

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

Introduction:

LEA: Fruitvale School District

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LCAP Year: 2014-15

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Held ELAC Meeting at Discovery on January 17. Parents were called and emailed.</p>	<p>Only 1 of the elected parents attended (no quorum established). <i>*Meetings held in prior year never had more than 1 parent attend.</i></p>
<p>Held ELAC Meeting at Endeavour on February 13. Parents were called and emailed.</p>	<p>None of the elected parents attended (no quorum established). <i>*Meetings held in prior year never had more than 1 parent attend.</i></p>
<p>Held ELAC Meeting at Endeavour on March 20. Parents were called and emailed.</p>	<p>None of the elected parents attended (no quorum established).</p>
<p>Held ELAC Meeting at Discovery on March 20. Parents were called and emailed.</p>	<p>None of the elected parents attended (no quorum established).</p>
<p>Held LCAP Meetings for all School Site Councils @ each school site. Jan 27 (Endeavour), Feb 6 (Discovery), Feb 13 (FJH), Feb 27 (Columbia), and March 6 (Quailwood).</p>	<p><i>*Meetings held in prior year never had more than 1 parent attend.</i></p>
<p>Created online surveys for teachers, non-certificated staff, management, students and parents. Available January - March.</p>	<p>Allowed stakeholders to provide their individual input and feedback about their vision and priorities for District.</p>
<p>Held LCAP Meeting at District Office for Administrative Team and union leadership from both classified and certificated groups. Feb 3.</p>	<p>Imparted LCFF and LCAP information to group as well as collected input regarding District goals and priorities. Some of the major themes shared were large class sizes, lack of technology in the schools, more library hours, restoration of summer school, and need for enrichment.</p>
<p>Held General Meeting for all District parents at Fruitvale Junior High to explain and discuss LCAP. Feb 4.</p>	<p>Imparted LCFF and LCAP information to group as well as collected input regarding District goals and priorities. Some of the major themes shared were large class sizes, lack of technology in the schools, need to provide healthier foods for students, restoration of summer school, and need for enrichment.</p>
<p>Met with Student Council Member and other student leaders at Fruitvale Junior High to discuss LCAP. Feb 6.</p>	<p>Imparted LCFF and LCAP information to group as well as collected input regarding District goals and priorities. Some of the major themes shared were large class sizes, lack of technology in the schools and need for enrichment.</p>
<p>Held LCAP Meeting at District Office for District Office staff. Feb 7.</p>	<p>Imparted LCFF and LCAP information to group as well as collected input regarding District goals and priorities. Some of the major themes shared were large class sizes, lack of technology in the schools, restoration of summer school, and need for enrichment and intervention.</p>

Involvement Process	Impact on LCAP
<p>Held LCAP Meeting at Columbia Elementary for CSEA members. Feb 11.</p>	<p>Imparted LCFF and LCAP information to group as well as collected input regarding District goals and priorities. Some of the major themes shared were large class sizes, lack of technology in the schools, more library hours, restoration of summer school, and need for intervention staff.</p>
<p>Held LCAP Meeting at Fruitvale Junior High for Fruitvale Teachers Association members. Feb 24.</p>	<p>Imparted LCFF and LCAP information to group as well as collected input regarding District goals and priorities. Some of the major themes shared were large class sizes, lack of technology in the schools, more library and computer support, restoration of summer school, and need for enrichment.</p>
<p>Held District (Parent) Advisory Committee Meeting at District Office to review LCFF and LCAP regulations, and discuss the advisory's role in the development of LCAP. Mar 4.</p>	<p>Shared information to District (Parent) Advisory Committee as to their roles and responsibilities as a member of the committee. Committee was also informed of the inactive DELAC and assumed role for committee for one year until a functioning and well attended DELAC could be established.</p>
<p>Held District (Parent) Advisory Committee Meeting at District Office to review LCFF surveys and to identify overarching and common goals and themes. Mar 25.</p>	<p>The group collectively reviewed and determined that there were overlapping and common goals and priorities that needed to be addressed by the District in the LCAP. Common (overarching) goals identified were: Decrease class sizes, provide more access to technology, implement the Common Core State Standards (CCSS), provide enrichment and remedial learning opportunities, support for our English learners.</p>
<p>Tried to schedule additional ELAC meetings for Endeavour and Discovery on April 10. Emails and phone calls were made.</p>	<p>No elected parents responded.</p>
<p>Held District (Parent) Advisory Committee Meeting at District Office to share LCAP draft for presentation to the Board of Trustees for a public hearing. Apr 24.</p>	<p>LCAP draft presented for review and comment. Opportunity for further public comment prior to public hearing. Comments/questions received included: -“What about concerns over food offerings?” -“Will there be opportunities for the performing arts in the plan?” -“Are the computer labs at the schools being addressed in the LCAP?”</p> <p>Written responses from the Superintendent to comments/questions can be found in the Appendix.</p>
<p>Held Public Hearing for LCAP at the June 10, 2014 Board Meeting.</p>	<p>Public has opportunity for final comments on LCAP Draft to be considered by the Administration prior to Board Approval at subsequent Board Meeting. No comments from the public were received.</p>

Involvement Process	Impact on LCAP
Board approves LCAP at June 17, 2014 Board Meeting.	Board approval of LCAP begins the start of implementation of services and actions and the monitoring of achieving goals.

**Information regarding meetings held (sign-in sheets, notes, survey results, etc.) are available upon request.*

Section 2: Goals and Progress Indicators

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

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

Guiding Questions:

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

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>-LCAP Survey results showed decreasing class sizes was a top priority</p> <p>-Class sizes have grown in grades K-3 since 2008: 2008 Avg = 18.5 2013 Avg = 27.12</p>	<p>Goal 1: Decrease class sizes in grades K-3 at each elementary school site incrementally over the next 3 years. K-3 Class size goals for 2014-15: Columbia – 25.0 Discovery – 25.5 Endeavour – 26.0 Quailwood – 25.0</p>	All	Elementary Sites	-Class size reports and calculations	-Smaller class sizes in grades K-3	-Smaller class sizes in grades K-3	-Smaller class sizes in grades K-3	<ul style="list-style-type: none"> -Pupil Achievement -Other Pupil Outcomes -Implementation of CCSS -School Climate -Pupil Engagement -Basic Services

