Introduction:

LEA: _ Fruitvale School District _
Contact (Name, Title, Email, Phone Number): _ Dr. Mary Westendorf, Superintendent, mawestendorf@fruitvale.net, 661.589.3830.Ext. 205 _
LCAP Year: _ 2015-16 _

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
The Fruitvale School District made a priority to involve numerous stakeholder groups in the LCAP Process in order to best develop a plan that would be reflective of the commitment of the District community for providing the best educational experience possible. General stakeholder meetings took place from January through February at a variety of locations in order to receive as much public input as possible (see meeting details below). Meetings included Community Forums, School Site Councils, English Learner Advisory Councils, Parent Clubs, Student Leadership Teams, Union Members, Confidential Employees, and the Administrative Team. Attendees were encouraged to complete the annual LCAP Survey, and contact information for the District Superintendent and Assistant Superintendent were provided in the event further input beyond the meetings wanted to be shared. The LCAP Survey was made available for stakeholders online and as a hard copy if needed. Multiple surveys were created for individual groups to better identify the priorities of the group. Surveys were created separately for students, parents, certificated instructional staff, classified staff, and management. The District also held meetings with the Parent Advisory Committee (PAC) in February, April and May. These meetings included reviewing the prior year plan, discussing the involvement process, identifying the roles and responsibilities of the PAC, discussed survey results, the Superintendent responded in writing to questions when necessary, as well as identifying major themes and reviewing the 2015-16 LCAP draft. The LCAP and Adopted Budget was presented to the Board of Trustees on June 9, 2015 to demonstrate an alignment between the two documents, and receive final comments regarding the plan prior to Board of Trustee approval at a subsequent meeting. Final adoption of the 2015-16 Budget and LCAP took place at a Special Board Meeting on June 11th.	The LCAP involvement process included sharing information on the LCFF and LCAP requirements, and the importance of involving stakeholders to ensure they have a forum for providing their thoughts and ideas on how to address District needs and improve the overall experience for students. In doing so, the District was able to identify some common themes/goals (not listed in order of priority) across stakeholder groups and through the data collection progression. Themes: ■ The continued need to address class sizes at all grade levels, beginning with the primary grades. ■ Maintain the highest level of commitment for academic achievement, including professional development and collaboration time for the development of the CCSS. ■ Offerings of both After School and Summer School Programs, that include both intervention and enrichment services. ■ Ongoing need to provide learning and teaching opportunities that include the integration of technology. ■ Importance of strategies and time committed to those students who exhibit habitual behavioral and truancy issues, to ensure the school climate is safe and conducive to learning. ■ Opportunities for those at-risk students to be involved in co-curricular and enrichment programs. ■ A conscious effort to eliminate combination classes. Many of the common themes above were also considered a top priority in 2014-15, and much of the feedback consisted of staying on the District's current path and following through with services and actions detailed in the prior year's plan. These themes were the basis of consideration in the final draft for the Fruitvale School District's 2015-16 LCAP.

January 6, 2015 (3:30 PM) - Met with Parent Teacher Organization at Columbia Elementary. (13 attendees)	Attendees felt class sizes were being reduced, and were hoping to see more instructional support (people) and a focus on the arts programs (music and art).
January 6, 2015 (7:00 PM) - Met with Parent Teacher Organization at Endeavour Elementary. (12 attendees)	Attendees felt class size reduction should remain a priority and were happy to see after school and summer school programs coming back.
January 12, 2015 – Put LCAP *Parent* Survey online (District Website) to receive community feedback and input.	
January 16, 2015 – Direct mailed home a letter and flyer to all parents in both English and Spanish inviting them to attend LCAP Community Meeting on Feb. 3.	
January 20, 2015 (9:30 AM) - Met with Fruitvale Administrative Team in regards to LCAP Goals. (12 attendees)	Attendees felt the District should remain conscious about combination classes and class sizes in the wake of the CCSS. More instructional aide time was also felt to be important and a strong desire to continue with Tech Mentors was expressed.
January 20, 2015 (3:30 PM) - Met with Fruitvale Teacher's Association at Fruitvale Junior High. (2 attendees)	Class sizes were a concern, as well as more technology support. Attendees were happy to see a return of Summer School.
January 26, 2015 – Sent email to all teachers regarding the LCAP *Teacher* Survey to receive community feedback and input.	
February 2, 2015 (9:15 AM) - Met with English Learner Advisory Council at Endeavour Elementary. (7 attendees; 2 parents)	Lowering class sizes and increasing instructional aide support was a priority. Summer and after school support should also be of major importance.
February 3, 2015 (8:30 AM) - Met with District Office staff at Fruitvale School District Office. (14 attendees)	Attendees felt a focus on intervention support, both behaviorally and academically, should be a priority. The CCSS support should remain, as well as improving the quality of food for students was a must.
February 3, 2015 (5:30 PM) – Held Community Forum at Fruitvale Junior High for parents and Fruitvale Community. (19 attendees)	Class sizes was voiced as a remaining goal for District, as well as providing as much extended learning opportunities for students as possible (science, coding, sports, STEM, etc.). After school programs were thought to be a good idea, as well as Summer School. Field trips were an idea that they wished could be more of a priority.
February 5, 2015 (3:30 PM) – Met with School Site Council/English Learner Advisory Council at Columbia Elementary. (11 attendees)	Audience felt the after school programs were beneficial to students. A continued push to see more technology across the classrooms was also stressed. More field trips would be desired as well. Overall, they were pretty happy with the current status of the school and District.

February 6, 2015 (12:00 AM) - Met with Parent Teacher Organization at Discovery Elementary.	Attendees felt a focus on supporting the transition to the CCSS was crucial. They are enjoying seeing more after school programs and that the library is more available now. A move to providing better quality and tasting lunches would be appreciated.
February 17, 2015 (3:30 PM) - Met with Parent Advisory Committee at District Office.	Shared information to District (Parent) Advisory Committee as to their roles and responsibilities as a member of the committee, as well as review 2014-15 LCAP.
February 18, 2015 (3:30 PM) – Held Community Forum for Quailwood Parents at Quailwood Elementary. (No attendees)	
February 24, 2015 – Sent 2nd email notification to teachers encouraging participation in the LCAP Teacher Survey.	This 2nd notification almost doubled survey participation.
February 24, 2015 – Sent 2nd email notification to parents encouraging participation in the LCAP Parent Survey.	
February 24, 2015 – Met with Student Leaders at Endeavour Elementary. Students took student surveys following meeting. (17 attendees)	Students felt like more clubs and after school programs would benefit students. They would love to see the wireless service improved, and a peer tutoring program established. A playground structure for older students and improving the track would also be good for the school.
February 24, 2015 – Met with 5th and 6th grade students at Quailwood Elementary. Students took student surveys following meeting. (25 attendees)	Students would like to see more technology and more after school clubs/opportunities.
February 24, 2015 – Met with 7th and 8th grade students at Fruitvale Junior High. Students took student surveys following meeting. (20 attendees)	Students would like to see more electives offered and more clubs offered for students. Play equipment for their time on the yard would be appreciated and mice/head phones for the devices would be good. More counseling would be good for students, and Mr. P (Campus Supervisor) has been great.
February 25, 2015 (Noon) - Met with English Learner Advisory Council at Discovery Elementary. (7 attendees; 2 parents)	ELAC felt that ELs should have opportunities for enrichment as well as ELD (intervention) and that efforts should be made to involve and communicate with parents more easily.
February 27, 2015 – Met with Student Leaders at Columbia Elementary. Students took student surveys following meeting. (26 attendees)	Students would like to see more devices and better lunch food. More tutors for students and GATE offered during school. Better play structures for students and more yard aides. More music and PE and better recess equipment.
February 27, 2015 – Met with Student Leaders at Discovery Elementary. Students took student surveys following meeting. (12 attendees)	Students would like to see a cleaner campus and more support for the CCSS. More resources for EL and struggling students would be good for Discovery. More enrichment classes and

	programs/performances for students. More technology with better Wi-Fi and devices. Poor school lunches were a concern. Bathrooms should be in good repair.
April 9, 2015 (3:30 PM) - Met with Parent Advisory Committee at District Office.	Information shared included budget information demonstrating increased LCFF funding, and the amount of the Supplemental Grant for 2014-15 and 2015-16. A full analysis of the survey and data collection form the involvement process was also shared highlighting themes that occurred to be overlapping with multiple stakeholders.
May 14, 2015 (12:30 PM) - Met with District English Learner Advisory Council at District Office.	An analysis and review of the draft of the LCAP was presented. Council felt that the goals were aligned with stakeholder feedback and meet the needs of all students, especially those targeted students (FY, EL and LI). Recommended to be presented to Board of Trustees on June 9 for Public Hearing.
May 14, 2015 (3:30 PM) - Met with Parent Advisory Committee at District Office.	An analysis and review of the draft of the LCAP was presented. Council felt that actions and services included something for everyone, especially those targeted students (FY, EL and LI). In future years, would love the LCAP to show more services for enrichment. Recommended to be presented to Board of Trustees on June 9 for Public Hearing.
June 9, 2015 (6:30 PM) – Public Hearing for 2015-16 LCAP and Budget held at a regularly scheduled Board Meeting.	Trustees heard from one parent who was in favor of plan and was looking forward to the future of possible new programs.
June 11, 2015 (9:00 AM) – Adoption of 2015-16 LCAP and Budget held at a Special Board Meeting.	Board approved plan as presented.
Annual Update: Information shared throughout the involvement process included the decreased class sizes, specifically in the primary grades, the increase in technology available to students, including the 1:1 devices at Fruitvale Junior High in all core classrooms, and the restoration of After School Programs and Summer School.	**Annual Update:** A thorough analysis of survey data and comments received at stakeholder involvement meetings, which were shared at the April 9 Parent Advisory Meeting, revealed very similar priorities as seen in the involvement process conducted in 2013-14. Class sizes remained a top priority, as did maintaining high achievement for all students and the implementation of the Common Core State Standards, and providing enrichment to all students.

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?

GOAL:	**GOAL 1** - Decrease class sizes in grades K-3 at each elementary school site incrementally in the years of the plan to meet the goal of 24:1 at all elementary schools in grades K-3 prior to the full implementation of the LCFF in 2021.	Related State and/or Local Priorities: **1 X** 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	K-3 class sizes in 2008= 18.5; Currently (2015) the average K-3 class size is 21.68, 24.90, 24.54, and 24.17 at Columbia, Discovery, Endeavour and Quailwood respectively. Priority of stakeholders during Involvement Process (Meetings, Surveys, etc.)

