

Introduction:

LEA: [Fruitvale School District](#)

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LCAP Year: [2016-17](#)

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>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.</p> <p>General stakeholder meetings took place from January through March 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, Staff Meetings, 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.</p> <p>The District also held meetings with the Parent Advisory Committee (PAC) in March, 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 2016-17 LCAP draft.</p>	<p>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.</p> <p>Themes:</p> <ul style="list-style-type: none"> ▪ 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. <p>Many of the common themes above were also considered a top priority in 2015-16, 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 plan for the Fruitvale School District’s 2016-17 LCAP.</p>

<p>The LCAP and Adopted Budget will be presented to the Board of Trustees on June 14, 2016 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.</p> <p>Final adoption of the 2016-17 Budget and LCAP will take place at a Special Board Meeting on June 21st.</p>	
<p>November 11, 2015 (11 Attendees) – Endeavour English Learner Advisory Council Meeting</p>	<p>Parents felt programs were running well. Wanted to find ways to involve and inform EL parents more.</p>
<p>January 13, 2016 (27 Attendees) – Met with Columbia Elementary Staff regarding LCAP Priorities and Goals</p>	<p>Attendees felt a priority was class sizes, including upper grades. Emphasis on implementing CCSS and increasing achievement should be main goal. Counseling services are always needed, as well as increasing Parent Involvement. Eliminating combos is a necessity.</p>
<p>February 2, 2016 (7 Attendees) – Met with Endeavour Elementary School Site Council regarding LCAP Priorities and Goals</p>	<p>Members of the SSC were happy with the progress the District has made with implementing technology, and seemed pleased with the Summer School and After School Programs. Would love to see some way for students to have access to reading material during summer.</p>

<p>February 9, 2016 (18 Attendees) – Met with students from Fruitvale Junior High regarding LCAP Priorities and Goals</p>	<p>Student concerns that the morning blocks were too long. One-on-one time with students, like ELs could help. Electives and the variety of choices offered were great. Technology is always needed, but doesn't need to be used for everything.</p>
<p>February 9, 2016 (27 Attendees) – Met with students from Columbia Elementary regarding LCAP Priorities and Goals</p>	<p>Students liked to see more after school programs and equipment available, as well as more technology being available. Students feel like more thematic units, student tutors and group activities would help those that need extra help. Would like to see more GATE, PE and Back to School Nights.</p>
<p>February 9, 2016 (8 Attendees) – Met with students from Discovery Elementary regarding LCAP Priorities and Goals</p>	<p>Students thought having special classes for those that are struggling with classwork would be helpful. They would like to see more after school classes, and more games and technology. Would like to see more information and homework explanations online.</p>
<p>February 10, 2016 (18 Attendees) – Met with Quailwood Elementary Staff regarding LCAP Priorities and Goals</p>	<p>Staff felt looking into the 10 Mark program might be beneficial for both intervention and enrichment. Summer school intervention and enrichment are great, but class sizes need to be smaller. Having a summer reading program would also support many students. Identifying parents without computers and the internet would be useful, so we can target Powerschool push-outs, Remind 101 and Class DOJO.</p>
<p>February 11, 2016 (19 Attendees) – Met with students from Endeavour Elementary regarding LCAP Priorities and Goals</p>	<p>Students would like to see more time for science, class rotations, and a robotics class. They felt like a peer tutoring program would help those that are struggling, and they agreed technology was necessary in their classrooms. The students enjoy the Peace Patrol and the Character Counts Awards. They also like the after school program.</p>

<p>February 12, 2016 (25 Attendees) – Met with Quailwood Elementary School Site Council regarding LCAP Priorities and Goals</p>	<p>Attendees felt technology was key (would like to see more computer lab time and SMART Boards). After school programs were liked, and they wish we could have more tutors, books for library, and a science lab. Believe adding more science would benefit school.</p>
<p>February 16, 2016 (13 Attendees) – Met with District parents as Community Forum regarding LCAP Priorities and Goals</p>	<p>Parents noted they were impressed with after school programs and summer school program. Would like to see more ways to involve parents in decision making.</p>
<p>February 17, 2016 (39 Attendees) – Met with Discovery Elementary Staff regarding LCAP Priorities and Goals</p>	<p>Staff felt technology advancement should continue, as well as after school programs. Staff would love to see more RtI services and intervention support. They thought having summer reading programs/incentives would be great for students. Also felt keyboarding skills are necessary for students.</p>
<p>February 12, 2016 (9 Attendees) – Met with Discovery Elementary School Site Council regarding LCAP Priorities and Goals</p>	<p>Council believed the school and district were doing a great job with little money. Agree that the process should include a voice from everyone and that programs like Gateway to Technology would be terrific for elementary schools. Efforts should be made to make partnerships with community members and utilize the resources they have to offer.</p>
<p>February 18, 2016 (13 Attendees) – Met with Fruitvale Junior High School Site Council regarding LCAP Priorities and Goals</p>	<p>Group felt technology has been a wonderful addition to the school, and wish the school could have more assemblies and activities for students, as that might entice students to attend school and behave. Programs for both high end and those that are struggling are great. Electives are well liked, and the staff felt like they were supported. Thought the Safe School Ambassador program would be great at the elementary sites.</p>