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<p>-LCAP Survey results showed the implementation of the CCSS and increasing student achievement are a high priority</p> <p>-Sufficiency of Textbooks</p> <p>-Teacher and administrative observation of need for professional development, collaboration, and time to integrate new standards.</p> <p>-Academic Program Survey</p> <p>-Standardized Test Scores</p>	<p>Goal 2: Implement Common Core State Standards to Maintain High Levels of Student Achievement:</p> <p>Goals: Year 1: To be <i>Partially Implemented</i> Year 2: To be <i>Substantially Implemented</i> Year 3: To be <i>Fully Implemented</i></p>	All	LEA	<p>-Local and state assessments</p> <p>-Future LCAP surveys</p> <p>-Academic Program Survey</p>	<p>-New CCSS Math textbooks will assist in the partial implementation of the CCSS resulting in best practices for instruction.</p> <p>--Professional Development and collaboration for developing and revising lessons, units and assessments, and for integrating technology into their teaching and learning will provide a learning environment preparing students for the 21st Century</p>	<p>-Professional Development and collaboration for developing and revising lessons, units and assessments, and for integrating technology into their teaching and learning will provide a learning environment preparing students for the 21st Century</p>	<p>-New CCSS Language Arts textbooks will assist in the full implementation of the CCSS resulting in best practices for instruction.</p> <p>-Professional Development and collaboration for developing and revising lessons, units and assessments, and for integrating technology into their teaching and learning will provide a learning environment preparing students for the 21st Century</p>	<p>-Pupil Achievement</p> <p>-Other Pupil Outcomes</p> <p>-Implementation of CCSS</p> <p>-Pupil Engagement</p> <p>-Basic Services</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>-LCAP Survey results showed the need for learning opportunities beyond the regular day/year</p> <p>-Summer School and After School Programs were previously eliminated due to budget cuts</p>	<p>Goal 3: Provide Summer School and After School Learning Opportunities</p> <p>Goals: -To have a 20-day Summer School opportunity for all Fruitvale Students beginning in 2015</p> <p>-To have After School programs at every District school site (minimum of 2x/week) beginning in 2014-15</p>	All	LEA	-Attendance sheets for after school and summer programs	-20 days of Summer School for District students: Learning opportunities for both remedial and advanced students -After School Programs at least 2x/week at every site: Learning opportunities for both remedial and advanced students	-20 days of Summer School for District students: Learning opportunities for both remedial and advanced students -After School Programs at least 2x/week at every site: Learning opportunities for both remedial and advanced students	-20 days of Summer School for District students: Learning opportunities for both remedial and advanced students -After School Programs at least 2x/week at every site: Learning opportunities for both remedial and advanced students	<ul style="list-style-type: none"> -Pupil Achievement -Other Pupil Outcomes -Implementation of CCSS -School Climate -Pupil Engagement -Basic Services

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>-Evaluation of Facilities Needs Assessment shows a need to repair roofing</p> <p>-Staff and Administrative observations that the oldest District classrooms are not providing enough hot/cold air to keep classrooms comfortable</p> <p>-Facility Inspection Tool</p>	<p>Goal 4: Improve School Facilities to Provide an Environment Conducive to Learning, including updating and improving outdated unit ventilators and roofing:</p> <p>-Augment current unit ventilators in schools' oldest classrooms with a 2 ton supplemental unit to provide more desirable classroom temperatures</p> <p>-Repair and replace dated roofing at two District sites</p>	All	<p>Columbia, Discovery and Endeavour</p> <p>Fruitvale Junior High and Quailwood</p>	<p>-Facilities Report</p> <p>-Classroom Temperature Readings</p> <p>-Citizen's Bond Oversight Committee (CBOC) Reports</p> <p>-Facilities Report</p> <p>-Roofing Report</p> <p>-Citizen's Bond Oversight Committee (CBOC) Reports</p>	<p>-Improved Temperature Readings for Affected Classrooms</p> <p>-Repaired Roofing at Affected School Sites</p>	<p>-Improved Temperature Readings for Affected Classrooms</p> <p>-Repaired Roofing at Affected School Sites</p>	<p>-Improved Temperature Readings for Affected Classrooms</p> <p>-Repaired Roofing at Affected School Sites</p>	<p>-Other Pupil Outcomes</p> <p>-Basic Services</p> <p>-School Climate</p> <p>-Pupil Engagement</p> <p>-Other Pupil Outcomes</p> <p>-Basic Services</p> <p>-School Climate</p> <p>-Pupil Engagement</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>-Unwrapped CCSS and determined there was a need for technology to support and meet CCSS objectives</p> <p>-LCAP Survey results showed the need to increase technology access was a top priority</p> <p>-Inventory of Student Devices <u>Fruitvale JH Goal</u> Currently: 1:30 2014-15: 1:1 <u>Elementary Goal</u> Currently: 1:90 2014-15: 1:15</p>	<p>Goal 5: Increase Access to Technology for Students:</p> <p>-Provide 1:1 devices at Fruitvale Junior High for all core classes</p> <p>-Provide class set of devices at the elementary sites</p> <p>-Increase Wireless Access Points at all schools to accommodate more mobile, wireless devices</p>	<p>All 7-8th Grade Students</p> <p>All K-6th Grade Students</p> <p>All</p>	<p>Fruitvale Junior High</p> <p>Columbia, Discovery, Endeavour and Quailwood</p> <p>LEA-wide</p>	<p>-Local and State Assessments</p> <p>-Future LCAP Surveys</p> <p>-Inventory of Student Devices</p> <p>-Academic Program Survey</p>	<p>-1:1 Devices for all students in core classes</p> <p>-Classroom sets of devices at all elementary sites</p> <p>-Increased Wireless Access Points</p>	<p>-Replacement and Repair of Devices To Be Determined Based on Inventory at Site</p> <p>-Additional classroom sets at all elementary sites</p> <p>-Replacement/Repair of Devices To Be Determined Based on Inventory at Sites</p> <p>-Increased Wireless Access Points</p>	<p>-Replacement and Repair of Devices To Be Determined Based on Inventory at Site</p> <p>-Additional classroom sets at all elementary sites</p> <p>-Replacement/Repair of Devices To Be Determined Based on Inventory at Sites</p> <p>-Increased Wireless Access Points</p>	<p>-Pupil Achievement</p> <p>-Other Pupil Outcomes</p> <p>-Implementation of CCSS</p> <p>-School Climate</p> <p>-Pupil Engagement</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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<p>-Unwrapped CCSS and determined there was a need for more resources and real-world experiences to meet CCSS objectives and prepare students for the 21st Century</p> <p>-Demand for the STEM Elective at Fruitvale Junior High has grown greater every year</p> <p>-LCAP Survey results showed the need to increase availability to school libraries</p>	<p>Goal 6: Provide a Broad Scope of Course Access for Students to be Prepared for 21st Century Learning</p> <p>Goals: -Increase Gateway to Technology electives from 2 to 3 periods/day beginning in Year 1</p>	All 7 th and 8 th Graders	Fruitvale Junior High	<p>-Elective Options and Enrollment</p> <p>-Hours of Operation for School Library</p>	- Gateway to Technology Elective at Fruitvale Junior High will be offered 3x/day	- Gateway to Technology Elective at Fruitvale Junior High will be offered 3x/day	- Gateway to Technology Elective at Fruitvale Junior High will be offered 3x/day	<p>-Pupil Achievement</p> <p>-Other Pupil Outcomes</p> <p>-Implementation of CCSS</p> <p>-School Climate</p> <p>-Pupil Engagement</p> <p>-Course Access</p>
	-Increase Library Aide hours so every District school will have the library open each day	All K-6 th Graders	Endeavour, Discovery and Quailwood		-Increase Library hours from 4.0 to 5.75 per day.	-Increase Library hours from 4.0 to 5.75 per day.	-Increase Library hours from 4.0 to 5.75 per day.	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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-LCAP Survey Results -Administrative Observations in Lack of ELAC Meetings and Parent Universities (there is no consistent ELAC meeting or parent involvement/ attendance)	Goal 7: Increase Parent Involvement: -Have two Parent University Events (minimum) in Year 1; Minimum of three events in Years 2 & 3	All	LEA	-Attendance at Parent Universities	-Parent attendance will increase learning opportunities and parent involvement. Learning opportunities will include information on CCSS, technology, and intervention services.	-Parent attendance will increase learning opportunities and parent involvement. Learning opportunities will include information on CCSS, technology, and intervention services.	-Parent attendance will increase learning opportunities and parent involvement. Learning opportunities will include information on CCSS, technology, and intervention services.	-Pupil Achievement -Other Pupil Outcomes -Implementation of CCSS -School Climate -Pupil Engagement -Parent Engagement
	-Columbia, Discovery and Endeavour will hold a minimum of 2 ELAC Meetings per year. District will hold at least 2 DELAC Meetings per year.	English Learners	LEA	-Attendance at DELAC Meetings	- Parent attendance can better inform and assess program provided to ELs. Increase parental involvement and support for their students who are acquiring academic language.	- Parent attendance can better inform and assess program provided to ELs. Increase parental involvement and support for their students who are acquiring academic language.	- Parent attendance can better inform and assess program provided to ELs. Increase parental involvement and support for their students who are acquiring academic language.	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>-LCAP Survey results showed the need to provide support services for those students most at-risk academically (see Appendix)</p> <p>-Standardized Test Results and CELDT Scores</p>	<p>Goal 8: Provide paraprofessional support for Intervention and EI students:</p> <p>-Provide ongoing and increased paraprofessional Intervention paraprofessionals at each school site that would otherwise be considered for elimination if funds were not available</p>	<p>EL (and Academically At-Risk Students)</p>	<p>LEA-wide</p>	<p>-Academic Program Survey</p>	<p>-Intervention Paraprofessionals at every school site to support students not meeting grade level standards.</p>	<p>-Intervention Paraprofessionals at every school site to support students not meeting grade level standards.</p>	<p>-Intervention Paraprofessionals at every school site to support students not meeting grade level standards.</p>	<p>-Pupil Achievement -Other Pupil Outcomes -Implementation of CCSS -Pupil Engagement</p>