Goal Applies to:	**Schools:**	Columbia Elementary, Discovery Elementary, Endeavour Elementary and Quailwood Elementary
	Applicable Pupil Subgroups:	All Elementary Students

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LCAP Year 1: 2015-16

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Expected Annual Measurable Outcomes:	<u>Teacher credentialing and Misassignment Rate (Ed Code 44258.9)</u> Number/rate of teachers not fully credentialed – **3%** Number/rate of teachers teaching outside of subject area competence – **0%** Number/rate of teachers teaching ELs without authorization – **1%** Number/rate of core classes taught by HQTs – **96%** <u>Sufficient access to standards-aligned instructional materials as defined in Ed Code 60119</u> Number/rate of students lacking their own textbook – **0%** <u>Well-maintained school facilities</u> Overall Facility rating from Facility Inspection Tool (FIT) – **Good**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The District will hire three (3) additional K-3 teachers to reduce class size averages *beyond* meeting Grade Span Adjustment requirements. Smaller class sizes provide opportunities to address needs of targeted students by offering more individualized help, smaller groups, and more detailed feedback. -Provide two years of the Beginning Teacher Support and Assessment (BTSA) program that will enable new teachers to clear their teaching credential.	All Elementary Schools	__ALL **OR:** **X** Low Income pupils **X** English Learners **X** Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___**SWD**_____	**$236,294** Supplemental Grant ($164,056 = Certificated Salaries; $67,088 = Benefits; $5,150 = Services and Operating Expenses)
The District will maintain the ongoing increased services of reduced K-3 class sizes in prior years (2013-14 & 2014-15) and related costs for teachers hired in order to incrementally reduce averages each year.	All Elementary Schools	**X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**$697,555** $418,553K Base & $279,022K Supplemental ($486,874 = Certificated Salaries; $200,561 = Benefits; $10,120 = Services and Operating Expenses)

Expected Annual Measurable Outcomes:	Teacher credentialing and Misassignment Rate (Ed Code 44258.9) Number/rate of teachers not fully credentialed – **3%** Number/rate of teachers teaching outside of subject area competence – **0%** Number/rate of teachers teaching ELs without authorization – **1%** Number/rate of core classes taught by HQTs – **96%** Sufficient access to standards-aligned instructional materials as defined in Ed Code 60119 Number/rate of students lacking their own textbook – **0%** Well-maintained school facilities Overall Facility rating from Facility Inspection Tool (FIT) – **Good**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The District will hire an additional K-3 teacher to reduce class size averages and meet Grade Span Adjustment requirements. Smaller class sizes provide opportunities to address needs of targeted students by offering more individualized help, smaller groups, and more detailed feedback. Provide two years of the Beginning Teacher Support and Assessment (BTSA) program that will enable new teachers to clear their teaching credential.	All Elementary Schools	**X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**$70,000** Base Grant ($45K = Certificated Salaries; $20K = Benefits; $5K = Services and Operating Expenses)
The District will maintain the ongoing increased services of reduced K-3 class sizes in prior years (2013 - 2016) and related costs for teachers hired in order to incrementally reduce averages each year.	All Elementary Schools	**X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**$933,849** $418,533K Base & $515,316K Supplemental ($650,930 = Certificated Salaries; $267,649 = Benefits; $15,270 = Services and Operating Expenses)

	LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Teacher credentialing and Misassignment Rate (Ed Code 44258.9) Number/rate of teachers not fully credentialed – **3%** Number/rate of teachers teaching outside of subject area competence – **0%** Number/rate of teachers teaching ELs without authorization – **1%** Number/rate of core classes taught by HQTs – **96%** Sufficient access to standards-aligned instructional materials as defined in Ed Code 60119 Number/rate of students lacking their own textbook – **0%** Well-maintained school facilities Overall Facility rating from Facility Inspection Tool (FIT) – **Good**			

Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
If Goal is not reached by 2017-18, the District will hire additional K-3 teachers to reduce class size averages and meet Grade Span Adjustment requirements and District goals. Smaller class sizes provide opportunities to address needs of targeted students by offering more individualized help, smaller groups, and more detailed feedback. Provide two years of the Beginning Teacher Support and Assessment (BTSA) program that will enable new teachers to clear their teaching credential.	All Elementary Schools	**X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	**$70,000** Base Grant ($45K = Certificated Salaries; $20K = Benefits; $5K = Services and Operating Expenses)
The District will maintain the ongoing increased services of reduced K-3 class sizes in prior years (2013 - 2017) and related costs for teachers hired in order to incrementally reduce averages each year.	All Elementary Schools	**X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	**$1,003,849** $488,533K Base & $515,316K Supplemental ($695,930 = Certificated Salaries; $287,649 = Benefits; $20,270 = Services and Operating Expenses)

	GOAL 2 - Implement Common Core State Standards to Maintain High Levels of Student Achievement and prepare students to learn in a 21st Century classroom.	Related State and/or Local Priorities:
GOAL:		1__ **2X** 3__ 4__ 5__ 6__ 7__ **8X**
		COE only: 9__ 10__
		Local : Specify _____

Identified Need :	Historical achievement data for "at-risk" and EL students shows a learning gap compared to more advantaged (non-ELs, non-Foster Youth (FY) and non-low income (LI)) students. Priority of stakeholders during Involvement Process (Meetings, Surveys, etc.)

Goal Applies to:	**Schools:**	District-wide
	Applicable Pupil Subgroups:	All Students

<div align="center">

LCAP Year 1: 2015-16

</div>

Expected Annual Measurable Outcomes:	Instructional staff believes the CCSS are "Partially Implemented" in mathematics according to the Academic Program Survey Questions 5, 10-12, & 14. CAHSEE ELA/Math proficient rates - **NA** CAHSEE ELA/Math 3-Year Pass Rate - **NA** Percent of EL students making progress toward English Proficiency (AMAO 1) - **63.2% (Met Target; 2012)** AP Exam Participation Rate - **NA**

Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
Provide Professional Development/collaboration opportunities for every grade level. Professional Development will be aimed at instructional strategies that target unduplicated count students.	District-wide	__ ALL **OR:** **X** Low Income pupils **X** English Learners **X** Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	**$72,500** $10,000 Title I & $62,500 Supplemental ($64K = Certificated Salaries; $8,500 = Benefits)
Provide Professional Development for staff through *Tech Mentors* to increase learning with and through technology.	District-wide	**X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**$30,000** Title I ($27K = Certificated Salaries; $3K = Benefits)
Create a block schedule at Fruitvale Junior High in order to provide targeted students an extended learning period of both Language Arts and Math every day. Extended learning sections allows for teachers to provide more in-depth instruction for targeted students by frontloading material and building background knowledge. Longer sections afford teachers more opportunities to reteach and offer feedback for improvement. Hire 3 additional teachers to accommodate schedule.	Fruitvale Junior High	__ALL **OR:** **X** Low Income pupils **X** English Learners **X** Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)____**SWD**_____	**$244,080** Supplemental Grant ($175,477 = Cert. Salaries; $68,603 = Benefits)

LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:	Instructional staff believes the CCSS are "Substantially Implemented" in mathematics according to the Academic Program Survey Questions 5, 10-12, & 14. New ELA/ELD Textbook adoption will ensure that ELD students have access to the Common Core. CAHSEE ELA/Math proficient rates - **NA** CAHSEE ELA/Math 3-Year Pass Rate - **NA** Percent of EL students making progress toward English Proficiency (AMAO 1) - **63.2% (Met Target; 2012)** AP Exam Participation Rate - **NA**			
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**		**Budgeted Expenditures**
All students will have CCSS Instructional Materials (Textbooks) in English/Language Arts that are updated and user friendly. SBE Adoption will be from the program that include ELD standards and access to CCSS.	District-wide	**X** ALL		**$675,000** Base Grant (Book and Supplies)
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Provide Professional Development/collaboration opportunities for every grade level. Professional Development will be aimed at instructional strategies that target unduplicated count students.	District-wide	__ ALL		**$72,500** $10,000 Title I & $62,500 Supplemental ($64K = Certificated Salaries; $8,500 = Benefits)
		OR: **X** Low Income pupils **X** English Learners **X** Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Provide Professional Development for staff through *Tech Mentors* to increase learning with and through technology.	District-wide	**X** ALL		**$30,000** Title I ($27K = Certificated Salaries; $3K = Benefits)
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

Maintain a block schedule at Fruitvale Junior High in order to provide targeted students an extended learning period of both Language Arts and Math every day. Extended learning sections allows for teachers to provide more in-depth instruction for targeted students by frontloading material and building background knowledge. Longer sections afford teachers more opportunities to reteach and offer feedback for improvement. Compensation for additional teachers hired in 2015-16 to accommodate schedule.	Fruitvale Junior High	__ALL **OR:** **X** Low Income pupils **X** English Learners **X** Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___**SWD**_____	**$244,080** Supplemental Grant ($175,477 = Cert. Salaries; $68,603 = Benefits)

LCAP Year 3: 2017-18				
Expected Annual Measurable Outcomes:	Instructional staff believes the CCSS are "Fully Implemented" in mathematics according to the Academic Program Survey Questions 5, 10-12, & 14. CAHSEE ELA/Math proficient rates - **NA** CAHSEE ELA/Math 3-Year Pass Rate - **NA** Percent of EL students making progress toward English Proficiency (AMAO 1) - **63.2% (Met Target; 2012)** AP Exam Participation Rate - **NA**			
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**		**Budgeted Expenditures**
Provide Professional Development/collaboration opportunities for every grade level. Professional Development will be aimed at instructional strategies that target unduplicated count students.	District-wide	__ ALL **OR:** **X** Low Income pupils **X** English Learners **X** Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**$72,500** $10,000 Title I & $62,500 Supplemental ($64K = Certificated Salaries; $8,500 = Benefits)
Provide Professional Development for staff through *Tech Mentors* to increase learning with and through technology.	District-wide	**X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		**$30,000** Title I ($27K = Certificated Salaries; $3K = Benefits)
Maintain a block schedule at Fruitvale Junior High in order to provide targeted students an extended learning period of both Language Arts and Math every day. Extended learning sections allows for teachers to provide more in-depth instruction for targeted students by frontloading material and building background knowledge. Longer sections afford teachers more opportunities to reteach and offer feedback for improvement. Compensation for additional teachers hired in 2015-16 to accommodate schedule.	Fruitvale Junior High	__ALL **OR:** **X** Low Income pupils **X** English Learners **X** Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___**SWD**_____		**$244,080** Supplemental Grant ($175,477 = Cert. Salaries; $68,603 = Benefits)

GOAL:	Goal 3 - Restore Summer School and After School Learning Opportunities, targeting unduplicated count students as targeted students will receive priority registration.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7**X** 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	Elimination of Summer School and After School Programs due to prior budget cuts. Priority of stakeholders during Involvement Process (Meetings, Surveys, etc.)

