computer/mobile devices and improve technology infrastructure for CCSS technology implementation and related costs.</p>	<p>All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Base: \$250,000</p>

Retain/Hire personnel to maintain technology devices and infrastructure and related costs.	District-wide All Schools Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Base: \$250,000 S & C: \$20,000
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.	District-wide Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	S & C: \$115,000

<b>GOAL:</b>	Increase Parent Involvement		Related State and/or Local Priorities: _1 _2 X 3 _4 X 5 X 6 _7 _8 Local: N/A
<b>Identified Need:</b>	A continued focus on increasing parent engagement participation as measured by involvement in SSC, open houses, parenting classes, and school site parent meetings.		
<b>Goal Applies to:</b>	<b>Schools:</b>	All	
		Grades: All	
	<b>Applicable Pupil Subgroups:</b>	All	
<b>LCAP Year 1</b>			
<b>Expected Annual Measurable Outcomes:</b>	1. Set baseline for parent participation rate in parent involvement activities Preschool - 12 as measured by sign in sheets. 2.80% of parents will participate in parent-teacher conferences in grades TK - 8. 3.Meet or exceed current percentage of LCFF/LCAP surveys completed.		
	<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>
	Provide school/district communications and parent involvement opportunities Preschool - 12.	District-wide All Schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other
			<b>Budgeted Expenditures</b>  S & C: \$35,000  Base: \$8,000

<p>Expand and promote preschool/ Transitional Kindergarten/ Early learning services and opportunities for parents and community members.</p>	<p>District-wide All Schools Grades: TK, Preschool</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>S &amp; C: \$14,000 Base: \$2,000</p>	
<p><b>LCAP Year 2</b></p>				
<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>1.Maintain or exceed parent participation rate in parent involvement activities Preschool - 12 as measured by sign in sheets. 2.80% of parents will participate in parent-teacher conferences. 3.Meet or exceed percentage of LCFF/LCAP surveys completed.</p>			
<p><b>Actions/Services</b></p>		<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>Provide school/district communications; parent involvement opportunities.</p>	<p>District-wide All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>S &amp; C: \$35,000 Base: \$8,000</p>	
<p>Expand and promote preschool/ Transitional Kindergarten/ Early learning services and opportunities for parents and community members.</p>	<p>District-wide All Schools Grades: TK, Preschool</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>S &amp; C: \$14,000 Base: \$2,000</p>	

LCAP Year 3			
Expected Annual Measurable Outcomes:	1.Maintain or exceed parent participation rate in parent involvement activities Preschool - 12 as measured by sign in sheets. 2.80% of parents will participate in parent-teacher conferences. 3.Meet or exceed percentage of LCFF/LCAP surveys completed.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide school/district communications; parent involvement opportunities.	District-wide All Schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	S & C: \$35,000 Base: \$8,000
Expand and promote preschool/ Transitional Kindergarten/ Early learning services and opportunities for parents and community members.	District-wide All Schools Grades: TK, Preschool	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	S & C: \$14,000 Base: \$2,000

<b>GOAL:</b>	Provide a Positive School Environment		Related State and/or Local Priorities: _1 _2 X 3 _4 X 5 X 6 _7 _8 Local: N/A	
<b>Identified Need:</b>	Analysis of data in student data system shows a need to maintain attendance and graduation rates.			
<b>Goal Applies to:</b>	<b>Schools:</b>	All		
		Grades: All		
	<b>Applicable Pupil Subgroups:</b>	All		
<b>LCAP Year 1</b>				
<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1.Meet or exceed current district graduation rate.</li> <li>2.Meet or exceed district's goal of 85% attendance rate.</li> <li>3.Reduce or maintain district chronic absenteeism rate.</li> <li>4.Reduce or maintain district expulsion rate.</li> <li>5.Reduce or maintain the middle school dropout rate.</li> <li>6.Reduce or maintain the high school dropout rate.</li> <li>7.Reduce or maintain district suspension rate.</li> <li>8.Maintain or exceed facilities at the rate of "good or better" on the FIT for all sites.</li> </ol>			
	<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>