Section 3: Actions, Services, and Expenditures

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

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

Guiding Questions:

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

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

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 1: Decrease class sizes in grades K-3 at each elementary school site incrementally over the next 3 years. K-3 Class size goals for 2014-15: Columbia–25.0 Discovery–25.5 Endeavour–26.0 Quailwood–25.0	-Pupil Achievement -Other Pupil Outcomes -Implementation of CCSS -School Climate -Pupil Engagement -Basic Services	1.1 – The District will hire additional K-3 teachers to reduce class size averages and meet Grade Span Adjustment requirements and District goals.	Elementary Schools	-Class size reports and calculations	1.1 - Teacher Salaries (60/40 split between Base & Supplemental Grant) \$270,000 Teacher Benefits (60/40 split between Base & Supplemental Grant) \$120,000 Provide two years of the Beginning Teacher Support and Assessment (BTSA) program that will enable new teachers to clear their teaching credential (60/40 split between Base & Supplemental Grant) \$34,500	1.1 - Teacher Salaries (60/40 split between Base & Supplemental Grant) \$202,500 Teacher Benefits (60/40 split between Base & Supplemental Grant) \$90,000 Provide two years of the Beginning Teacher Support and Assessment (BTSA) program that will enable new teachers to clear their teaching credential (60/40 split between Base & Supplemental Grant) \$60,375	1.1 - Teacher Salaries (60/40 split between Base & Supplemental Grant) \$202,500 Teacher Benefits (60/40 split between Base & Supplemental Grant) \$90,000 Provide two years of the Beginning Teacher Support and Assessment (BTSA) program that will enable new teachers to clear their teaching credential (60/40 split between Base & Supplemental Grant) \$51,750
		1.2 - The District will maintain the ongoing increased services of reduced K-3 class sizes in 2013-14 with prior year expenditures used for	Elementary Schools		1.2 - Teacher Salaries (60/40 split between Base & Supplemental Grant) \$133,231	1.2 - Teacher Salaries (60/40 split between Base & Supplemental Grant) \$403,231	1.2 - Teacher Salaries (60/40 split between Base & Supplemental Grant) \$605,731

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		teachers hired in order to incrementally reduce averages each year.			Teacher Benefits (60/40 split between Base & Supplemental Grant) \$59,840	Teacher Benefits (60/40 split between Base & Supplemental Grant) \$179,840	Teacher Benefits (60/40 split between Base & Supplemental Grant) \$269,840