Goal Applies to:	**Schools:**	All schools
	Applicable Pupil Subgroups:	All students; LI, FY and ELs will receive extended invitations and be given priority registration to attend these programs

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Rate of students enrolled in CTE courses (grades 7-12) – **202 students enrolled (Computer Applications and Gateway To Technology (GTT))** Rate of students enrolled in UC/CSU required courses (grades 9-12) - **NA** Number/rate of AP courses offered (grades 9-12) - **NA** Rate of students enrolled in AP courses - **NA** Rate of remedial course enrollment – **0; No single subject classes offered below grade level** Number/rate of course offerings for students with exceptional needs (SDC classes) – **11.5 Classes offered**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Twenty days of Summer School for District students: Priority registration provided to targeted students. Learning opportunities for both remedial and advanced students. Additional days of instruction helps eliminate learning loss over summer that occurs with students, specifically disadvantaged students with fewer resources.	District-wide	__ALL **OR:** **X** Low Income pupils **X** English Learners **X** Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**$125,000** Supplemental Grant ($60K = Cert. Salaries; $35K = Class. Salaries; $13K Benefits; $17K Books & Supplies)
After School Programs at least 2x/week at every site: Priority registration provided to targeted students. Learning opportunities for both remedial and advanced students.	District-wide	__ALL **OR:** **X** Low Income pupils **X** English Learners **X** Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**$16,000** (Supplemental Grant) ($14K = Certificated Salaries; $2K = Benefits)

LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:	Rate of students enrolled in CTE courses (grades 7-12) – **270 students enrolled (Computer Applications, GTT, Mock Trial, Agriculture, and Journalism)** Rate of students enrolled in UC/CSU required courses (grades 9-12) - **NA** Number/rate of AP courses offered (grades 9-12) - **NA** Rate of students enrolled in AP courses - **NA** Rate of remedial course enrollment – **0; No single subject classes offered below grade level** Number/rate of course offerings for students with exceptional needs (SDC classes) – **11.5 Classes offered**			
Actions/Services		**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
Twenty days of Summer School for District students: Priority registration provided to targeted students. Learning opportunities for both remedial and advanced students. Additional days of instruction helps eliminate learning loss over summer that occurs with students, specifically disadvantaged students with fewer resources.		District-wide	__ALL **OR:** **X** Low Income pupils **X** English Learners **X** Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**$125,000** Supplemental Grant ($60K = Cert. Salaries; $35K = Class. Salaries; $13K Benefits; $17K Books & Supplies)
After School Programs at least 2x/week at every site: Priority registration provided to targeted students. Learning opportunities for both remedial and advanced students.		District-wide	__ALL **OR:** **X** Low Income pupils **X** English Learners **X** Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**$16,000** (Supplemental Grant) ($14K = Certificated Salaries; $2K = Benefits)

LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Rate of students enrolled in CTE courses (grades 7-12) – **270 students enrolled (Computer Applications, GTT, Mock Trial, Agriculture, and Journalism)** Rate of students enrolled in UC/CSU required courses (grades 9-12) - **NA** Number/rate of AP courses offered (grades 9-12) - **NA** Rate of students enrolled in AP courses - **NA** Rate of remedial course enrollment – **0; No single subject classes offered below grade level** Number/rate of course offerings for students with exceptional needs (SDC classes) – **11.5 Classes offered**		
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
Twenty days of Summer School for District students: Priority registration provided to targeted students. Learning opportunities for both remedial and advanced students. Additional days of instruction helps eliminate learning loss over summer that occurs with students, specifically disadvantaged students with fewer resources.	District-wide	__ALL **OR:** **X** Low Income pupils **X** English Learners **X** Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**$125,000** Supplemental Grant ($60K = Cert. Salaries; $35K = Class. Salaries; $13K Benefits; $17K Books & Supplies)
After School Programs at least 2x/week at every site: Priority registration provided to targeted students. Learning opportunities for both remedial and advanced students.	District-wide	__ALL **OR:** **X** Low Income pupils **X** English Learners **X** Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**$16,000** (Supplemental Grant) ($14K = Certificated Salaries; $2K = Benefits)

GOAL:	**Goal 4** - Increase Access to Technology for Students	Related State and/or Local Priorities: 1__ 2__ 3__ **4X** 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	Analysis of CCSS's and the necessary technological skills and requirements for learning and assessment outcomes. Priority of stakeholders during Involvement Process (Meetings, Surveys, etc.)

Goal Applies to:	**Schools:**	All schools
	Applicable Pupil Subgroups:	All students

<table>
<tr><th colspan="3" align="center">LCAP Year 1: 2015-16</th></tr>
<tr>
<td>Expected Annual Measurable Outcomes:</td>
<td colspan="2">*State assessment proficient/advanced rate for the district (CST/AYP for math/ELA/Social Science/Science) – % Proficient or Advanced: 69.4% (ELA) & 65.6 (Math)
*API growth and score data per Ed Code 52052: …all numerically significant pupil subgroups at the school or school district, including: (A) Ethnic subgroups (B) Socioeconomically disadvantaged pupils (C) English learners (D) Pupils with disabilities (E) Foster youth -
     API Scores: 858 (LEA), 826 (Hispanic), 872 (White), 816 (SED), 823 (EL), and 653 (SWD)
*Percent of students completing UC/CSU required courses - NA
*Percent of students completing a CTE Course Sequence – 100% (of those students enrolled)
*Percent of EL students attaining AMAO 1 and 2 targets - 63.2 and 58.6%
*EL reclassification rate – 18%
*Percent of students who passed AP exams with a score of 3 or higher - NA
*Early Assessment Project (EAP) College Ready rates for math and ELA - NA</td>
</tr>
</table>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase the class sets (student devices) at the Elementary sites.	All Elementary Schools	**X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**$100,000** Base Grant (Books & Supplies)
Improve wireless access for all schools.	District-wide	**X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**$50,000** Base Grant ($25K = Books & Supplies; $25K = Services & Operating Expenses)

Provide ELD support programs with IPads to support and enhance learning and language acquisition. The use of technology will support student engagement and assist with modeling academic language for students acquiring language proficiency.	District-wide	__ALL **OR:** __Low Income pupils **X** English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**$5,000** Supplemental Grant (Books & Supplies)

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	*State assessment proficient/advanced rate for the district (CST/AYP for math/ELA/Social Science/Science) – **% Proficient or Advanced: 69.4% (ELA) & 65.6 (Math)** *API growth and score data per Ed Code 52052: …all numerically significant pupil subgroups at the school or school district, including: (A) Ethnic subgroups (B) Socioeconomically disadvantaged pupils (C) English learners (D) Pupils with disabilities (E) Foster youth - **API Scores: 858 (LEA), 826 (Hispanic), 872 (White), 816 (SED), 823 (EL), and 653 (SWD)** *Percent of students completing UC/CSU required courses - **NA** *Percent of students completing a CTE Course Sequence – **100% (of those students enrolled)** *Percent of EL students attaining AMAO 1 and 2 targets - **63.2 and 58.6%** *EL reclassification rate – **19%** *Percent of students who passed AP exams with a score of 3 or higher - **NA** *Early Assessment Project (EAP) College Ready rates for math and ELA - **NA**		
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
Repair and replace devices at schools as needed.	District-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**$5,000** Base Grant (Books & Supplies)

	LCAP Year 3: 2017-18
Expected Annual Measurable Outcomes:	*State assessment proficient/advanced rate for the district (CST/AYP for math/ELA/Social Science/Science) – **% Proficient or Advanced: 69.4% (ELA) & 65.6 (Math)** *API growth and score data per Ed Code 52052: …all numerically significant pupil subgroups at the school or school district, including: (A) Ethnic subgroups (B) Socioeconomically disadvantaged pupils (C) English learners (D) Pupils with disabilities (E) Foster youth - **API Scores: 858 (LEA), 826 (Hispanic), 872 (White), 816 (SED), 823 (EL), and 653 (SWD)** *Percent of students completing UC/CSU required courses - **NA** *Percent of students completing a CTE Course Sequence – **100% (of those students enrolled)** *Percent of EL students attaining AMAO 1 and 2 targets - **63.2 and 58.6%** *EL reclassification rate – **20%** *Percent of students who passed AP exams with a score of 3 or higher - **NA** *Early Assessment Project (EAP) College Ready rates for math and ELA - **NA**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Repair and replace devices at schools as needed.	District-wide	**X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	**$5,000** Base Grant (Books & Supplies)

GOAL:	**Goal 5** - Provide a Broad Scope of Course Access for Students to be Prepared for 21st Century Learning.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ **7X 8X** COE only: 9__ 10__ Local : Specify _____

Identified Need :	Lack of courses/programs that prepare students for the demands of college and the 21st Century. Priority of stakeholders during Involvement Process (Meetings, Surveys, etc.)

Goal Applies to:	**Schools:**	All schools
	Applicable Pupil Subgroups:	All students

<table>
<tr><td colspan="5" align="center">**LCAP Year 1: 2015-16**</td></tr>
<tr><td rowspan="7">**Expected Annual Measurable Outcomes:**</td><td colspan="4">Successful completion of Study Skills electives will be at least 80%.</td></tr>
<tr><td colspan="4">Rate of students enrolled in CTE courses (grades 7-12) – **202 students enrolled (Comp. Applications an GTT)**</td></tr>
<tr><td colspan="4">Rate of students enrolled in UC/CSU required courses (grades 9-12) - **NA**</td></tr>
<tr><td colspan="4">Number/rate of AP courses offered (grades 9-12) - **NA**</td></tr>
<tr><td colspan="4">Rate of students enrolled in AP courses - **NA**</td></tr>
<tr><td colspan="4">Rate of remedial course enrollment – **0; No classes offered below grade level**</td></tr>
<tr><td colspan="4">Number/rate of course offerings for students with exceptional needs (SDC classes) – **11.5 Classes offered**</td></tr>
</table>

Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
3 Periods offered of Gateway to Technology, 3 Periods offered of Study Skills, and 3 Periods offered of Computer Applications. These new and increased electives are offered in lieu of former elective Music Appreciation to better the needs of targeted students in preparation for high school and beyond. Study Skills will include soft skills including but not limited to time management, task prioritizing, test taking strategies, maintaining a schedule, etc. Priority registration given to unduplicated students. Teacher's Salary and Benefits for periods they are teaching the aforementioned electives.	Fruitvale Junior High	__ALL **OR:** **X** Low Income pupils **X** English Learners **X** Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**$123,559** Supplemental Grant ($89,079 = Certificated Salaries; $34,481 = Benefits)
Maintain Library Clerk hours at 5.5 hrs/day, which were increased in 2014-15 to allow for more media and library services for our targeted students. Expanded library time allows for more access to resource in media center that disadvantaged students often lack.	All Elementary Schools	__ALL **OR:** **X** Low Income pupils **X** English Learners **X** Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**$14,065** Supplemental Grant ($11,584 Classified Salaries; $2,481 = Benefits)
Maintain additional Library Clerk 14hrs/week, which was added in 2014-15 to allow for more media and library services for our targeted students. Expanded library time allows for more access to resource in media center that disadvantaged students often lack.	Quailwood Elementary	__ALL **OR:** **X** Low Income pupils **X** English Learners **X** Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**$8,677** Supplemental Grant ($8206 = Classified Salaries; $471 Benefits)

LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:	Successful completion of Study Skills electives will be at least 85%. Rate of students enrolled in CTE courses (grades 7-12) – **270 students enrolled (Computer Applications, GTT, Mock Trial, Agriculture, and Journalism)** Rate of students enrolled in UC/CSU required courses (grades 9-12) - **NA** Number/rate of AP courses offered (grades 9-12) - **NA** Rate of students enrolled in AP courses - **NA** Rate of remedial course enrollment – **0; No classes offered below grade level** Number/rate of course offerings for students with exceptional needs (SDC classes) – **11.5 Classes offered**			
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**		**Budgeted Expenditures**
3 Periods offered of Gateway to Technology, 3 Periods offered of Study Skills, and 3 Periods offered of Computer Applications. These new and increased electives are offered in lieu of former elective Music Appreciation to better the needs of targeted students in preparation for high school and beyond. Study Skills will include soft skills including but not limited to time management, task prioritizing, test taking strategies, maintaining a schedule, etc. Priority registration given to unduplicated students. Teacher's Salary and Benefits for periods they are teaching the aforementioned electives.	Fruitvale Junior High	__ALL **OR:** **X** Low Income pupils **X** English Learners **X** Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**$123,559** Supplemental Grant ($89,079 = Certificated Salaries; $34,481 = Benefits)
Maintain Library Clerk hours at 5.5 hrs/day, which were increased in 2014-15 to allow for more media and library services for our targeted students. Expanded library time allows for more access to resource in media center that disadvantaged students often lack.	All Elementary Schools	__ALL **OR:** **X** Low Income pupils **X** English Learners **X** Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**$14,065** Supplemental Grant ($11,584 Classified Salaries; $2,481 = Benefits)
Maintain additional Library Clerk 14hrs/week, which was added in 2014-15 to allow for more media and library services for our targeted students. Expanded library time allows for more access to resource in media center that disadvantaged students often lack.	Quailwood Elementary	__ALL **OR:** **X** Low Income pupils **X** English Learners **X** Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**$8,677** Supplemental Grant ($8206 = Classified Salaries; $471 Benefits)

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Successful completion of Study Skills electives will be at least 87%. Rate of students enrolled in CTE courses (grades 7-12) – **270 students enrolled (Computer Applications, GTT, Mock Trial, Agriculture, and Journalism)** Rate of students enrolled in UC/CSU required courses (grades 9-12) - **NA** Number/rate of AP courses offered (grades 9-12) - **NA** Rate of students enrolled in AP courses - **NA** Rate of remedial course enrollment – **0; No classes offered below grade level** Number/rate of course offerings for students with exceptional needs (SDC classes) – **11.5 Classes offered**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3 Periods offered of Gateway to Technology, 3 Periods offered of Study Skills, and 3 Periods offered of Computer Applications. These new and increased electives are offered in lieu of former elective Music Appreciation to better the needs of targeted students in preparation for high school and beyond. Priority registration given to unduplicated students. Study Skills will include soft skills including but not limited to time management, task prioritizing, test taking strategies, maintaining a schedule, etc. Teacher's Salary and Benefits for periods they are teaching the aforementioned electives.	Fruitvale Junior High	__ALL **OR:** **X** Low Income pupils **X** English Learners **X** Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**$123,559** Supplemental Grant ($89,079 = Certificated Salaries; $34,481 = Benefits)
Maintain Library Clerk hours at 5.5 hrs/day, which were increased in 2014-15 to allow for more media and library services for our targeted students. Expanded library time allows for more access to resource in media center that disadvantaged students often lack.	All Elementary Schools	__ALL **OR:** **X** Low Income pupils **X** English Learners **X** Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**$14,065** Supplemental Grant ($11,584 Classified Salaries; $2,481 = Benefits)
Maintain additional Library Clerk 14hrs/week, which was added in 2014-15 to allow for more media and library services for our targeted students. Expanded library time allows for more access to resource in media center that disadvantaged students often lack.	Quailwood Elementary	__ALL **OR:** **X** Low Income pupils **X** English Learners **X** Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**$8,677** Supplemental Grant ($8206 = Classified Salaries; $471 Benefits)

	Goal 6 -Increase Parent Involvement	Related State and/or Local Priorities:
GOAL:		1__ 2__ **3X** 4__ 5__ 6__ 7__ 8__
		COE only: 9__ 10__
		Local : Specify _____

Identified Need:	Lack of parent participation at parent education nights and English Learner Advisory Councils (ELAC).

Goal Applies to:	**Schools:**	District-wide
	Applicable Pupil Subgroups:	All students

<div align="center"><strong style="color:blue">LCAP Year 1: 2015-16</div>

Expected Annual Measurable Outcomes:	Parent Attendance at Parent-Teacher Conferences – **95%** ch of ELACs held each year = **2** # of DELACs held each year = **2** # of Parents attending Parent Universities – **50** Parents of SWDs will be offered opportunities to attend all parent offerings.

Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
Increase and engage parent participation in the ELACs. Services will include child care, translators, supplies, food, etc. when necessary. Increased parent involvement will improve the programs offered for ELs by receiving input and feedback from parents to strengthen language acquisition for students.	Columbia, Discovery and Endeavour	__ALL **OR:** __Low Income pupils **X** English Learners __Foster Youth **X** Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**$250** Supplemental Grant ($150 = Class. Salaries; $20 Benefits; $80 Books & Supplies)
Maintain Parent University Offerings District-wide that were added in 2014-15. Each school will offer at least one parent education night (Parent University) a year. Topics will include strategies for increasing social, behavioral and academic growth for the targeted students. Services will include stipends for presenters, child care, translators, supplies, food, etc. when necessary.	District-wide	__ALL **OR:** **X** Low Income pupils **X** English Learners **X** Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**$1,200** Supplemental Grant ($750 Cert. Salaries; $150 Class. Salaries; $110 Benefits; $190 Books & Supplies)

Expected Annual Measurable Outcomes:	Parent Attendance at Parent-Teacher Conferences – **96%** # of ELACs held each year = **2** # of DELACs held each year = **2** # of Parents attending Parent Universities - **60**			
Actions/Services		**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
Increase and engage parent participation in the ELACs. Services will include child care, translators, supplies, food, etc. when necessary. Increased parent involvement will improve the programs offered for ELs by receiving input and feedback from parents to strengthen language acquisition for students.		Columbia, Discovery and Endeavour	__ALL **OR:** __Low Income pupils **X** English Learners __Foster Youth **X** Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**$250** Supplemental Grant ($150 = Class. Salaries; $20 Benefits; $80 Books & Supplies)
Maintain Parent University Offerings District-wide that were added in 2014-15. Each school will offer at least one parent education night (Parent University) a year. Topics will include strategies for increasing social, behavioral and academic growth for the targeted students. Services will include stipends for presenters, child care, translators, supplies, food, etc. when necessary.		District-wide	__ALL **OR:** **X** Low Income pupils **X** English Learners **X** Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**$1,200** Supplemental Grant ($750 Cert. Salaries; $150 Class. Salaries; $110 Benefits; $190 Books & Supplies)

	LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Parent Attendance at Parent-Teacher Conferences – **97%** # of ELACs held each year = **2** # of DELACs held each year = **2** # of Parents attending Parent Universities - **70**			
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**		**Budgeted Expenditures**
Increase and engage parent participation in the ELACs. Services will include child care, translators, supplies, food, etc. when necessary. Increased parent involvement will improve the programs offered for ELs by receiving input and feedback from parents to strengthen language acquisition for students.	Columbia, Discovery and Endeavour	__ALL **OR:** __Low Income pupils **X** English Learners __Foster Youth **X** Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**$250** Supplemental Grant ($150 = Class. Salaries; $20 Benefits; $80 Books & Supplies)
Maintain Parent University Offerings District-wide that were added in 2014-15. Each school will offer at least one parent education night (Parent University) a year. Topics will include strategies for increasing social, behavioral and academic growth for the targeted students. Services will include stipends for presenters, child care, translators, supplies, food, etc. when necessary.	District-wide	__ALL **OR:** **X** Low Income pupils **X** English Learners **X** Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**$1,200** Supplemental Grant ($750 Cert. Salaries; $150 Class. Salaries; $110 Benefits; $190 Books & Supplies)

GOAL:	Goal 7 - Provide academic support for Intervention and English Learner (EL) students.	Related State and/or Local Priorities: 1__ 2__ 3__ **4X** 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :		Historical achievement data for "at-risk" and EL students shows a learning gap compared to more advantaged (non-ELs, non-Foster Youth (FY) and non-low income (LI)) students. See API data below in "Expected Annual Measurable Outcomes".

Goal Applies to:	**Schools:**	District-wide
	Applicable Pupil Subgroups:	EL's and Foster Youth

**LCAP Year 1: 2015-16**

Expected Annual Measurable Outcomes:	*State assessment proficient/advanced rate for the district (CST/AYP for math/ELA/Social Science/Science) – **% Proficient or Advanced: 69.4% (ELA) & 65.6 (Math)** *API growth and score data per Ed Code 52052: …all numerically significant pupil subgroups at the school or school district, including: (A) Ethnic subgroups (B) Socioeconomically disadvantaged pupils (C) English learners (D) Pupils with disabilities (E) Foster youth - **API Scores: 858 (LEA), 826 (Hispanic), 872 (White), 816 (SED), 823 (EL), and 653 (SWD)** *Percent of students completing UC/CSU required courses - **NA** *Percent of students completing a CTE Course Sequence – **100%** *Percent of EL students attaining AMAO 1 and 2 targets - **63.2 and 58.6%** *EL reclassification rate – **18%** *Percent of students who passed AP exams with a score of 3 or higher - **NA** *Early Assessment Project (EAP) College Ready rates for math and ELA - **NA**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain and provide paraprofessional support for Intervention and ELD programs. Provide ongoing intervention paraprofessionals at each school site that would have been considered for elimination in 2014-15 if funds were not available. These services provide for added instruction in either small groups or in one-on-one situations to better meet individualized needs of the most at-risk students to address their specific skill deficits.	District-wide	__ALL **OR:** **X** Low Income pupils **X** English Learners **X** Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	**$96,213** Supplemental Grant ($82,597 = Classified Salaries; $13,616 = Benefits)
Hire a part-time intervention support teacher to coordinate intervention services, monitor progress and provide professional development to enhance services for targeted students. These services will include data analysis of the targeted students, professional development for instruction tailored for unduplicated count pupils, and the outreach to parents of these students.	District-wide	__ALL **OR:** **X** Low Income pupils **X** English Learners **X** Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	**$43,019** Supplemental Grant ($32,245 = Certificated Salaries; $10,774 = Benefits)

Hire additional intervention paraprofessionals to support at-risk and EL students. These services provide for added instruction in either small groups or in one-on-one situations to better meet individualized needs of the most at-risk students to address their specific skill deficits.	District-wide	__ALL **OR:** **X** Low Income pupils **X** English Learners **X** Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**$18,864** Supplemental Grant ($15,644 = Classified Salaries; $3220 Benefits)