Provide training in behavior support and at-risk intervention programs at all sites.	District-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	S & C:  \$200,000
District routine restricted maintenance contribution, upgrade facilities and school sites to enhance educational experience by facilitating greater access for unduplicated students in the library and learning commons; retain/hire maintenance personnel.	District-wide All Schools  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Base:  \$1,000,000  S & C:  \$150,000
Provide student transportation to and from school during school year and summer school; provide security to improve campus safety.	All Schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Base:  \$1,000,000
Contract with outside agencies to provide health services for students.	District-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	S & C:  \$85,000

LCAP Year 2

<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1.Meet or exceed current district graduation rate.</li> <li>2.Meet or exceed district's goal of 85% attendance rate.</li> <li>3.Reduce or maintain district chronic absenteeism rate.</li> <li>4.Reduce or maintain district expulsion rate.</li> <li>5.Reduce or maintain the middle school dropout rate.</li> <li>6.Reduce or maintain the high school dropout rate.</li> <li>7.Reduce or maintain district suspension rate.</li> <li>8.Maintain or exceed facilities at the rate of "good or better" on the FIT for all sites.</li> </ol>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide training in behavior support and at-risk intervention programs at all sites.	District-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	S & C:  \$210,000
District routine restricted maintenance contribution, upgrade facilities and school sites to enhance educational experience by facilitating greater access for unduplicated students in the library and learning commons; retain/hire maintenance personnel.	District-wide All Schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Base: \$1,100,000  S & C: \$200,000



<p>Provide student transportation to and from school during school year and summer school; provide security to improve campus safety.</p>	<p>All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Base: \$1,100,000</p>
<p>Contract with outside agencies to provide health services for students.</p>	<p>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>S &amp; C: \$90,000</p>
<p><b>LCAP Year 3</b></p>			
<p><b>Expected Annual Measurable Outcomes:</b></p>	<ol style="list-style-type: none"> <li>1.Meet or exceed current district graduation rate.</li> <li>2.Meet or exceed district's goal of 85% attendance rate.</li> <li>3.Reduce or maintain district chronic absenteeism rate.</li> <li>4.Reduce or maintain district expulsion rate.</li> <li>5.Reduce or maintain the middle school dropout rate.</li> <li>6.Reduce or maintain the high school dropout rate.</li> <li>7.Reduce or maintain district suspension rate.</li> <li>8.Maintain or exceed facilities at the rate of "good or better" on the FIT for all sites.</li> </ol>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>

Provide training in behavior support and at-risk intervention programs at all sites.	District-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	S & C:  \$210,000
District routine restricted maintenance contribution, upgrade facilities and school sites to enhance educational experience by facilitating greater access for unduplicated students in the library and learning commons; retain/hire maintenance personnel.	District-wide All Schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Base:  \$1,100,000  S & C:  \$200,000
Provide student transportation to and from school during school year and summer school; provide security to improve campus safety.	All Schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Base:  \$1,100,000
Contract with outside agencies to provide health services for students.	District-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	S & C:  \$90,000

<b>GOAL:</b>	Provide Strategic Prof. Development Opportunities		Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local: N/A
<b>Identified Need:</b>	An established need for continuous professional development based on the Common Core Standards, adoption materials, and the technology requirements for the SBAC.		
<b>Goal Applies to:</b>	<b>Schools:</b>	All	
	<b>Grades:</b>	All	
	<b>Applicable Pupil Subgroups:</b>	All	
<b>LCAP Year 1</b>			
<b>Expected Annual Measurable Outcomes:</b>	<p>1.Sustain 100% properly credentialed teachers with no misassignments of vacancies.</p> <p>2.Provide 100% of academic teachers professional development in CCSS, ELD, Social Science, and NGSS as applicable to their grade/content as a measure of CCSS implementation.</p> <p>3.Provide 100% of academic teachers professional development in literacy instruction, student engagement strategies, technology, lesson design and delivery, unit design, and writing.</p> <p>4.Provide 100% of non-academic teachers and instructional assistants professional development as applicable to their courses and/or assignment.</p>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Contract with curriculum and instruction experts to provide professional development for core content teachers, instructional aides, and early learning providers as appropriate in the areas of CCSS, ELD, technology, student engagement, lesson/unit design and writing; substitute teacher costs for release days and related costs.	District-wide  Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	S & C:  \$375,000