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal 2: Implement Common Core State Standards to Maintain High Levels of Student Achievement:</p> <p>Goals: Year 1: To be <i>Partially Implemented</i> Year 2: To be <i>Substantially Implemented</i> Year 3: To be <i>Fully Implemented</i></p>	<p>-Pupil Achievement -Other Pupil Outcomes -Implementation of CCSS -Pupil Engagement -Basic Services</p>	<p>2.1 – All students will have CCSS Instructional Materials (Textbooks) in English/Language Arts and Math that are updated and user friendly.</p>	<p>LEA-wide</p> <p>Fruitvale Junior High</p>	<p>-Inventory of textbooks -Williams Report -Academic Program Survey</p>	<p>Adopt and Purchase CCSS Math Textbooks (60/40 split between Base & Supplemental Grant) \$520,000</p> <p>Replace torn and damaged Science and History Textbooks (Base Grant) \$33,800</p>	<p>Adopt and Purchase CCSS Language Arts Textbooks (60/40 split between Base & Supplemental Grant) \$470,000</p>	
		<p>2.2 – Provide Professional Development/collaboration opportunities 2x/year per grade level</p>	<p>LEA-wide</p>	<p>Academic Program Survey</p>	<p>Release time (substitute costs) for grade level teachers (Title I) \$7,000</p>	<p>Release time (substitute costs) for grade level teachers (Title I) \$7,000</p>	<p>Release time (substitute costs) for grade level teachers (Title I) \$7,000</p>
		<p>2.3 – Provide Professional Development for staff to increase learning with and through technology</p>	<p>LEA-wide</p>		<p>Professional Development: Extra Duty Stipends for Trainers and Participants (Base Grant) \$10,000</p>	<p>Professional Development: Extra Duty Stipends for Trainers and Participants (Base Grant) \$10,000</p>	<p>Professional Development: Extra Duty Stipends for Trainers and Participants (Base Grant) \$10,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal 3: Restore Summer School and After School Learning Opportunities</p> <p>Goals: -To have a 20-day Summer School opportunity for all Fruitvale Students beginning in 2015</p> <p>-To have After School programs at every District school site (minimum of 2x/week) beginning in 2014-15</p>	<p>-Pupil Achievement -Other Pupil Outcomes -Implementation of CCSS -School Climate -Pupil Engagement -Basic Services</p>	<p>3.1 – Provide and restore Extended Learning opportunities beyond the regular school day/year for both Gifted and Unduplicated Pupils</p>	<p>LEA-wide</p> <p>Elementary Sites</p> <p>Fruitvale JH</p>	<p>-Academic Program Survey -Attendance sheets for after school and summer programs</p>	<p>Restore 20-day Summer School Session for District students (60/40 split between Base & Supplemental Grant) \$120,000</p> <p>Restore after school programs at the Elementary sites 2x/week targeted for both enrichment and remediation (Supplemental Grant) \$16,000</p> <p>Restore after school programs at the Fruitvale Junior 3x/week targeted for both enrichment and remediation (Supplemental Grant) \$4,000</p>	<p>Restore 20-day Summer School Session for District students (Supplemental Grant) \$125,000</p> <p>Restore after school programs at the Elementary sites 2x/week targeted for both enrichment and remediation (Supplemental Grant) \$16,000</p> <p>Restore after school programs at the Fruitvale Junior 3x/week targeted for both enrichment and remediation (Supplemental Grant) \$4,000</p>	<p>Restore 20-day Summer School Session for District students (Supplemental Grant) \$130,000</p> <p>Restore after school programs at the Elementary sites 2x/week targeted for both enrichment and remediation (Supplemental Grant) \$16,000</p> <p>Restore after school programs at the Fruitvale Junior 3x/week targeted for both enrichment and remediation (Supplemental Grant) \$4,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal 4: Improve School Facilities to Provide an Environment Conducive to Learning:</p> <p>-Augment current unit ventilators in schools' oldest classrooms with a 2 ton supplemental unit to provide more desirable classroom temperatures</p> <p>-Repair and replace dated roofing at two District sites</p>	<p>-Other Pupil Outcomes -Basic Services -School Climate -Pupil Engagement</p>	<p>4.1 - Improve the Heating and Cooling Units in the oldest classrooms</p> <p>-----</p> <p>4.2 - Repair and replace older roofs that threaten the safety and learning conditions of schools</p>	<p>Columbia, Endeavour and Discovery</p> <p>-----</p> <p>Fruitvale Junior High and Quailwood</p>	<p>-Facilities Report -Classroom Temperature Readings -Citizen's Bond Oversight Committee (CBOC) Reports</p>	<p>Contract with architect and contractor's to provide a 2 ton supplemental unit to each classroom (2.5 ton for Kindergarten size rooms). (Funds 21 and 25) \$1,400,000</p> <p>-----</p> <p>Repair and Replace Problematic Roofs (Funds 21 and 40) \$200,000</p>	<p>-----</p> <p>Repair and Replace Problematic Roofs (Funds 21 and 40) \$200,000</p>	<p>-----</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal 5: Increase Access to Technology for Students:</p> <ul style="list-style-type: none"> -Provide 1:1 devices at Fruitvale Junior High for all core classes -Provide class set of devices at the elementary sites -Increase Wireless Access Points at all schools to accommodate more mobile, wireless devices 	<ul style="list-style-type: none"> -Pupil Achievement -Other Pupil Outcomes -Implementation of CCSS -School Climate -Pupil Engagement 	5.1 - Provide Fruitvale Junior High with approximately 500 student devices	Fruitvale Junior High	<ul style="list-style-type: none"> -Inventory of Devices -Administrative Observations -Academic Program Survey 	Purchase of Notebooks and all applicable materials (e.g. charging carts). (60/40 split between CCSS Implementation Funds & Supplemental Grant) \$220,000	Repair and replace devices at schools as needed (Supplemental Grant) \$25,000	Repair and replace devices at schools as needed (Supplemental Grant) \$25,000
		5.2 – Provide Elementary sites with multiple class sets of student devices	Elementary Sites		Purchase of Notebooks (intermediate Grades) and Tablets (Primary Grades) and all applicable materials). (60/40 split between CCSS Implementation Funds & Supplemental Grant) \$173,300		Increase class sets of Notebooks and Tablets for Elementary sites (60/40 split between Fund 21 & Supplemental Grant) \$80,200
		5.3- Increase Wireless Access at all sites	LEA-wide		Provide more Wireless Access Points at all sites (Fund 21) \$60,000		
		5.4- Provide ELD support programs with iPads to support and enhance learning and language acquisition	LEA-wide			Purchase iPads (Supplemental Grant) \$5,000	