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	*State assessment proficient/advanced rate for the district (CST/AYP for math/ELA/Social Science/Science) – **% Proficient or Advanced: 69.4% (ELA) & 65.6 (Math)** *API growth and score data per Ed Code 52052: …all numerically significant pupil subgroups at the school or school district, including: (A) Ethnic subgroups (B) Socioeconomically disadvantaged pupils (C) English learners (D) Pupils with disabilities (E) Foster youth - **API Scores: 858 (LEA), 826 (Hispanic), 872 (White), 816 (SED), 823 (EL), and 653 (SWD)** *Percent of students completing UC/CSU required courses - **NA** *Percent of students completing a CTE Course Sequence – **100%** *Percent of EL students attaining AMAO 1 and 2 targets - **63.2 and 58.6%** *EL reclassification rate – **19%** *Percent of students who passed AP exams with a score of 3 or higher - **NA** *Early Assessment Project (EAP) College Ready rates for math and ELA - **NA**		
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
Maintain and provide paraprofessional support for Intervention and ELD programs. Provide ongoing intervention paraprofessionals at each school site that would have been considered for elimination in 2014-15 if funds were not available. These services provide for added instruction in either small groups or in one-on-one situations to better meet individualized needs of the most at-risk students to address their specific skill deficits.	District-wide	__ALL **OR:** **X** Low Income pupils **X** English Learners **X** Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**$115,077** Supplemental Grant ($98,241 Classified Salaries; $16,836 Benefits)
Maintain a part-time intervention support teacher to coordinate intervention services, monitor progress and provide professional development to enhance services for targeted students. These services will include data analysis of the targeted students, professional development for instruction tailored for unduplicated count pupils, and the outreach to parents of these students.		__ALL **OR:** **X** Low Income pupils **X** English Learners **X** Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**$43,019** Supplemental Grant ($32,245 = Certificated Salaries; $10,774 = Benefits)

LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	*State assessment proficient/advanced rate for the district (CST/AYP for math/ELA/Social Science/Science) – **% Proficient or Advanced: 69.4% (ELA) & 65.6 (Math)** *API growth and score data per Ed Code 52052: …all numerically significant pupil subgroups at the school or school district, including: (A) Ethnic subgroups (B) Socioeconomically disadvantaged pupils (C) English learners (D) Pupils with disabilities (E) Foster youth - **API Scores: 858 (LEA), 826 (Hispanic), 872 (White), 816 (SED), 823 (EL), and 653 (SWD)** *Percent of students completing UC/CSU required courses - **NA** *Percent of students completing a CTE Course Sequence – **100%** *Percent of EL students attaining AMAO 1 and 2 targets - **63.2 and 58.6%** *EL reclassification rate – **20%** *Percent of students who passed AP exams with a score of 3 or higher - **NA** *Early Assessment Project (EAP) College Ready rates for math and ELA - **NA**		
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
Maintain and provide paraprofessional support for Intervention and ELD programs. Provide ongoing intervention paraprofessionals at each school site that would have been considered for elimination in 2014-15 if funds were not available. These services provide for added instruction in either small groups or in one-on-one situations to better meet individualized needs of the most at-risk students to address their specific skill deficits.	District-wide	__ALL **OR:** **X** Low Income pupils **X** English Learners **X** Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**$115,077** Supplemental Grant ($98,241 Classified Salaries; $16,836 Benefits)
Maintain a part-time intervention support teacher to coordinate intervention services, monitor progress and provide professional development to enhance services for targeted students. These services will include data analysis of the targeted students, professional development for instruction tailored for unduplicated count pupils, and the outreach to parents of these students.		__ALL **OR:** **X** Low Income pupils **X** English Learners **X** Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**$43,019** Supplemental Grant ($32,245 = Certificated Salaries; $10,774 = Benefits)

	Goal 8 - Reduce truancy specifically the LI, FY and EL students and maintain school connectedness perceived by District students.	Related State and/or Local Priorities:
GOAL:		1__ 2__ 3__ 4__ **5X** **6X** 7__ 8__
		COE only: 9__ 10__
		Local : Specify _____

Identified Need :	High truancy rates of those identified as EL, FY and LI students. Historical achievement data for "at-risk" and EL students shows a learning gap compared to more advantaged ((non-ELs, non-Foster Youth (FY) and non-low income (LI)) students - **API Scores: 858 (LEA), 826 (Hispanic), 872 (White), 816 (SED), 823 (EL), and 653 (SWD)**. Priority of stakeholders during Involvement Process (Meetings, Surveys, etc.)

Goal Applies to:	**Schools:**	District-wide
	Applicable Pupil Subgroups:	EL, FY and LI

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Attendance Rate – **96.6%** Chronic Absenteeism Rate – **5.69%** Middle School Dropout Rate – **0.04% (per DataQuest 2013-14)** High School Dropout Rate - **NA** High School Graduation Rate - **NA** Suspension Rate (per Data Quest) – **3.3 (2013-14)** Expulsion Rate (per Data Quest) – **0.1 (2013-14)** California Healthy Kids Survey - **% Agree or Strongly Agree 2012-13: Feel close to people in this school (74%); Feel like I am part of this school (66%)** Truancy Rate - **25.24% (per DataQuest 2013-14)**

Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
Hire full-time Campus Supervisor and Security to target ELs, FY & LI students who are habitually truant. Services may include parent contact (letters, phone class, home visits) and aid in providing a safe and secure school environment that helps students feel comfortable and safe, thus want to come to school every day.	District-wide	__ALL **OR:** **X** Low Income pupils **X** English Learners **X** Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	**$59,262** Supplemental Grant ($37,065 = Classified Salaries; $22,197 = Benefits)
Provide services of 0.5 FTE counseling services, specifically for targeted students, to meet all academic, social and behavioral needs, reduce truancy and address bullying issues.	District-wide	__ALL **OR:** **X** Low Income pupils **X** English Learners **X** Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)__ **SWD** __	**$48,069** Supplemental Grant ($42,439 = Certificated Salaries; $5,630 = Benefits)

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	Attendance Rate – **96.6%** Chronic Absenteeism Rate – **5.69%** Middle School Dropout Rate – **0.04% (per DataQuest 2013-14)** High School Dropout Rate - **NA** High School Graduation Rate - **NA** Suspension Rate (per Data Quest) – **3.3 (2013-14)** Expulsion Rate (per Data Quest) – **0.1 (2013-14)** California Healthy Kids Survey - **% Agree or Strongly Agree 2012-13: Feel close to people in this school (74%); Feel like I am part of this school (66%)** Truancy Rate - **25.24% (per DataQuest 2013-14)**		
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
Salary and Benefits for full-time Campus Supervisor and Security to target ELs, FY & LI students who are habitually truant. Services may include parent contact (letters, phone class, home visits) and aid in providing a safe and secure school environment that helps students feel comfortable and safe, thus want to come to school every day.	District-wide	___ALL **OR:** **X** Low Income pupils **X** English Learners **X** Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	**$59,262** Supplemental Grant ($37,065 = Classified Salaries; $22,197 = Benefits)
Provide services of 1.0 FTE counseling services, specifically targeted students, to meet all academic, social and behavioral needs, reduce truancy and address bullying issues.	District-wide	___ALL **OR:** **X** Low Income pupils **X** English Learners **X** Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)__**SWD**__	**$111,246** Supplemental Grant ($84,878 = Certificated Salaries; $26,368 = Benefits)

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Attendance Rate – **96.6%** Chronic Absenteeism Rate – **5.69%** Middle School Dropout Rate – **0.04% (per DataQuest 2013-14)** High School Dropout Rate - **NA** High School Graduation Rate - **NA** Suspension Rate (per Data Quest) – **3.3 (2013-14)** Expulsion Rate (per Data Quest) – **0.1 (2013-14)** California Healthy Kids Survey - **% Agree or Strongly Agree 2012-13: Feel close to people in this school (74%); Feel like I am part of this school (66%)** Truancy Rate - **25.24% (per DataQuest 2013-14)**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Salary and Benefits for full-time Campus Supervisor and Security to target ELs, FY & LI students who are habitually truant. Services may include parent contact (letters, phone class, home visits) and aid in providing a safe and secure school environment that helps students feel comfortable and safe, thus want to come to school every day.	District-wide	___ALL **OR:** **X** Low Income pupils **X** English Learners **X** Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	**$59,262** Supplemental Grant ($37,065 = Classified Salaries; $22,197 = Benefits)
Provide services of 1.0 FTE counseling services, specifically targeted students, to meet all academic, social and behavioral needs, reduce truancy and address bullying issues.	District-wide	___ALL **OR:** **X** Low Income pupils **X** English Learners **X** Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)__**SWD**__	**$111,246** Supplemental Grant ($84,878 = Certificated Salaries; $26,368 = Benefits)

Annual Update

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

Guiding Questions:

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

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

Original GOAL from prior year LCAP:	**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	Related State and/or Local Priorities: 1**X** 2**X** 3__ 4**X** 5**X** 6**X** 7__ 8**X** COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	**Schools:**	Elementary Sites
	Applicable Pupil Subgroups:	All Students

Expected Annual Measurable Outcomes:	-Smaller class sizes in grades K-3 -Class size reports and calculations	**Actual Annual Measurable Outcomes:**	Actual K-3 class sizes per the End of the Month Report are: Columbia - 21.58 Discovery – 24.89 Endeavour – 24.57 Quailwood – 24.13 Teacher credentialing and Misassignment Rate (Ed Code 44258.9) Number/rate of teachers not fully credentialed – **3%** Number/rate of teachers teaching outside of subject area competence – **0%** Number/rate of teachers teaching ELs without authorization – **1%** Number/rate of core classes taught by HQTs – **96%** Sufficient access to standards-aligned instructional materials as defined in Ed Code 60119 Number/rate of students lacking their own textbook – **0%** Well-maintained school facilities Overall Facility rating from Facility Inspection Tool (FIT) – **Good** Instructional staff believes the CCSS are "Partially Implemented" in mathematics according to the Academic Program Survey Questions 5, 10-12, & 14. *State assessment proficient/advanced rate for the district (CST/AYP for math/ELA/Social Science/Science) – **% Proficient or Advanced: 69.4% (ELA) & 65.6 (Math)** *API growth and score data per Ed Code 52052: …all numerically significant pupil subgroups at the school or school district, including: (A) Ethnic subgroups (B) Socioeconomically disadvantaged pupils (C) English learners (D) Pupils with disabilities (E) Foster youth - **API Scores: 858 (LEA), 826 (Hispanic), 872 (White), 816 (SED), 823 (EL), and 653 (SWD)** *Percent of students completing UC/CSU required courses - **NA**