<p>Provide newly hired teachers with district created training/professional development designed to provide background knowledge, skills and information in the areas of the California State Standards, technology, special education programs and student engagement.</p>	<p>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>S &amp; C: \$20,000</p>
<p><b>LCAP Year 2</b></p>			
<p><b>Expected Annual Measurable Outcomes:</b></p>	<ol style="list-style-type: none"> <li>1. Sustain 100% properly credentialed teachers with no misassignments of vacancies.</li> <li>2. Provide 100% of academic teachers professional development in CCSS, ELD, Social Science, and NGSS as applicable to their grade/content as a measure of CCSS implementation.</li> <li>3. Provide 100% of academic teachers professional development in literacy instruction, student engagement strategies, technology, lesson design and delivery, unit design, and writing.</li> <li>4. Provide 100% of non-academic teachers and instructional assistants professional development as applicable to their courses and/or assignment.</li> </ol>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>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.</p>	<p>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>S &amp; C: \$375,000</p>
<p>Provide newly hired teachers with district created training/professional development designed to provide background knowledge, skills, and information in the areas of the California State Standards, technology, special education programs and student engagement.</p>	<p>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>S &amp; C: \$21,000</p>

**LCAP Year 3**

<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Sustain 100% properly credentialed teachers with no misassignments of vacancies.</li> <li>2. Provide 100% of academic teachers professional development in CCSS, ELD, Social Science, and NGSS as applicable to their grade/content as a measure of CCSS implementation.</li> <li>3. Provide 100% of academic teachers professional development in literacy instruction, student engagement strategies, technology, lesson design and delivery, unit design, and writing.</li> <li>4. Provide 100% of non-academic teachers and instructional assistants professional development as applicable to their courses and/or assignment.</li> </ol>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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.	District-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	S & C: \$375,000
Provide newly hired teachers with district created training/professional development designed to provide background knowledge, skills, and information in the areas of the California State Standards, technology, special education programs and student engagement.	District-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	S & C: \$21,000

## 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?

<b>Original Goal from prior year LCAP:</b>	Increase Academic Achievement of All Students		Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local:
Goal Applies to:	Schools:	All	
	Grades:	All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. A 1% growth in the number of proficient students.</li> <li>2. Establish baseline data for Social Science and Science tests.</li> <li>3. Maintain or increase CAHSEE pass rate by 1% in ELA and Math.</li> <li>4. Maintain or increase District PE averages in</li> </ol>	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. Met - Mean Scale Score - Standard Exceeded and Standard Met constitute Proficiency (baseline data) <ul style="list-style-type: none"> <li>◦ All Students: ELA 43% Math 29%</li> <li>◦ White: ELA 61% Math 45%</li> <li>◦ Hispanic: ELA 39% Math 18%</li> </ul> </li> </ol>

- 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.

- Asian: ELA 63% Math 41%
  - English Learner: ELA 16% Math 13%
  - Socio Economic Disadvantage: ELA 38% Math 18%
  - Special Ed: ELA 13% Math 6%
2. With changes to both Science and Social Science standards a baseline was not set in order to attain CDE confirmation of new standards pathway.
  3. CAHSEE suspended per CDE.
  4. Met - 80% overall average- increase of 5%
  5. Target growth suspended per CDE.
  6. Met - Board approved and implementation of State approved programs and/or CCSS Units of Study.
  7. Met - Teacher schedules and master schedules provide validation of broad course of study.
  8. A-G Course completion (seniors)
    - All Students: Met - 47.7% - increase of 5.9%
    - White: 14.3%
    - Hispanic: 38.1%
    - Asian: N/A
    - English Learner: 14.3%
    - Socio Economic Disadvantage: 41.9%
    - Special Ed: 0%
  9. AP course completion
    - All Students: Not Met - 21.14% - decrease of 1.34%
    - White: 12.8%
    - Hispanic: 26.7%
    - Asian: 4.3%
    - English Learner: 8.9%
    - Socio Economic Disadvantage: 40.2%
    - Special Ed: 0%
  10. CTE course completion
    - All Students: Met - 21.57% - increase of 7.06%
    - White: 9.86%
    - Hispanic: 80.04%