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal 6: Provide a Broad Scope of Course Access for Students to be Prepared for 21st Century Learning</p> <p>Goals: -Increase Gateway to Technology electives from 2 to 3 periods/day beginning in Year 1</p> <p>-Increase Library Aide hours so every District school will have the library open each day</p>	<p>-Pupil Achievement -Other Pupil Outcomes -Implementation of CCSS -School Climate -Pupil Engagement -Course Access</p>	<p>6.1 – Increase the STEM elective (Gateway to Technology) at Fruitvale Junior High from 2 periods a day to 3</p> <p>-----</p> <p>6.2 – Increase student opportunities to literature, research and technology by expanding library aide hours so that every library in District is open each day</p>	<p>Fruitvale Junior High</p> <p>-----</p> <p>Columbia and Quailwood</p>	<p>-Elective Options and Enrollment -Hours of Operation for School Library</p>	<p>3 Periods of Teacher’s Salary (Supplemental Grant) \$29,000</p> <p>3 Periods of Teacher’s Benefit Compensation (Supplemental Grant) \$10,000</p> <p>-----</p> <p>Library Clerk hours increase from 4.0 to 5.5 hrs/day (Supplemental Grant) \$14,100</p> <p>Additional Library Clerk 14hrs/week (Supplemental Grant) \$9,973</p>	<p>3 Periods of Teacher’s Salary (Supplemental Grant) \$29,000</p> <p>3 Periods of Teacher’s Benefit Compensation (Supplemental Grant) \$10,000</p> <p>-----</p> <p>Library Clerk hours remain at 5.5 hrs/day (Supplemental Grant) \$14,250</p> <p>Additional Library Clerk 14hrs/week (Supplemental Grant) \$9,973</p>	<p>3 Periods of Teacher’s Salary (Supplemental Grant) \$29,000</p> <p>3 Periods of Teacher’s Benefit Compensation (Supplemental Grant) \$10,000</p> <p>-----</p> <p>Library Clerk hours remain at 5.5 hrs/day (Supplemental Grant) \$14,400</p> <p>Additional Library Clerk 14hrs/week (Supplemental Grant) \$9,973</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal 7: Increase Parent Involvement:</p> <ul style="list-style-type: none"> -Have two Parent University Events (minimum) in Year 1; Minimum of three events in Years 2 & 3 -Columbia, Discovery and Endeavour will hold a minimum of 2 ELAC Meetings per year. District will hold at least 2 DELAC Meetings per year. 	<ul style="list-style-type: none"> -Pupil Achievement -Other Pupil Outcomes -Implementation of CCSS -School Climate -Pupil Engagement -Parent Engagement 	7.1 – Increase Parent University Offerings District-wide	LEA-wide	-Attendance at Parent Universities	<p>Pay Stipends for presenters and Parent University Coordinator (Supplemental Grant) \$1,000</p> <p>Pay for Day Care during event (Supplemental Grant) \$100</p> <p>Pay for event supplies (Supplemental Grant) \$250</p>	<p>Pay Stipends for presenters and Parent University Coordinator (Supplemental Grant) \$1,000</p> <p>Pay for Day Care during event (Supplemental Grant) \$100</p> <p>Pay for event supplies (Supplemental Grant) \$250</p>	<p>Pay Stipends for presenters and Parent University Coordinator (Supplemental Grant) \$1,000</p> <p>Pay for Day Care during event (Supplemental Grant) \$100</p> <p>Pay for event supplies (Supplemental Grant) \$250</p>
		7.2 – Increase and engage parent participation in the DELAC	LEA-wide	-Attendance at DELAC Meetings	<p>Send EL correspondence (notifications/ invitations) in English and Spanish</p> <p>Extra Duty for Paraprofessional to translate correspondence and communicate with parents regarding DELAC meetings (Supplemental Grant) \$100</p> <p>Provide Day Care and Translator at all DELAC Meetings (Supplemental Grant) \$150</p>	<p>Send EL correspondence (notifications/ invitations) in English and Spanish</p> <p>Extra Duty for Paraprofessional to translate correspondence and communicate with parents regarding DELAC meetings (Supplemental Grant) \$100</p> <p>Provide Day Care and Translator at all DELAC Meetings (Supplemental Grant) \$150</p>	<p>Send EL correspondence (notifications/ invitations) in English and Spanish</p> <p>Extra Duty for Paraprofessional to translate correspondence and communicate with parents regarding DELAC meetings (Supplemental Grant) \$100</p> <p>Provide Day Care and Translator at all DELAC Meetings (Supplemental Grant) \$150</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal 8: Provide paraprofessional support for Intervention and EL students: -Provide ongoing and increased paraprofessional Intervention paraprofessionals at each school site that would otherwise be considered for elimination if funds were not available</p>	<p>-Pupil Achievement -Other Pupil Outcomes -Implementation of CCSS -Pupil Engagement</p>	<p>8.1 – Maintain and provide Paraprofessional support for Intervention and ELD programs</p>	<p>LEA-wide</p>	<p>-Academic Program Survey</p>	<p>Paraprofessional Salaries (Supplemental Grant) \$70,500 Paraprofessional Benefits (Supplemental Grant) \$10,500</p>	<p>Paraprofessional Salaries (Supplemental Grant) \$71,000 Paraprofessional Benefits (Supplemental Grant) \$11,000</p>	<p>Paraprofessional Salaries (Supplemental Grant) \$71,500 Paraprofessional Benefits (Supplemental Grant) \$11,500</p>

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal 1: Decrease class sizes in grades K-3 at each elementary school site incrementally over the next 3 years. K-3 Class size goals for 2014-15: Columbia–25.0 Discovery–25.5 Endeavour–26.0 Quailwood–25.0</p>	<ul style="list-style-type: none"> -Pupil Achievement -Other Pupil Outcomes -Implementation of CCSS -School Climate -Pupil Engagement -Basic Services 	<p><u>Low Income, English Learner, Foster Youth and Redesignated Pupils</u></p> <p>1.1 – The District will hire additional K-3 teachers to reduce class size averages and meet Grade Span Adjustment requirements and District goals.</p> <p>1.2 - The District will maintain the ongoing increased services of reduced K-3 class sizes in 2013-14 with prior year expenditures used for teachers hired in order to incrementally reduce averages each year.</p> <p>Decreasing class sizes will:</p> <p>*Provide more differentiated and individualized instruction.</p>	Elementary Sites	-Class size reports and calculations	<p>1.1 - Teacher Salaries (60/40 split between Base & Supplemental Grant) \$270,000</p> <p>Teacher Benefits (60/40 split between Base & Supplemental Grant) \$120,000</p> <p>Provide two years of the Beginning Teacher Support and Assessment (BTSA) program that will enable new teachers to clear their teaching credential (60/40</p>	<p>1.1 - Teacher Salaries (60/40 split between Base & Supplemental Grant) \$202,500</p> <p>Teacher Benefits (60/40 split between Base & Supplemental Grant) \$90,000</p> <p>Provide two years of the Beginning Teacher Support and Assessment (BTSA) program that will enable new teachers to clear their teaching credential (60/40</p>	<p>1.1 - Teacher Salaries (60/40 split between Base & Supplemental Grant) \$202,500</p> <p>Teacher Benefits (60/40 split between Base & Supplemental Grant) \$90,000</p> <p>Provide two years of the Beginning Teacher Support and Assessment (BTSA) program that will enable new teachers to clear their teaching credential (60/40 split between</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>*More detailed feedback on how to improve and meet CCSS's.</p> <p>*Opportunities for more cooperative grouping to encourage and foster peer teaching and learning.</p> <p>*Afford teachers opportunities to more effectively address students' academic, emotional and behavioral needs.</p> <p>*Increase student engagement, including student interaction and questioning.</p> <p>*One-to-one and small group instruction targeting specific skill deficits.</p>			<p>split between Base & Supplemental Grant) \$34,500</p> <p>1.2 - Teacher Salaries (60/40 split between Base & Supplemental Grant) \$133,231</p> <p>Teacher Benefits (60/40 split between Base & Supplemental Grant) \$59,840</p>	<p>split between Base & Supplemental Grant) \$60,375</p> <p>1.2 - Teacher Salaries (60/40 split between Base & Supplemental Grant) \$403,231</p> <p>Teacher Benefits (60/40 split between Base & Supplemental Grant) \$179,840</p>	<p>Base & Supplemental Grant) \$51,750</p> <p>1.2 - Teacher Salaries (60/40 split between Base & Supplemental Grant) \$605,731</p> <p>Teacher Benefits (60/40 split between Base & Supplemental Grant) \$269,840</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal 2: Implement Common Core State Standards to Maintain High Levels of Student Achievement:</p> <p>Goals: Year 1: To be <i>Partially Implemented</i> Year 2: To be <i>Substantially Implemented</i> Year 3: To be <i>Fully Implemented</i></p>	<ul style="list-style-type: none"> -Pupil Achievement -Other Pupil Outcomes -Implementation of CCSS -Pupil Engagement -Basic Services 	<p><u>Specific Actions/Services</u></p> <p>2.1 – All students will have CCSS Instructional Materials (Textbooks) in English/Language Arts and Math that are updated and user friendly.</p> <p>*Increase student engagement, including student interaction and questioning.</p> <p>*Provide instructional materials that simulate real world application and critical thinking.</p> <p>2.2 – Provide Professional Development/collaboration opportunities 2x/year per grade level that will support differentiated instruction and student engagement</p> <p>*Teachers can collaborate and grow professional to better prepare for the implementation of a new curriculum (CCSS)</p> <p>*Opportunities for instructional staff to share best practices regarding which strategies have the greatest impact on student learning</p>	<p>LEA-wide</p> <p>Fruitvale Junior High</p> <p>LEA-wide</p>	<ul style="list-style-type: none"> -Inventory of textbooks -Williams Report -Academic Program Survey 	<p>Adopt and Purchase CCSS Math Textbooks (60/40 split between Base & Supplemental Grant) \$360,000</p> <p>Replace torn and damaged Science and History Textbooks (Base Grant) \$85,000</p> <p>Release time (substitute costs) for grade level teachers (Title I) \$7,000</p>	<p>Adopt and Purchase CCSS Language Arts Textbooks (60/40 split between Base & Supplemental Grant) \$470,000</p> <p>Release time (substitute costs) for grade level teachers (Title I) \$7,000</p>	