		*Percent of students completing a CTE Course Sequence – **100%** *Percent of EL students attaining AMAO 1 and 2 targets - **63.2 and 58.6%** *EL reclassification rate – **18%** *Percent of students who passed AP exams with a score of 3 or higher - **NA** *Early Assessment Project (EAP) College Ready rates for math and ELA – **NA** Attendance Rate – **96.6%** Chronic Absenteeism Rate – **5.69%** Middle School Dropout Rate – **0.04%** (per DataQuest 2013-14) High School Dropout Rate - **NA** High School Graduation Rate - **NA** Suspension Rate (per Data Quest) – **3.3 (2013-14)** Expulsion Rate (per Data Quest) – **0.1 (2013-14)** California Healthy Kids Survey - **% Agree or Strongly Agree 2012-13: Feel close to people in this school (74%); Feel like I am part of this school (66%)** Truancy Rate - **25.24% (per DataQuest 2013-14)** CAHSEE ELA/Math proficient rates - **NA** CAHSEE ELA/Math 3-Year Pass Rate - **NA** Percent of EL students making progress toward English Proficiency (AMAO 1) - **63.2% (Met Target; 2012)** AP Exam Participation Rate - **NA**

LCAP Year: 2014-15				
Planned Actions/Services			**Actual Actions/Services**	
	Budgeted Expenditures		**Estimated Actual Annual Expenditures**
1.1 The District will hire additional K-3 teachers to reduce class size averages and meet Grade Span Adjustment requirements and District goals. (60/40 split between Base & Supplemental Grant)	**$424,500**	– The District hired 6 additional K-3 teachers to reduce class sizes. The District also paid for their required BTSA obligations.		**$453,000** ($271,800K Base & $181,200K Supplemental)
Scope of service:	Elementary Sites		**Scope of service:**	Elementary Sites	
X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**X ALL** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
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. (60/40 split between Base & Supplemental Grant)	**$193,071**	-The District maintained 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.		**$209,000** ($125,400K Base & $83,600K Supplemental)
Scope of service:	Elementary Sites		**Scope of service:**	Elementary Sites	
X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**X ALL** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The District will continue to incrementally decrease class sizes in grades K-3, in order to reach the 24:1 state target before full implementation of the LCFF.			

	Goal 2: Implement Common Core State Standards to Maintain High Levels of Student Achievement: Goals: Year 1: To be *Partially Implemented* Year 2: To be *Substantially Implemented* Year 3: To be *Fully Implemented*	Related State and/or Local Priorities: 1**X** 2**X** 3__ 4**X** 5**X** 6__ 7__ 8**X** COE only: 9__ 10__ Local : Specify _____
Original GOAL from prior year LCAP:		

Goal Applies to:	**Schools:**	All	
	Applicable Pupil Subgroups:		All Students

Expected Annual Measurable Outcomes:	-New CCSS Math textbooks will assist In the partial implementation of the CCSS resulting in best practices for instruction. -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.	**Actual Annual Measurable Outcomes:**	-New CCSS Math textbooks were adopted and provided to all K-8 teachers. According to the Academic Performance Survey administered in 2014-15, <u>69%</u> felt the District *"fully"* provided CCSS aligned core instructional materials in Mathematic for every student. <u>30%</u> felt it was *"substantially"* provided, while <u>1%</u> felt it was at least *"partially"* implemented. -Professional development has been offered numerous times over the 2014-15 school year for the sharing and revising of lessons and assessments, as well as how to integrate technology with the CCSS. <u>Teacher credentialing and Misassignment Rate (Ed Code 44258.9)</u> Number/rate of teachers not fully credentialed – **<u>3%</u>** Number/rate of teachers teaching outside of subject area competence – **<u>0%</u>** Number/rate of teachers teaching ELs without authorization – **<u>1%</u>** Number/rate of core classes taught by HQTs – **<u>96%</u>** <u>Sufficient access to standards-aligned instructional materials as defined in Ed Code 60119</u> Number/rate of students lacking their own textbook – **0%** <u>Well-maintained school facilities</u> Overall Facility rating from Facility Inspection Tool (FIT) – **Good** Instructional staff believes the CCSS are "Partially Implemented" in mathematics according to the Academic Program Survey Questions 5, 10-12, & 14. *State assessment proficient/advanced rate for the district (CST/AYP for math/ELA/Social Science/Science) – **% Proficient or Advanced: 69.4% (ELA) & 65.6 (Math)** *API growth and score data per Ed Code 52052: ...all numerically significant pupil subgroups at the school or school district, including: (A)

		Ethnic subgroups (B) Socioeconomically disadvantaged pupils (C) English learners (D) Pupils with disabilities (E) Foster youth - **API Scores: 858 (LEA), 826 (Hispanic), 872 (White), 816 (SED), 823 (EL), and 653 (SWD)** *Percent of students completing UC/CSU required courses - **NA** *Percent of students completing a CTE Course Sequence – **100%** *Percent of EL students attaining AMAO 1 and 2 targets - **63.2 and 58.6%** *EL reclassification rate – **18%** *Percent of students who passed AP exams with a score of 3 or higher - **NA** *Early Assessment Project (EAP) College Ready rates for math and ELA - **NA** Attendance Rate – **96.6%** Chronic Absenteeism Rate – **5.69%** Middle School Dropout Rate – 0.04% (per DataQuest 2013-14) High School Dropout Rate - **NA** High School Graduation Rate – **NA** CAHSEE ELA/Math proficient rates - **NA** CAHSEE ELA/Math 3-Year Pass Rate - **NA** Percent of EL students making progress toward English Proficiency (AMAO 1) - **63.2% (Met Target; 2012)** AP Exam Participation Rate – **NA**

LCAP Year: 2014-15				
Planned Actions/Services			**Actual Actions/Services**	
	Budgeted Expenditures			**Estimated Actual Annual Expenditures**
2.1 – All students will have CCSS Instructional Materials (Textbooks) in English/Language Arts and Math that are updated and user friendly. (60/40 split between Base & Supplemental Grant)	**$553,800**		– Purchase of new CCSS Math textbooks for the 2014-15 school year. (Base Grant and CCSS Funds)	**$459,000** ($275,400 Base & $183,600 CCSS)
Scope of service: District-wide			**Scope of service:** District-wide	
X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			**X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.2 – Provide Professional Development/collaboration opportunities 2x/year per grade level that will support differentiated instruction and student engagement. (Title I)	**$7,000**		– Provided Professional Development/collaboration opportunities for every grade level.	**$10,000** (Title I)
Scope of service: District-wide			**Scope of service:** District-wide	
X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			**X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.3 – Provide Professional Development for staff to increase learning with and through technology. (Base Grant)	**$10,000**		– Provided Professional Development for staff to increase learning with and through technology. (CCSS Funds)	**$11,000** (CCSS Funds)

Scope of service:	District-wide		Scope of service:	District-wide	
X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			**X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The District believes providing high quality professional development and collaboration time is essential in improving the overall instructional practices in classrooms. The District will pursue continued opportunities for the instructional staff in order to unwrap standards, share best practices, and create effective lessons, units and assessments. The adoption of new textbook series will be considered an essential function of the District and will not be charged to the Supplemental Grant. Textbook adoption would end up costing less than what was originally projected.				

Original GOAL from prior year LCAP:	**Goal 3:** Provide Summer School and After School Learning Opportunities Goals: -To have a 20-day Summer School opportunity for all Fruitvale Students beginning in 2015 -To have After School programs at every District school site (minimum of 2x/week) beginning in 2014-15	Related State and/or Local Priorities: 1**X** 2**X** 3__ 4**X** 5**X** 6**X** 7__ 8**X** COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	**Schools:**	District-wide	
	Applicable Pupil Subgroups:		All Students

Expected Annual Measurable Outcomes:	-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	Actual Annual Measurable Outcomes:	-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 Teacher credentialing and Misassignment Rate (Ed Code 44258.9) Number/rate of teachers not fully credentialed – **3%** Number/rate of teachers teaching outside of subject area competence – **0%** Number/rate of teachers teaching ELs without authorization – **1%** Number/rate of core classes taught by HQTs – **96%** Sufficient access to standards-aligned instructional materials as defined in Ed Code 60119 Number/rate of students lacking their own textbook – **0%** Well-maintained school facilities Overall Facility rating from Facility Inspection Tool (FIT) – **Good** Instructional staff believes the CCSS are "Partially Implemented" in mathematics according to the Academic Program Survey Questions 5, 10-12, & 14. *State assessment proficient/advanced rate for the district (CST/AYP for math/ELA/Social Science/Science) – **% Proficient or Advanced: 69.4% (ELA) & 65.6 (Math)** *API growth and score data per Ed Code 52052: …all numerically significant pupil subgroups at the school or school district, including: (A) Ethnic subgroups (B) Socioeconomically disadvantaged pupils (C) English learners (D) Pupils with disabilities (E) Foster youth - **API Scores: 858 (LEA), 826 (Hispanic), 872 (White), 816 (SED), 823 (EL), and 653 (SWD)** *Percent of students completing UC/CSU required courses - **NA** *Percent of students completing a CTE Course Sequence – **100%**

46

		*Percent of EL students attaining AMAO 1 and 2 targets - **63.2 and 58.6%** *EL reclassification rate – **18%** *Percent of students who passed AP exams with a score of 3 or higher - **NA** *Early Assessment Project (EAP) College Ready rates for math and ELA - **NA** Attendance Rate – **96.6%** Chronic Absenteeism Rate – **5.69%** Middle School Dropout Rate – **0.04%** (per DataQuest 2013-14) High School Dropout Rate - **NA** High School Graduation Rate – **NA** Suspension Rate (per Data Quest) – **3.3 (2013-14)** Expulsion Rate (per Data Quest) – **0.1 (2013-14)** California Healthy Kids Survey - **% Agee or Strongly Agee 2012-13: Feel close to people in this school (74%); Feel like I am part of this school (66%)** Truancy Rate - **25.24% (per DataQuest 2013-14)** CAHSEE ELA/Math proficient rates - **NA** CAHSEE ELA/Math 3-Year Pass Rate - **NA** Percent of EL students making progress toward English Proficiency (AMAO 1) - **63.2% (Met Target; 2012)** AP Exam Participation Rate - **NA**

LCAP Year: 2014-15			
Planned Actions/Services		**Actual Actions/Services**	
	Budgeted Expenditures		**Estimated Actual Annual Expenditures**
3.1 – Provide and restore Extended Learning opportunities beyond the regular school day/year for both Gifted and Unduplicated Pupils. After School Programs to be paid out of Supplemental Grant, while Summer School Program to be split 60/40 between Base and Supplemental Grants.	**$140,000**	Every district site offers after school programs for students, at least 2x/week. 20 days of Summer School will be offered beginning in June.	**$21,000** (Supplemental Grant) **$120,000** ($72K Base & $48K Supplemental)

Scope of service:	District-wide		Scope of service:	District-wide	
X ALL			__ ALL		
OR:			OR:		
__Low Income pupils __English Learners			**X** Low Income pupils **X** English Learners		
__Foster Youth __Redesignated fluent English proficient			**X** Foster Youth __Redesignated fluent English proficient __Other		
__Other Subgroups:(Specify)_____			Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The District will continue to provide services in both After School and Summer School Programs with an emphasis on both Intervention and Enrichment opportunities, especially for those targeted students. Extended invitations and Priority registration will be given to those targeted students.