- Asian: 5.86%
  - English Learner: 9.90%
  - Socio Economic Disadvantage: 78.7%
  - Special Ed: 11.21%
11. EAP pass rate
- All Students: Met ELA 25% (maintained) Not Met Math 5% - decrease of 10%
  - White: ELA 50 % Math 19%
  - Hispanic: ELA 21 % Math 2%
  - Asian: ELA 29% Math 14%
  - English Learner: ELA 0% Math 0 %
  - Socio Economic Disadvantage: ELA 20% Math 3 %
  - Special Ed: ELA 0% Math 0%
12. API has been suspended

**LCAP Year: 2015-16**

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.		Base: \$315,000	S & C: \$281,279
<b>Scope of service:</b>	All Schools Grades: All		Scope of service: Board approved adopted materials were purchased as needed per content area and respective grade level in order to meet implementation of CCSS. Grades: All



<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		
<p>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>S &amp; C: \$677,000</p>	<p>Intervention and support staff hired.</p>		<p>S &amp; C: \$772,246</p>
<p><b>Scope of service:</b></p>	<p>Districtwide</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>Intervention and support staff hired.</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		
<p>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>Base: \$14,933,418</p> <p>S &amp; C: \$1,400,000</p>	<p>All hires met HQT requirements.</p>		<p>Base: \$15,239,103</p> <p>S &amp; C: \$1,528,524</p>

<b>Scope of service:</b>	Districtwide Schoolwide Grades: All		Scope of service:	All hires met HQT requirements. Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Provide summer school intervention, enrichment, and original credit classes for grades K-12 and related costs, including materials and supplies.		Base: \$4,800 S & C: \$149,275	Summer school includes intervention, enrichment, and grade replacement courses.	Base: \$14,480 S & C: \$147,046	
<b>Scope of service:</b>	Districtwide Schoolwide Grades: All		Scope of service:	Summer school includes intervention, enrichment, and grade replacement courses. Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Purchase/contract with intervention programs; data analysis system and student assessment programs for progress monitoring and data collection.		Base: \$68,000	Intervention programs, data systems and assessment programs were purchased.		Base: \$38,501  Note: Decrease Base costs due to lower program cost.
<b>Scope of service:</b>	All Schools  Grades: All		Scope of service:	Intervention programs, data systems and assessment programs were purchased.  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Improve and increase library services for all grade levels, including purchasing books, expanding libraries and increasing computer/mobile devices.		Base: \$204,080  S & C: \$140,300	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.		Base: \$ 266,601  S & C: \$ 64,394  Note: Decrease S & C costs due to use of other funding sources for library.

<b>Scope of service:</b>	Districtwide  Schoolwide  Grades: All		<b>Scope of service:</b>	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.  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Purchase supplemental and intervention materials, including technology based instructional programs and related costs.		S & C: \$212,585	Supplemental and intervention materials purchased based on student identified need in ELA, Math and ELD.	S & C: \$213,297	
<b>Scope of service:</b>	Districtwide  Grades: All		<b>Scope of service:</b>	Supplemental and intervention materials purchased based on student identified need in ELA, Math and ELD.  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<b>What changes in actions, services, and expenditures</b>	<p>Based on the continuous improvement shown on the district's local and state assessments in both ELA and Math many of the actions and services detailed for 2016-17 will continue. Data points for all metrics reflect positive results and the goal remains to be essential to continue to improve student achievement. Furthermore, after review of stakeholder feedback, data, and CDE requirements; the metrics were modified/changed/removed to meet new standards, new assessments and new set CDE performance requirements when applicable. Some metric were changed to pass rate instead of completion rate (metrics 8, 9, and 10) as current measure is not consistent with CDE reports. Actions/ services may have also been modified/changed/removed for the 2016-2017 LCAP in order to meet each metric and goal. 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.</p> <p>Lastly, Fowler Unified School District has officially adopted the use of Units of Study for ELA instruction, the actions/services has been modified to: Order state/locally approved CCSS curriculum and materials for core content subjects, ELD, and supplemental and intervention programs and materials to support the CCSS implementation via Units of Study or adoption programs; to be more specific and accommodate the needs of Units of Study implementation.</p>
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<b>Original Goal from prior year LCAP:</b>	Increase Academic Achievement for English Learners		Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local:	
Goal Applies to:	Schools:	All		
	Grades:	All		
	Applicable Pupil Subgroups:	English Learners		
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. Meet or exceed AMAO 1 Target.</li> <li>2. Meet or exceed AMAO 2 Target.</li> <li>3. Meet or exceed state targets for English Learners as established for AMAO 3.</li> <li>4. Meet or exceed Reclassification rate of English Learners (ELs) to Reclassified Fluent English Proficient. (RFEP)</li> </ol>	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. Not Met - 59.2% a decrease of 2.5%</li> <li>2. Met - Less than 5 Years and 5 or More Years</li> <li>3. AMAO 3 suspended per CDE</li> <li>4. Not Met <ul style="list-style-type: none"> <li>◦ 2014/2015 Reclassified total of 5% reclassification rate (21 RFEP of 588 ELs)</li> <li>◦ 2015-2015 Reclassified total of 4% reclassification rate (29 RFEP of 578 ELs)</li> </ul> </li> </ol>	
<b>LCAP Year: 2015-16</b>				
<b>Planned Actions/Services</b>			<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>	
Hire Secondary ELD Intervention Specialist who will provide targeted English Language Development (ELD), specifically Long Term English Learners (LTELs) and Newcommers with intervention and English Language Development (ELD).	S & C: \$95,600	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)	S & C: \$89,409	