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>2.3 – Provide Professional Development for staff to increase learning with and through technology</p> <p>*Provide opportunities to use technology to aide learning.</p> <p>*Provides students the ability to use a skill-set required by the college and career workforce of the 21st Century.</p> <p>*Assist in the ability to authenticate research and sources of information.</p> <p>*Produce output through technology (reports, PowerPoints, documentaries, videos, etc.) demonstrating mastery and/or proficiency of specific standards.</p> <p>*Provide for different learning styles such as visual, audio logical, etc.</p> <p>*Increases student engagement.</p>	LEA-wide		Professional Development: Extra Duty Stipends for Trainers and Participants (Base Grant) \$10,000	Professional Development: Extra Duty Stipends for Trainers and Participants (Base Grant) \$10,000	Professional Development: Extra Duty Stipends for Trainers and Participants (Base Grant) \$10,000

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal 3: Provide Summer School and After School Learning Opportunities</p> <p>Goals: -To have a 20-day Summer School opportunity for all Fruitvale Students beginning in 2015</p> <p>-To have After School programs at every District school site (minimum of 2x/week) beginning in 2014-15</p>	<p>-Pupil Achievement -Other Pupil Outcomes -Implementation of CCSS -School Climate -Pupil Engagement -Basic Services</p>	<p>3.1 – Provide Extended Learning opportunities beyond the regular school day/year for both Gifted and Unduplicated Pupils</p> <p>*Eliminates chances of summer learning loss when summer learning opportunities are available, especially for those students who often lack resources.</p> <p>*Provides additional instructional and Homework support for students who are at-risk or needing enrichment beyond the regular school day</p>	LEA-wide	<p>-Academic Program Survey -Attendance sheets for after school and summer programs</p>	<p>Provide 20-day Summer School Session for District students (Supplemental Grant) \$120,000</p> <p>Provide after school programs at the Elementary sites 2x/week targeted for both enrichment and remediation (Supplemental Grant) \$16,000</p> <p>Provide after school programs at the Fruitvale Junior 3x/week targeted for both enrichment and remediation (Supplemental Grant) \$4,000</p>	<p>Provide 20-day Summer School Session for District students (Supplemental Grant) \$125,000</p> <p>Provide after school programs at the Elementary sites 2x/week targeted for both enrichment and remediation (Supplemental Grant) \$16,000</p> <p>Provide after school programs at the Fruitvale Junior 3x/week targeted for both enrichment and remediation (Supplemental Grant) \$4,000</p>	<p>Provide 20-day Summer School Session for District students (Supplemental Grant) \$130,000</p> <p>Provide after school programs at the Elementary sites 2x/week targeted for both enrichment and remediation (Supplemental Grant) \$16,000</p> <p>Provide after school programs at the Fruitvale Junior 3x/week targeted for both enrichment and remediation (Supplemental Grant) \$4,000</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal 4: Improve School Facilities to Provide an Environment Conducive to Learning:</p> <ul style="list-style-type: none"> -Augment current unit ventilators in schools' oldest classrooms with a 2 ton supplemental unit to provide more desirable classroom temperatures -Repair and replace dated roofing at two District sites 	<ul style="list-style-type: none"> -Other Pupil Outcomes -Basic Services -School Climate -Pupil Engagement 	<p>4.1 - Improve the Heating and Cooling Units in the oldest classrooms</p> <p>4.2 - Repair and replace older roofs that threaten the safety and learning conditions of schools</p> <p>*The actions and services listed above will improve the affected schools operations and provide an environment that is safe and more comfortable that can allow optimum learning to exist</p>	<p>Columbia, Discovery and Endeavour</p> <p>Fruitvale Junior High and Quailwood</p>	<ul style="list-style-type: none"> -Facilities Report -Classroom Temperature Readings -Citizens Bond Oversight Committee (CBOC) Reports 	<p>Contract with architect and contractor's to provide a 2 ton supplemental unit to each classroom (2.5 ton for Kindergarten size rooms). (Funds 21, 25 and 40) \$1,400,000</p> <p>Repair and Replace Problematic Roofs (Funds 21 and 40) \$200,000</p>	<p>Repair and Replace Problematic Roofs (Funds 21 and 40) \$200,000</p>	<p>Ongoing facility reports will determine district needs</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal 5: Increase Access to Technology for Students:</p> <ul style="list-style-type: none"> -Provide 1:1 devices at Fruitvale Junior High for all core classes -Provide class set of devices at the elementary sites -Increase Wireless Access Points at all schools to accommodate more mobile, wireless devices 	<ul style="list-style-type: none"> -Pupil Achievement -Other Pupil Outcomes -Implementation of CCSS -School Climate -Pupil Engagement 	<p>5.1 - Provide Fruitvale Junior High with approximately 500 student devices</p> <p>5.2 – Provide Elementary sites with multiple class sets of student devices</p> <p>5.3- Increase Wireless Access at all sites</p> <p>The above actions and services (5.1 – 5.3) will:</p> <p>*Provide opportunities to use technology for student learning.</p> <p>*Provides students the ability to use a skill-set required by</p>	<p>Fruitvale Junior High</p> <p>Elementary Sites</p> <p>LEA-wide</p>	<ul style="list-style-type: none"> -Inventory of Devices -Administrative Observations -Academic Program Survey 	<p>Purchase of Notebooks and all applicable materials (e.g. charging carts). (60/40 split between CCSS Implementation Funds & Supplemental Grant) \$220,000</p> <p>Purchase of Notebooks (intermediate Grades) and Tablets (Primary Grades) and all applicable materials). (60/40 split between CCSS Implementation Funds & Supplemental Grant) \$173,300</p> <p>Provide more Wireless Access Points at all sites (Fund 21) \$60,000</p>	<p>Repair and replace devices at schools as needed (Supplemental Grant) \$25,000</p>	<p>Repair and replace devices at schools as needed (Supplemental Grant) \$25,000</p> <p>Increase class sets of Notebooks and Tablets for Elementary sites (60/40 split between Fund 21 & Supplemental Grant) \$80,200</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>the college and career workforce of the 21st Century.</p> <p>*Assist in the ability to authenticate research and sources of information.</p> <p>*Produce output through technology (reports, PowerPoints, documentaries, videos, etc.) demonstrating mastery and/or proficiency of specific standards.</p> <p>*Provide for different learning styles such as visual, audio logical, etc.</p> <p>*Increases student engagement.</p> <p>5.4- Provide ELD support programs with iPads to support and enhance learning and language acquisition</p>	LEA-wide		Purchase iPads (Supplemental Grant) \$5,000		