Original GOAL from prior year LCAP:	**Goal 4:** Improve School Facilities to Provide an Environment Conducive to Learning, including updating and improving outdated unit ventilators and roofing: -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	Related State and/or Local Priorities: 1**X** 2__ 3__ 4__ 5**X** 6**X** 7__ 8**X** COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	**Schools:**	Columbia, Discovery, and Endeavour (heating and cooling); Quailwood and Fruitvale Junior High (roofing)
	Applicable Pupil Subgroups:	All students

Expected Annual Measurable Outcomes:	-Improved Temperature Readings for Affected Classrooms -Repaired Roofing at Affected School Sites -Facilities Report -Roofing Report -Classroom Temperature Readings -Citizen's Bond Oversight Committee (CBOC) Reports	Actual Annual Measurable Outcomes:	Improved School Facilities by updating and improving outdated unit ventilators in the pod classrooms at Columbia, Endeavour and Discovery. Repaired and replaced dated roofing at Quailwood and Fruitvale Junior High. Teacher credentialing and Misassignment Rate (Ed Code 44258.9) Number/rate of teachers not fully credentialed – **3%** Number/rate of teachers teaching outside of subject area competence – **0%** Number/rate of teachers teaching ELs without authorization – **1%** Number/rate of core classes taught by HQTs – **96%** Sufficient access to standards-aligned instructional materials as defined in Ed Code 60119 Number/rate of students lacking their own textbook – **0%** Well-maintained school facilities Overall Facility rating from Facility Inspection Tool (FIT) – **Good** Attendance Rate – **96.6%** Chronic Absenteeism Rate – **5.69%** Middle School Dropout Rate – **0.04%** (per DataQuest 2013-14) High School Dropout Rate - **NA** High School Graduation Rate - **NA** Suspension Rate (per Data Quest) – **3.3 (2013-14)** Expulsion Rate (per Data Quest) – **0.1 (2013-14)** California Healthy Kids Survey - **% Agree or Strongly Agree 2012-13: Feel close to people in this school (74%); Feel like I am part of this school (66%)** Truancy Rate - **25.24% (per DataQuest 2013-14)** CAHSEE ELA/Math proficient rates - **NA** CAHSEE ELA/Math 3-Year Pass Rate - **NA** Percent of EL students making progress toward English Proficiency (AMAO 1) - **63.2% (Met Target; 2012)** AP Exam Participation Rate - **NA**

49

LCAP Year: 2014-15				
Planned Actions/Services			**Actual Actions/Services**	
	Budgeted Expenditures			**Estimated Actual Annual Expenditures**
4.1 - Improve the Heating and Cooling Units in the oldest classrooms. (Fund 21)	**$1,400,000**		Improved the Heating and Cooling Units in the oldest classrooms at Columbia, Endeavour and Quailwood.	**$1,373,814** (Fund 21)
Scope of service: Columbia, Discovery, and Endeavour			**Scope of service:** Columbia, Discovery, and Endeavour	
X ALL			**X** ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
4.2 - Repair and replace older roofs that threaten the safety and learning conditions of schools. (Fund 21)	**$200,000**		Repaired and replaced older roofs that threatened the safety and learning conditions of Quailwood Elementary and Fruitvale Junior High.	**$137,381** (Fund 21)
Scope of service: Quailwood and Fruitvale Jr. High			**Scope of service:** Quailwood and Fruitvale Jr. High	
X ALL			**X** ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The assessment and efficiency of the Goal 4 projects completed in 2014-15 appear to be optimal. The District will continue to monitor the scope of work done, but currently there does not appear a need for further changes or improvements. No Goals in 2015-18 appear to be needed. Roof repairs (Action 4.2) were completed for a lesser cost than anticipated.			

Original GOAL from prior year LCAP:	**Goal 5:** Increase Access to Technology for Students: -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		Related State and/or Local Priorities: 1__ 2**X** 3__ 4**X** 5**X** 6**X** 7__ 8**X** COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	**Schools:**	District-wide	
	Applicable Pupil Subgroups:	All Students	

| **Expected Annual Measurable Outcomes:** | -1:1 Devices for all Fruitvale Junior High students in core classes
-Classroom sets of devices at all elementary sites
-Increased Wireless Access Points

-Local and State Assessments
-Future LCAP Surveys
-Inventory of Student Devices
-Academic Program Survey

Instructional staff believes the CCSS are "Partially Implemented" in mathematics according to the Academic Program Survey Questions 5, 10-12, & 14. | **Actual Annual Measurable Outcomes:** | 1:1 Devices provided for core classes at Fruitvale JH

Three carts of 32 sets of devices provided for Columbia, Discovery and Endeavour; Two carts provided to Quailwood

Wireless expansion has begun at all sites.

*State assessment proficient/advanced rate for the district (CST/AYP for math/ELA/Social Science/Science) – **% Proficient or Advanced: 69.4% (ELA) & 65.6 (Math)**
*API growth and score data per Ed Code 52052: …all numerically significant pupil subgroups at the school or school district, including: (A) Ethnic subgroups (B)   Socioeconomically disadvantaged pupils (C) English learners (D) Pupils with disabilities (E) Foster youth -
      API Scores: 858 (LEA), 826 (Hispanic), 872 (White), 816 (SED), 823 (EL), and 653 (SWD)
*Percent of students completing UC/CSU required courses - **NA**
*Percent of students completing a CTE Course Sequence – **100%**
*Percent of EL students attaining AMAO 1 and 2 targets - **63.2 and 58.6%**
*EL reclassification rate – **18%**
*Percent of students who passed AP exams with a score of 3 or higher - **NA**
*Early Assessment Project (EAP) College Ready rates for math and ELA - **NA**

Attendance Rate – **96.6%**
Chronic Absenteeism Rate – **5.69%**
Middle School Dropout Rate – **0.04%** (per DataQuest 2013-14)
High School Dropout Rate - **NA**
High School Graduation Rate - **NA**

Suspension Rate (per Data Quest) – **3.3 (2013-14)**
Expulsion Rate (per Data Quest) – **0.1 (2013-14)** |

		California Healthy Kids Survey - **% Agree or Strongly Agree 2012-13: Feel close to people in this school (74%); Feel like I am part of this school (66%)** Truancy Rate - **25.24% (per DataQuest 2013-14)** CAHSEE ELA/Math proficient rates - **NA** CAHSEE ELA/Math 3-Year Pass Rate - **NA** Percent of EL students making progress toward English Proficiency (AMAO 1) - **63.2% (Met Target; 2012)** AP Exam Participation Rate – **NA**

LCAP Year: 2014-15				
Planned Actions/Services		**Budgeted Expenditures**	**Actual Actions/Services**	**Estimated Actual Annual Expenditures**
5.1 - Provide Fruitvale Junior High with approximately 500 student devices. (60/40 split with CCSS Funds and Supplemental Grant)		**$453,300**	1:1 Devices provided for core classes at Fruitvale JH	**$271,282** ($135,641 CCSS & $135,641 Supplemental Grant)
Scope of service:	Fruitvale Junior High		**Scope of service:** Fruitvale Junior High	
X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			**X**ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
5.2 – Provide Elementary sites with multiple class sets of student devices. (60/40 split with CCSS Funds and Supplemental Grant		**Included in above amount**	Three carts of 35 sets of devices provided for Columbia, Discovery and Endeavour; Two carts provided to Quailwood	**$72,493** ($32,246 CCSS & $32,246 Supplemental Grant)
Scope of service:	Elementary Sites		**Scope of service:** Elementary Sites	
X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			**X**ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
5.3- Increase Wireless Access at all sites. (Fund 21)		**Included in above amount**	Wireless expansion has begun at all sites	**$23,426** (Supplemental Grant)

Scope of service:	District-wide		Scope of service:	District-wide	
X ALL			**X**ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The District will continue with plan to repair and replace devices when needed, however the increasing of notebooks at the elementary sites shall begin in 2015-16, instead of 2016-17.				

Original GOAL from prior year LCAP:	**Goal 6:** Provide a Broad Scope of Course Access for Students to be Prepared for 21st Century Learning Goals: -Increase Gateway to Technology electives from 2 to 3 periods/day beginning in Year 1 -Increase Library Aide hours so every District school will have the library open each day	Related State and/or Local Priorities: 1__ 2**X** 3__ 4**X** 5**X** 6**X** 7**X** 8**X** COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	**Schools:**	District-wide	
	Applicable Pupil Subgroups:		All Students

Expected Annual Measurable Outcomes:	- Gateway to Technology Elective at Fruitvale Junior High will be offered 3x/day -Increase Library hours from 4.0 to 5.75 per day. Instructional staff believes the CCSS are "Partially Implemented" in mathematics according to the Academic Program Survey Questions 5, 10-12, & 14.	**Actual Annual Measurable Outcomes:**	Gateway to Technology Elective at Fruitvale Junior High was offered 3x/day Library hours were increased from 4.0 to 5.75 per day. *State assessment proficient/advanced rate for the district (CST/AYP for math/ELA/Social Science/Science) – **% Proficient or Advanced: 69.4% (ELA) & 65.6 (Math)** *API growth and score data per Ed Code 52052: …all numerically significant pupil subgroups at the school or school district, including: (A) Ethnic subgroups (B) Socioeconomically disadvantaged pupils (C) English learners (D) Pupils with disabilities (E) Foster youth - **API Scores: 858 (LEA), 826 (Hispanic), 872 (White), 816 (SED), 823 (EL), and 653 (SWD)** *Percent of students completing UC/CSU required courses - **NA** *Percent of students completing a CTE Course Sequence – **100%** *Percent of EL students attaining AMAO 1 and 2 targets - **63.2 and 58.6%** *EL reclassification rate – **18%** *Percent of students who passed AP exams with a score of 3 or higher - **NA** *Early Assessment Project (EAP) College Ready rates for math and ELA - **NA** Attendance Rate – **96.6%** Chronic Absenteeism Rate – **5.69%** Middle School Dropout Rate – **0.04%** (per DataQuest 2013-14) High School Dropout Rate - **NA** High School Graduation Rate - **NA** Suspension Rate (per Data Quest) – **3.3 (2013-14)** Expulsion Rate (per Data Quest) – **0.1 (2013-14)**

| | | California Healthy Kids Survey - <u>**% Agree or Strongly Agree 2012-13: Feel close to people in this school (74%); Feel like I am part of this school (66%)**</u>
Truancy Rate - <u>**25.24% (per DataQuest 2013-14)**</u>

Rate of students enrolled in CTE courses (grades 7-12) – **202 students enrolled (Computer Applications and Gateway To Technology (GTT))**
Rate of students enrolled in UC/CSU required courses (grades 9-12) - **NA**
Number/rate of AP courses offered (grades 9-12) - **NA**
Rate of students enrolled in AP courses - **NA**
Rate of remedial course enrollment – **0; No single subject classes offered below grade level**
Number/rate of course offerings for students with exceptional needs (SDC classes) – **11.5 Classes offered**

CAHSEE ELA/Math proficient rates - **NA**
CAHSEE ELA/Math 3-Year Pass Rate - **NA**
Percent of EL students making progress toward English Proficiency (AMAO 1) - **63.2% (Met Target; 2012)**
AP Exam Participation Rate – **NA** |
| | | |

LCAP Year: 2014-15				
Planned Actions/Services			**Actual Actions/Services**	
		Budgeted Expenditures		**Estimated Actual Annual Expenditures**
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.		**$39,000**	Fruitvale Junior High offered 3 electives of Gateway to Technology.	**$42,000** (Supplemental Grant)
Scope of service:	Fruitvale Junior High		**Scope of service:** Fruitvale Junior High	
X ALL			__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			**OR: X Low Income pupils X English Learners X Foster Youth** __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
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		**$23,000**	Part-time librarian was hired, as we increasing hours for 2 existing librarians.	**$23,000** (Supplemental Grant)
Scope of service:	Columbia and Quailwood		**Scope of service:** All Elementary Sites	
X ALL			**X** ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Fruitvale Junior High will look to offer more electives, in addition to Gateway to Technology, with priority registration for targeted students, including Computer Applications, Study Skills, Agriculture, Mock Trial, and Agriculture. Increase in library aide hours allowed all elementary sites to be open for longer periods throughout the day.			