<b>Scope of service:</b>	Schoolwide Grades: All		Scope of service:	Hired Secondary ELD Intervention Specialist to work with Long Term English Learners (LTELs) in the area of English Language Development (ELD).  Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th	
<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		
Provide tool for tracking progress, specifically for creating Individual Learning Plans for English Learners.		S & C: \$4,000	Provide tool for tracking progress, specifically for creating Individual Learning Plans for English Learners.		S & C: \$3,600
<b>Scope of service:</b>	Districtwide Grades: All		Scope of service:	Programs purchased to provide progress monitoring system for English Learner (EL) student proficiency in all content areas and Individual Learning Plans in the area of English Language Development (ELD).  Grades: All	

_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Contract with EL curriculum and instruction experts to provide professional development for English Language Development (ELD) implementation; substitute teacher costs for release days.		S & C: \$16,000	Contract with EL curriculum and instruction experts to provide professional development for English Language Development (ELD) implementation; substitute teacher costs for release days.		S & C: \$18,283
<b>Scope of service:</b>	Districtwide  Grades: All		Scope of service:	Contracted with TCOE experts to provide professional development in the area of English Lanuage Developement (ELD).  Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
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.		S & C: \$12,500	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.		S & C: \$17,295



<b>Scope of service:</b>	Districtwide  Grades: All		<b>Scope of service:</b>	Materials purchased in order to provide targeted English Language Development (ELD) instruction, both Integrated and Designated ELD.  Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
<b>What changes in actions, services, and expenditures</b>	Fowler Unified School District continues to improve English Learner outcomes as demonstrated in both local and state assessments. Actions and services within this goal proved to be beneficial as data points for all metrics reflect positive results. Stakeholder feedback focused on the need for continuous professional development in the area of English Language Development and intervention for Long Term English Learners. Actions and services remain consistent with feedback and goal of increasing academic achievement for English Learners. 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.				

<b>Original Goal from prior year LCAP:</b>	Increase 21st Century Learning		Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local:
Goal Applies to:	Schools:	All  Grades: All  Applicable Pupil Subgroups: All	