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal 6: Provide a Broad Scope of Course Access for Students to be Prepared for 21st Century Learning</p> <p>Goals: -Increase Gateway to Technology electives from 2 to 3 periods/day beginning in Year 1</p> <p>-Increase Library Aide hours so every District school will have the library open each day</p>	<p>-Pupil Achievement -Other Pupil Outcomes -Implementation of CCSS -School Climate -Pupil Engagement -Course Access</p> <p>-Pupil Achievement -Other Pupil Outcomes -Implementation of CCSS -School Climate -Pupil Engagement -Parent Engagement</p>	<p>6.1 – Increase the STEM elective (Gateway to Technology) at Fruitvale Junior High from 2 periods a day to 3, thus providing more access to course to all students, including unduplicated students</p> <p>* Provides access to robotics, design and engineering programs as a pathway to the high schools. * Schools will actively recruit and promote unduplicated students to participate in increased elective opportunities</p> <p>6.2 – Increase student opportunities to literature, research and technology by expanding library aide hours so that every library in District is open each day</p> <p>*Increasing library access provides a safe and free environment to have contact with books and technology outside of the classroom and home. * Schools will actively recruit and promote unduplicated students to participate in increased elective opportunities</p>	<p>Fruitvale Junior High</p> <p>Quailwood and Endeavour</p>	<p>-Elective Options and Enrollment -Hours of Operation for School Library</p>	<p>3 Periods of Teacher’s Salary (Supplemental Grant) \$29,000</p> <p>3 Periods of Teacher’s Benefit Compensation (Supplemental Grant) \$10,000</p> <p>Library Clerk hours increase from 4.0 to 5.5 hrs/day (Supplemental Grant) \$14,100</p> <p>Additional Library Clerk 14hrs/week (Supplemental Grant) \$9,973</p>	<p>3 Periods of Teacher’s Salary (Supplemental Grant) \$29,000</p> <p>3 Periods of Teacher’s Benefit Compensation (Supplemental Grant) \$10,000</p> <p>Library Clerk hours remain at 5.5 hrs/day (Supplemental Grant) \$14,250</p> <p>Additional Library Clerk 14hrs/week (Supplemental Grant) \$10,000</p>	<p>3 Periods of Teacher’s Salary (Supplemental Grant) \$29,000</p> <p>3 Periods of Teacher’s Benefit Compensation (Supplemental Grant) \$10,000</p> <p>Library Clerk hours remain at 5.5 hrs/day (Supplemental Grant) \$14,400</p> <p>Additional Library Clerk 14hrs/week (Supplemental Grant) \$10,250</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal 7: Increase Parent Involvement:</p> <p>-Have two Parent University Events (minimum) in Year 1; Minimum of three events in Years 1 & 2</p>	<p>-Pupil Achievement -Other Pupil Outcomes -Implementation of CCSS -Pupil Engagement</p>	<p>7.1 – Increase Parent University Offerings District-wide</p>	<p>LEA-wide</p>	<p>-Attendance at Parent University</p>	<p>Pay Stipends for presenters and Parent University Coordinator (Supplemental Grant) \$1,000</p> <p>Pay for Day Care during event (Supplemental Grant) \$100</p> <p>Pay for event supplies (Supplemental Grant) \$250</p>	<p>Pay Stipends for presenters and Parent University Coordinator (Supplemental Grant) \$1,000</p> <p>Pay for Day Care during event (Supplemental Grant) \$100</p> <p>Pay for event supplies (Supplemental Grant) \$250</p>	<p>Pay Stipends for presenters and Parent University Coordinator (Supplemental Grant) \$1,000</p> <p>Pay for Day Care during event (Supplemental Grant) \$100</p> <p>Pay for event supplies (Supplemental Grant) \$250</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal 8: Provide paraprofessional support for Intervention and EL students:</p> <p>-Maintain and provide paraprofessional Intervention paraprofessionals at each school site that would otherwise be considered for elimination if funds were not available</p>		8.1 – Maintain and provide Paraprofessional support for Intervention and ELD programs	LEA-wide	-Academic Program Survey	<p>Paraprofessional Salaries (Supplemental Grant) \$70,500</p> <p>Paraprofessional Benefits (Supplemental Grant) \$10,500</p>	<p>Paraprofessional Salaries (Supplemental Grant) \$71,000</p> <p>Paraprofessional Benefits (Supplemental Grant) \$11,000</p>	<p>Paraprofessional Salaries (Supplemental Grant) \$71,500</p> <p>Paraprofessional Benefits (Supplemental Grant) \$11,500</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal 5: Increase Access to Technology for Students:</p> <ul style="list-style-type: none"> -Provide 1:1 devices at Fruitvale Junior High for all core classes -Provide class set of devices at the elementary sites -Increase Wireless Access Points at all schools to accommodate more mobile, wireless devices 	<ul style="list-style-type: none"> -Pupil Achievement -Other Pupil Outcomes -Implementation of CCSS -School Climate -Pupil Engagement 	<p><u>English Learner and Redesignated Pupils</u></p> <p>5.4- Provide ELD support programs with iPads to support and enhance learning and language acquisition</p> <p>*Providing ELs access to technology in one-to-one or small group settings can provide and assist in modeling academic language.</p> <p>*Increase EL student engagement and participation.</p> <p>*Provide real-world examples and access to a virtual world</p>	LEA-wide	<ul style="list-style-type: none"> -Inventory of Devices -Administrative Observations -Academic Program Survey 		<ul style="list-style-type: none"> Purchase iPads (Supplemental Grant \$5,000) 	