Original GOAL from prior year LCAP:	**Goal 7:** Increase Parent Involvement: -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.		Related State and/or Local Priorities: 1_ 2**X** 3**X** 4**X** 5**X** 6**X** 7__ 8**X** COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	**Schools:**	District-wide	
	Applicable Pupil Subgroups:	All Students	

| **Expected Annual Measurable Outcomes:** | -Parent attendance will increase learning opportunities and parent involvement. Learning opportunities will include information on CCSS, technology, and intervention services.

- Parent attendance can better inform and assess program provided to ELs. Increase parental involvement and support for their students who are acquiring academic language.

Instructional staff believes the CCSS are "Partially Implemented" in mathematics according to the Academic Program Survey Questions 5, 10-12, & 14. | **Actual Annual Measurable Outcomes:** | Every school offered a Parent University (Parent Education Night) featuring sessions including, but not limited to, CCSS, reading, technology and managing student discipline.

ELAC Meetings were held at the 3 required schools. Each school had at least 2 attendees.

Parent Attendance at Parent-Teacher Conferences – **95%**
# of ELACs held each year = **2**
# of DELACs held each year = **2**
# of Parents attending Parent Universities - **50**
*State assessment proficient/advanced rate for the district (CST/AYP for math/ELA/Social Science/Science) – **% Proficient or Advanced: 69.4% (ELA) & 65.6 (Math)**
*API growth and score data per Ed Code 52052: …all numerically significant pupil subgroups at the school or school district, including: (A) Ethnic subgroups (B)   Socioeconomically disadvantaged pupils (C) English learners (D) Pupils with disabilities (E) Foster youth -
     API Scores: 858 (LEA), 826 (Hispanic), 872 (White), 816 (SED), 823 (EL), and 653 (SWD)
*Percent of students completing UC/CSU required courses - **NA**
*Percent of students completing a CTE Course Sequence – **100%**
*Percent of EL students attaining AMAO 1 and 2 targets - **63.2 and 58.6%**
*EL reclassification rate – **18%**
*Percent of students who passed AP exams with a score of 3 or higher - **NA**
*Early Assessment Project (EAP) College Ready rates for math and ELA - **NA**

Attendance Rate – **96.6%**
Chronic Absenteeism Rate – **5.69%**
Middle School Dropout Rate – **0.04%** (per DataQuest 2013-14)
High School Dropout Rate - **NA** |

		High School Graduation Rate - **NA**
		Suspension Rate (per Data Quest) – **3.3 (2013-14)**
		Expulsion Rate (per Data Quest) – **0.1 (2013-14)**
		California Healthy Kids Survey - **% Agree or Strongly Agree 2012-13: Feel close to people in this school (74%); Feel like I am part of this school (66%)**
		Truancy Rate - **25.24% (per DataQuest 2013-14)**
		CAHSEE ELA/Math proficient rates - **NA**
		CAHSEE ELA/Math 3-Year Pass Rate - **NA**
		Percent of EL students making progress toward English Proficiency (AMAO 1) - **63.2% (Met Target; 2012)**
		AP Exam Participation Rate - **NA**

LCAP Year: 2014-15				
Planned Actions/Services			**Actual Actions/Services**	
	Budgeted Expenditures			**Estimated Actual Annual Expenditures**
7.1 – Increase Parent University Offerings District-wide	**$1,350**	Each school individually held their own Parent University Nights on various topics.		**$1,000** (Supplemental Grant)
Scope of service: District-wide		**Scope of service:** District-wide		
X ALL		**X** ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
7.2 – Increase and engage parent participation in the DELAC	**$250**	Each required school in District has held an ELAC Meeting with parent participation.		**$250** (Supplemental Grant)
Scope of service: District-wide		**Scope of service:** District-wide		
__ALL		__ALL		
OR: __Low Income pupils **X** English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils **X** English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The District will continue to move forward with such goals to include more parents in the decision making process of the schools.			

Original GOAL from prior year LCAP:	**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		Related State and/or Local Priorities: 1__ 2**X** 3__ 4**X** 5**X** 6__ 7__ 8**X** COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	**Schools:**	District-wide	
	Applicable Pupil Subgroups:		English Learners (and Academically At-Risk Students)

| **Expected Annual Measurable Outcomes:** | -Intervention Paraprofessionals at every school site to support students not meeting grade level standards.

Instructional staff believes the CCSS are "Partially Implemented" in mathematics according to the Academic Program Survey Questions 5, 10-12, & 14. | **Actual Annual Measurable Outcomes:** | Intervention Paraprofessionals were at every school site to support students not meeting grade level standards.

*State assessment proficient/advanced rate for the district (CST/AYP for math/ELA/Social Science/Science) – **% Proficient or Advanced: 69.4% (ELA) & 65.6 (Math)**
*API growth and score data per Ed Code 52052: …all numerically significant pupil subgroups at the school or school district, including: (A) Ethnic subgroups (B)   Socioeconomically disadvantaged pupils (C) English learners (D) Pupils with disabilities (E) Foster youth -
    API Scores: 858 (LEA), 826 (Hispanic), 872 (White), 816 (SED), 823 (EL), and 653 (SWD)
*Percent of students completing UC/CSU required courses - **NA**
*Percent of students completing a CTE Course Sequence – **100%**
*Percent of EL students attaining AMAO 1 and 2 targets - **63.2 and 58.6%**
*EL reclassification rate – **18%**
*Percent of students who passed AP exams with a score of 3 or higher - **NA**
*Early Assessment Project (EAP) College Ready rates for math and ELA - **NA**
Attendance Rate – **96.6%**
Chronic Absenteeism Rate – **5.69%**
Middle School Dropout Rate – **0.04%** (per DataQuest 2013-14)
High School Dropout Rate - **NA**
High School Graduation Rate - **NA**

CAHSEE ELA/Math proficient rates - **NA**
CAHSEE ELA/Math 3-Year Pass Rate - **NA**
Percent of EL students making progress toward English Proficiency (AMAO 1) - **63.2% (Met Target; 2012)**
AP Exam Participation Rate - **NA** |

LCAP Year: 2014-15			
Planned Actions/Services		**Actual Actions/Services**	
	Budgeted Expenditures		**Estimated Actual Annual Expenditures**
8.1 – Maintain and provide Paraprofessional support for Intervention and ELD programs	**$81,000**	All schools have Paraprofessional support for Intervention and ELD services.	**$94,000** (Supplemental Grant)
Scope of service: District-wide		**Scope of service:** District-wide	
__ALL		__ALL	
OR: __Low Income pupils **X** English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: **X** Low Income pupils **X** English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The District will continue to maintain paraprofessional to assist our students identified as most at-risk, including those EL, LI and FY students, as well as add paraprofessional support.		

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	**$1,330,540**

The Fruitvale School District is projecting to receive approximately $1.33 million in Supplemental Grant Funding for the 2015-16 year. As outlined in Section 2, the District is anticipating use of these funds for actions and services identified in meeting District goals determined through data analysis, including surveys, achievement results, and other various metrics, as well as through discussions and feedback from stakeholder groups as described in Section 1: Stakeholder Engagement.

40% of the students in the Fruitvale School District are identified as either English learners, Foster Youth or Low Income. In lieu of considering to allocate funds at the highest concentration schools, the District determined that the most effective use of its Supplemental Grant would be to enhance and increase intervention and support services at all of the District schools. The rationale behind this decision is that all District schools are within a single digit percent from the District average for the aforementioned populations. In addition, the ranking of schools based on these percentages appears to change annually, showing little variance in populations and demographics across the District's five schools.

The District believes that principally directing the supplemental funds towards reducing class size averages, intervention support, and professional development targeting strategies for the District's most at-risk students will provide the greatest gains for student performance. The District aims at providing a more rich environment focused on literacy across subject matters by modeling strong academic language, using effective vocabulary strategies, and providing as much authentic feedback as possible by increasing "classroom contact" between the student and teacher. Studies show that "vocabulary knowledge is the single best predictor of second language learners' academic achievement across K-12 subject matter domains" (Saville-Troike, 1984). When highly targeted and persistent vocabulary instruction are used effectively, reading ability, test scores and lesson engagement for both English learners and native English speakers is increased significantly (Beck, et al 2002; Carlo et al, 2004; August & Shanahan, 2006). The District believes that students should have opportunities for dialogue with teachers that are thoughtful, reflective, and focused, to evoke and explore understanding, and conducted so that all pupils have an opportunity to think and express their ideas. While we believe this is necessary for a 21st Century learner, research also shows that this approach leads to some of the largest benefits found for educational interventions (Black & William, 1998). Finally, lost ground for low income students over the summer, especially in reading, is an unfortunate trend in education (McGill-Franzen & Allington, 2006). Research shows that summer school and after school programs are critical to narrowing the achievement gap, and are also more effective when these programs offer experiences the lower-class students lack such as opportunities for sports, music, drama, and recreational reading. These practices often lost on disadvantaged students result in less self-confidence,

inquisitiveness, creativity, self-discipline, and organizational skills (Rothstein, 2005). For these reasons, the District is believes offering extended learning opportunities outside of the regular school day will have a significant impact on the achievement of the unduplicated students.

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.

6.02	%

The Fruitvale School District is required to increase or improve services for low-income, foster youth and English learners by 6.02% according to the Minimum Proportionality Percentage (MPP) calculation. The Supplemental Grant is being used to increase and improve services by:

- Decreased class sizes
- Increasing counselor time
- Providing Professional Development targeting learning needs of the aforementioned students
- Adding Intervention Staff
- Providing Truancy and Safety Staff to address absenteeism and bullying issues
- Offering learning opportunities outside of the regular school day (After School and Summer School Programs)
- Offering more electives preparing targeted students for the 21st Century

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

01-13-15 [California Department of Education]