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>1. Meet or exceed the set district participation rate for visual and performing arts.</li> <li>2. Establish District standards for student technology integration.</li> <li>3. Establish district participation rate for Career Technical Education/ ROP classes.</li> <li>4. Create/ develop new courses in the STEM Pathway.</li> </ol>	<p>Actual Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>1. Met - A minimum of 40% of all FUSD students in grades 6-12 should be enrolled in/ participating in Visual/ Performing Arts. At Sutter (combined Band and Choir) we are at 51% (293/584); at Fowler High School (combined Band, Choir, Drama, and Art) we are at 55% (411/745).</li> <li>2. Met - FUSD grade level standards- Grades TK-2- computer-to-student ratio is 1:2; Grades 3-5 computer-to-student ratio is 1:1 with students having full class access for testing; and in Grades 6-12 computer-to-student ratio is 1:1 with students having 24/7 access to devices.</li> <li>3. Met - All students have access to CTE courses and students in grades 11-12 have access to ROP classes. FUSD expects at least 50% of all students to be enrolled in a CTE course; and FUSD expects at least 40% of students in grades 11-12 to be enrolled in a CTE/ROP class. Currently FHS has 64% of all students in a CTE class; and has 58% of all 11th and 12th grade students in an ROP class.</li> <li>4. Met - STEM classes were developed and implemented in the 2015/2016 school year.</li> </ol>
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**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Purchase computer/mobile devices and improve technology infrastructure for CCSS technology implementation and related costs.</p>	<p>Base: \$385,000</p>	<p>Purchase computer/mobile devices and improve technology infrastructure for CCSS technology implementation and related costs.</p>	<p>Base: \$306,031</p> <p>Note: Decrease Base costs due to use of other funding sources for technology.</p>

<b>Scope of service:</b>	All Schools  Grades: All		<b>Scope of service:</b>	Purchase of technology devices and improvement of technology infrastructure to accommodate for new devices.  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Retain/Hire personnel to maintain technology devices and infrastructure and related costs.		Base: \$157,500  S & C: \$20,000	Retain/Hire personnel to maintain technology devices and infrastructure and related costs.	Base: \$195,467  S & C: \$20,000  Note: Increased cost of personnel due to increased utilization of classroom technology.	
<b>Scope of service:</b>	Districtwide  Schoolwide  Grades: All		<b>Scope of service:</b>	Personnel hired/retained to continue to maintain technology devices and infrastructure in place.  Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
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.		S & C: \$100,800	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.	S & C: \$77,959  Note: Decrease due to shared cost with ROP funding.
<b>Scope of service:</b>	Districtwide  Grades: All		Scope of service:  Hired/retained certificated personnel.  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

<b>What changes in actions, services, and expenditures</b>	<p>Upon review of the goal and data, the impact of the 2015-2016 LCAP appears favorable. Data points for all metrics reflect positive results and the goal remains to be essential to continue to improve student achievement towards meeting 21st Century learning. Furthermore, after review of stakeholder feedback, data, and CDE requirements; the metrics were modified/changed/removed to meet new standards, new assessments and new set CDE performance requirements when applicable. Actions/ services may have also been modified/changed/removed for the 2016-2017 LCAP in order to meet each metric and goal. 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.</p>
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<b>Original Goal from prior year LCAP:</b>	Increase Parent Involvement		Related State and/or Local Priorities: _1 _2 X3 _4 X5 X6 _7 _8 Local:	
Goal Applies to:	Schools:	All		
		Grades: All		
	Applicable Pupil Subgroups:	All		
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:	1. Met - Parent involvement participation rate increased by more than 1% as measured by the increase number of parent involvement opportunities offered outside of the required parent involvement opportunities such as Title 1, SSC, ELAC, DELAC as measured by parent sign in sheets per event. <ul style="list-style-type: none"> <li>◦ 2014/2015 18 total events district-wide</li> <li>◦ 2015/2016 21 total events district-wide</li> </ul>
<b>LCAP Year: 2015-16</b>				
<b>Planned Actions/Services</b>			<b>Actual Actions/Services</b>	
		<b>Budgeted Expenditures</b>		
Provide school/district communications; parent involvement opportunities.		S & C: \$43,200	Provide school/district communications; parent involvement opportunities.  Note: Decrease S & C costs due to use of other funding sources.	

<b>Scope of service:</b>	Districtwide  Grades: All		<b>Scope of service:</b>	Increased parent involvement opportunities at all sites and the use of parent Connect to deliver school and district message in English and Spanish throughout school year.  Grades: All	
X All  ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All  ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
<b>What changes in actions, servivces, and expenditures</b>	Based on stakeholder input, this goal remained the same; however, several metrics and actions and services were adjusted and/or added to better meet the needs of our parents. The number of parent engagement/involvement opportunities at all sites increased and will continue to be the focus for the 2016-2017 school year. The topics of the educational nights include ELA, Math, Science, technology college admission process, and nights specifically geared towards improving student achievement. 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.				