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal 7: Increase Parent Involvement:</p> <p>-Have two Parent University Events (minimum) in Year 1; Minimum of three events in Years 1 & 2</p> <p>-Columbia, Discovery and Endeavour will hold a minimum of 2 ELAC Meetings per year. District will hold at least 2 DELAC Meetings per year.</p>	<p>-Pupil Achievement -Other Pupil Outcomes -Implementation of CCSS -School Climate -Pupil Engagement -Parent Engagement</p>	<p>7.2 – Increase and engage parent participation in the DELAC</p> <p>*Active and involved parents become partners in their student’s education, thus leading to increased student achievement.</p> <p>*Additional parent feedback and support regarding the programs offered to students.</p> <p>*Opportunities to educate EL parents on strategies to assist and help students with language acquisition and their school work at home.</p>	<p>LEA-wide</p>	<p>-Attendance at DELAC Meetings</p>	<p>Send EL correspondence (notifications/ invitations) in English and Spanish</p> <p>Extra Duty for Paraprofessional to translate correspondence and communicate with parents regarding DELAC meetings (Supplemental Grant) \$100</p> <p>Provide Day Care and Translator at all DELAC Meetings (Supplemental Grant) \$150</p>	<p>Send EL correspondence (notifications/ invitations) in English and Spanish</p> <p>Extra Duty for Paraprofessional to translate correspondence and communicate with parents regarding DELAC meetings (Supplemental Grant) \$100</p> <p>Provide Day Care and Translator at all DELAC Meetings (Supplemental Grant) \$150</p>	<p>Send EL correspondence (notifications/ invitations) in English and Spanish</p> <p>Extra Duty for Paraprofessional to translate correspondence and communicate with parents regarding DELAC meetings (Supplemental Grant) \$100</p> <p>Provide Day Care and Translator at all DELAC Meetings (Supplemental Grant) \$150</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal 8: Provide paraprofessional support for Intervention and EL students:</p> <p>-Maintain and provide paraprofessional Intervention paraprofessionals at each school site that would otherwise be considered for elimination if funds were not available</p>	<p>-Pupil Achievement -Other Pupil Outcomes -Implementation of CCSS -Pupil Engagement</p>	<p>8.1 – Maintain and provide bilingual Paraprofessional support for Intervention and ELD programs</p>	<p>LEA-wide</p>	<p>-Academic Program Survey</p>	<p>Paraprofessional Salaries (Supplemental Grant) \$70,500</p> <p>Paraprofessional Benefits (Supplemental Grant) \$10,500</p>	<p>Paraprofessional Salaries (Supplemental Grant) \$71,000</p> <p>Paraprofessional Benefits (Supplemental Grant) \$11,000</p>	<p>Paraprofessional Salaries (Supplemental Grant) \$71,500</p> <p>Paraprofessional Benefits (Supplemental Grant) \$11,500</p>

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

The District is projecting an unduplicated count of 40% for the LCAP years included in the plan. The District is estimating an increase in LCFF funding of \$2,000,000 in 2014-15, and \$979,000 in 2015-16. Assumptions to accurately project funding in the 2016-17 school year will be made available towards the end of the 2014-15 fiscal year. As a result from the LCAP process and the feedback from community meetings and surveys, goals and actions included in this plan were created using the collaboration of all stakeholders. These goals were created using input from administration, teacher, and classified staff, students and parents. These goals were established believing they would have an impact on all students, and the largest impact on those students believed to be most at-risk.

The District is using a split percentage to justify certain expenses with its supplemental funds (Fruitvale does not qualify for Concentration Grant). These services identified in the plan are to improve and increase services, as well as to keep services that would otherwise need to be eliminated or reduced due to lack of funds. The emergence of the CCSS has brought with it greater demands of time, instructional shifts, and a depth of understanding of the new standards that require new pedagogy and expectations for student learning. Goals and Actions described in this plan are necessities mutually agreed upon by stakeholders to meet the new demands of schools and to prepare students for college and/or a career in the 21st Century.

The District is the top scoring District in the County of Kern, and its significant subgroups have been recognized through the Academic Performance Index (API) as top scorers among county districts, including being the highest performing subgroups in the county on many occasions throughout the years (see Table 1 below). The District has strived to narrow the achievement gap and provide the best learning opportunities for those traditionally underperforming subgroups such as English learners, Foster Youth, Low-Income students, and Student with Disabilities. As such, many of the goals included in the LCAP represent actions and services that serve school and/or LEA-wide. The District believes that these services included in the plan are the most effective use of the funds provided under the LCFF. The District aims to concentrate its services to the students who are in most need, identified through data and/or staff or parent observations, and that these services will very well apply to students from all backgrounds and subgroups. While many of the actions are school and/or LEA-wide, the District is applying a split in funding sources to these services. The split is 60/40, meaning that 60% of the expenditure is charges to a certain funding source (e.g. Base Grant), while the 40% mirrors our unduplicated count. The District feels the use of a portion of these funds are appropriate and justifiable, as it not only benefits all students, but serves the welfare of these unduplicated subgroups who often lack many resources in the home and need more direct instruction. The goals and actions included in this plan, such as smaller class sizes, an increase in technological access, paraprofessional support, expanding access to library services, restoration of summer school and after school programs, increased access to course electives, all contribute to these basic needs of students, particularly of those most at-risk (EL, SWD, RFEP, FY and LI).

Table 1

Significant Subgroup Performance Information						
Year	English Learners			Low Income (Socioeconomically Disadvantaged)		
	% Prof or Adv (ELA/Math)*	State API	District API^	% Prof or Adv (ELA/Math) *	State API	District API^
2013	47/57	717	823	59/57	742	816
2012	48/53	716	805	62/59	737	814
2011	36/42	706	783	61/55	726	800
2010	33/43	692	813	58/57	712	803

*Does not include RFEP scores

^Does not include API's from charter or small school districts

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

Action steps for unduplicated count students include:

- Restoring a Summer School and After School Program that was eliminated in 2010 that will include intervention opportunities for at-risk students
- Increasing access to technology for our most at-risk pupils who often lack resources in the home that afford them opportunities to learn digitally; includes 1:1 devices for students who receive ELD support
- Providing paraprofessional support for more individualized and small group instruction
- Opportunities for parents to be involved and receive information to learn the new demands of schools and strategies for supporting students at home
- Decreasing class sizes that have grown almost 50% since 2008; allows for more individualized instruction for low-income students
- Increased course offerings to allow more access to electives for at-risk students

The actions and services included in this plan and its expenses demonstrate the use of funds for the years included in the LCAP. These amounts demonstrate the District's ability to meet the proportionality percentages (3.18%, 4.2% and 5.13% respectively) for increased and improved services for unduplicated pupils compared to the services provided to all pupils. The District is currently budgeting \$166,016 in 2013-14 that would be equivalent to Economic Impact Aid funds spent in 2012-13. The proposed supplemental expense budget in Year 1 would be more than a 315% increase.

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