<b>Original Goal from prior year LCAP:</b>	Provide a Positive School Environment			Related State and/or Local Priorities: _1 _2 X3 _4 X5 X6 _7 _8 Local:
Goal Applies to:	Schools:	All  Grades: All		
		Applicable Pupil Subgroups:	All	
Expected Annual Measurable	1. Meet or exceed county averages for graduation rates.	Actual Annual Measurable	2014-2015 data reported	

## Outcomes:

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.

## Outcomes:

1. Met - FUSD graduation rate 94.54% as compared to county average of 81.89%
  - All Students: 94.5%
  - White: 95.5%
  - Hispanic: 93.6%
  - Asian: 100%
  - English Learner: 92.2%
  - Socio Economic Disadvantage: 93.7%
  - Special Ed: 84.6%
2. Met - 99.31% attendance rate
  - All Students: %
  - White: 10.14%
  - Hispanic: 78.6%
  - Asian: 9.53%
  - English Learner: 18.06%
  - Socio Economic Disadvantage: 73.45%
  - Special Ed: 11.22%
3. Met - 10% absenteeism rate
  - All Students: %
  - White: 12.7%
  - Hispanic: 10.8%
  - Asian: 0%



- English Learner: 7.4%
  - Socio Economic Disadvantage: 11.9%
  - Special Ed: %
4. Met - .04% expulsion rate as compared to .75% in 2013-2014 school year
- All Students: .04%
  - White: 0%
  - Hispanic: 0%
  - Asian: 0%
  - English Learner: 0%
  - Socio Economic Disadvantage: 0%
  - Special Ed: 0%
5. Met - 0% dropout rate for Middle School
- All Students: 0%
  - White: 0%
  - Hispanic: 0%
  - Asian: 0%
  - English Learner: 0%
  - Socio Economic Disadvantage: 0%
  - Special Ed: 0%
6. Met - 0% dropout rate as compared to 12% dropout rate in 2013-2014 school year for High School
- All Students: 0%

- White: 0%
  - Hispanic: 0%
  - Asian: 0%
  - English Learner: 0%
  - Socio Economic Disadvantage: 0%
  - Special Ed: 0%
7. Not Met - 1.65% suspension rate as compared to 1.1% in 2013-2014 school year
- All Students: 1.65%
  - White: 0%
  - Hispanic: 1.65%
  - Asian: 0%
  - English Learner: 0%
  - Socio Economic Disadvantage: 1.65%
  - Special Ed: 0%
8. Met - FIT for all sites good or better.

**LCAP Year: 2015-16**

<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>

Provide training in behavior support and at-risk intervention programs at all sites.		S & C: \$167,000	Provide training in behavior support and at risk intervention programs at all sites.	S & C: \$171,802
<b>Scope of service:</b>	Districtwide  Grades: All		Scope of service:  Involvement opportunities were provided throughout school year at all sites in the areas of positive behavior support and at-risk intervention.  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
District routine restricted maintenance contribution, upgrade facilities and school sites to enhance educational experience; retain/hire maintenance personnel.		Base: \$1,130,000  S & C: \$104,585	District routine restricted maintenance contribution, upgrade facilities and school sites to enhance educational experience; retain/hire maintenance personnel.	Base: \$1,004,461  S & C: \$ 0  Note: Utilized S & C funds for educational purposes rather than routine maintance.

<b>Scope of service:</b>	Districtwide  Schoolwide  Grades: All		<b>Scope of service:</b>	Routine maintenance and upgrades made to facilities in order to enhance educational setting.  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Provide student transportation to and from school during school year and summer school; provide security to improve campus safety.		Base: \$916,000	Provide student transportation to and from school during school year and summer school; provide security to improve campus safety.	Base: \$1,002,425  Decrease S & C costs due to use of other funding sources for transportation.	
<b>Scope of service:</b>	All Schools  Grades: All		<b>Scope of service:</b>	Transportation services provided district-wide for all students.  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Contract with outside agencies to provide health services for students.		S & C: \$25,000	Contract with outside agencies to provide health services for students.		S & C: \$ 83,694  Note: Increase S & C costs due to increased services for health services for all sites.
<b>Scope of service:</b>	All Schools  Grades: All		Scope of service:	Supplemental Health Services provided nursing staff for all school sites to access throughout day.  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
<b>What changes in actions, servivces, and expenditures</b>	Review of the goal and metrics, such as attendance, dropout rates, expulsions and suspensions, all of which reflect positive results, will remain essential so as to continue to improve a positive school environment for all students, staff, parents and community. Furthermore, after review of stakeholder feedback, data, and CDE requirements; the metrics were modified/changed/removed to meet new standards, new assessments and new set CDE performance requirements when applicable. Actions/ services may have also been modified/changed/removed for the 2016-2017 LCAP in order to better each metric and goal. In order to continue to meet the social emotional and behavioral needs of students, the PBIS framework will be integrated at all sites as part of a multi-tiered systems of support that will include behavior, academics, health and attendance. 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.				

<b>Original Goal from prior year LCAP:</b>	Provide Strategic Professional Development Opportunities		Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local:	
Goal Applies to:	Schools:	All Grades: All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. Sustain 100% HQT compliance.</li> <li>2. 100% of teachers receive CCSS related training in their subject areas to implement new state standards.</li> <li>3. 100% of teachers will receive training in student engagement strategies, technology, lesson and unit design, and writing.</li> </ol>		Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. Met - Certificated staff met HQT requirements or internship requirements.</li> <li>2. Met - Certificated staff received training in order to meet state standards.</li> <li>3. Met - Certificated staff attended professional development in the areas of student engagement, technology, lesson and unit design and writing.</li> </ol>
<b>LCAP Year: 2015-16</b>				
<b>Planned Actions/Services</b>			<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>	
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.	S & C: \$352,570	Contract with curriculum and instruction experts to provide professional development for core content teachers and instructional aides and early learning providers in the areas of CCSS, ELD, technology, student engagement, lesson/unit design and writing; substitute teacher costs for release days and related costs.	S & C: \$62,460 Note: Decrease S & C costs due to use of other funding sources for professional development.	

<b>Scope of service:</b>	Districtwide  Grades: All		Scope of service:	Contracted with TCOE, FCOE and other experts to provide professional development to all content area staff.  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Contract with New Teacher Induction Program for Year 1 and Year 2 new hires needing to complete credential process as per HQT requirements.		S & C: \$15,000	Provide newly hired teachers with district created training/professional development designed to provide background knowledge, skills and information in the areas of the California State Standards, technology, special education programs and student engagement.	S & C: \$17,256  Note: Increase cost due to hiring of additional teacher per ADA needs.	
<b>Scope of service:</b>	Districtwide  Grades: All		Scope of service:	Contracted with FCOE to provide all new Year 1 and Year 2 teachers access to Teacher Induction Program with goal of a Clear Teaching Credential.  Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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<b>What changes in actions, services, and expenditures</b>	<p>An evaluation of the goal of Providing Strategic Professional Development Opportunities, and its actions and services and stakeholder feedback, demonstrate a need to continue to provide and increase opportunities for professional development in the area of the State Standards for all content areas and the English Language Development for teachers, administrators and paraprofessionals in grades Preschool - 12. Stakeholders indicated a need to continue to provide release time for professional development for teachers to work together by grade level/content level was noted, with specific need to focus standards, technology, and student engagement. In addition, a need to continue to provide time for teachers to work with instructional coaches to implement Units of Study, Math adoption, Next Generation Standards, Writing and student engagement strategies was specified. Release days for planning with coaches were valued by staff. 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.</p>
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**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.)

<b>Total amount of Supplemental and Concentration grant funds calculated:</b>	5005382
<p>Fowler Unified School District has an unduplicated count of 77.76% with the major portion of actions and services performed on a district-wide basis as itemized in section 2 of this plan. 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 which continue to provide direction to maintain current goals and actions and services. Actions and services include instructional materials and supplies, intervention and support staff, intervention programs and materials; additionally, increasing opportunities for CTE/ROP courses, parental engagement and involvement opportunities, health services, intervention/support for summer school, library services and materials, services for TK and preschool pupils, and services for English Learners. The district also offers professional development, technology purchases and upgrades, and supplemental materials to better serve our targeted student population.</p>	

- 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.

27.48	%
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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 \$ 5,005,382 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 27.48%. 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 as summarized in section 3a and as explained in detail 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).