<p>March 3, 2016 (4 Attendees) – Meeting 1 with Parent Advisory Council (PAC)</p>	<p>Group was led through a presentation discussing the PACs roles and responsibilities, as well as the timeline for the development of the 20167-17 LCAP. A review of the current LCAP was done, as well as an overview of unduplicated counts and supplemental funds.</p>
<p>March 9, 2016 (19 Attendees) – Meeting with District Office Staff regarding LCAP Priorities and Goals</p>	<p>Suggestions included more training for instructional/intervention staff, protected instructional time in the general education classroom, more Homework clubs and CTE type electives. Social skills groups and incentives that can address attendance issues would support engagement initiatives. Large discussion for attracting parents to be involved in the learning process and meetings, such as incentives for the students whose parents participate , repeated reminders of events, using technology to send messages/reminders, utilizing PTO to serve as a liaison, and having the availability of multiple languages for parents whose first language is not English.</p>
<p>March 9, 2016 (5 Attendees) – Meeting with CSEA Leadership regarding LCAP Priorities and Goals</p>	<p>Suggestions offered were for using classified staff for after school programs when needed, and the group felt summer school and after school programs were a great way to help with student engagement, as well as staff needing to make positive communication/connections with students. There was a belief that more effort can be done by staff to involve parents, such as personal invitations, more communication in other languages, etc.</p>

<p>March 9, 2016 (32 Attendees) – Met with Endeavour Elementary Staff regarding LCAP Priorities and Goals</p>	<p>Staff felt intervention programs are critical, and even expanding current Reading Clinic and Math for students needing extra support. Staff felt that student engagement could be improved by considering the following PBIS, counselor on every campus, and Safe School Ambassador Programs at elementary schools. Maintaining after school programs and electives, as well as tech mentors would also continue to be important for students. Responses for improving parent involvement would be no name labeling for parent meetings, more teacher contact for parent participation, and special days such as Career Days and Multicultural Days.</p>
<p>March 14, 2016 (4 Attendees) – Met with CSEA Staff regarding LCAP Priorities and Goals at Endeavour</p>	<p>Suggestions included making more connections with families and the community, and to have more homework club tome at schools. Group felt classified staff could really be utilized to make a difference with students.</p>
<p>March 16, 2016 (26 Attendees) – Met with Fruitvale Junior High Staff regarding LCAP Priorities and Goals</p>	<p>Staff felt more attention towards educating the behavioral side of students was important, so suggestions for more counseling and to continue with the Safe Schools Ambassador Program, as well as being thankful that Mr. Paredez was on staff full-time were mentioned. Staff was appreciated for smaller class sizes and wanted that to continue as a priority. Other ideas were to create more field trips and after school programs would enhance learning, as well as more intervention programs after school and more focus on EL program improvement. Adaptive PE was also stated as a need for those with special needs.</p>

<p>March 17, 2016 (6 Attendees) – Met with Quailwood Elementary School Site Council regarding LCAP Priorities and Goals</p>	<p>Attendees felt more technology was a priority, as well as clearly defining measurable goals in the plan as the easiest way possible to measure progress. Also mentioned was trying to spread the funding amount for each goal a little more evenly and exploring new ways of notifying parents.</p>
<p>April 19, 2016 (8 Attendees) – Meeting 2 with Parent Advisory Council (PAC)</p>	<p>Survey and meeting results/summaries are shared with group, as well as updated metrics for district. District Fact Sheet and needs assessment also shared to help determine priorities for the plan. Timeline of next steps for LCAP approval were shared.</p>
<p>May 3, 2016 (3 Attendees) – Meeting with District English Learner Advisory Council (DELAC)</p>	<p>Draft of the 2016-17 plan was shared and questions and concerns of the draft are heard before considering DELAC approval to be presented to the Board of Trustees.</p>
<p>May 3, 2016 (5 Attendees) – Meeting 3 with Parent Advisory Council (PAC)</p>	<p>Draft of the 2016-17 plan was shared in advance of this meeting and questions and concerns of the draft are heard before considering PAC approval to be presented to the Board of Trustees.</p>
<p>Annual Update: Information shared throughout the involvement process included prior years' goals, progress gained, use of supplemental grant funds, description of unduplicated counts, current actions and services provided, and the approval process of the plan.</p>	<p>Annual Update: A thorough analysis of survey data and comments received at stakeholder involvement meetings, which were shared at the April Parent Advisory Meeting, revealed very similar priorities as seen in the involvement process conducted in 2014 and 2015. Class sizes remained a top priority, as did maintaining high achievement for all students and providing access to technology for our students.</p>

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 - 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: 1X 2X 3__ 4X 5__ 6__ 7__ 8X COE only: 9__ 10__ Local : Specify _____
Identified Need :	The shift for school districts to implement the new Common Core State Standards has been a monumental task for school and district staff. The alignment of resources, curriculum and assessments to meet the demands of new expectations has required a learning curve for all instructional staff. Collaboration time and professional development opportunities are needed to develop new curriculum, share best practices, review data, and learn instructional strategies that will meet the needs of diverse learners. A realignment of how classrooms are set-up is also needed for student collaboration, group work, and the use of technology for student outcomes.	
Goal Applies to:	Schools: All Applicable Pupil Subgroups:	All
LCAP Year 1: 2016-17		
Expected Annual Measurable Outcomes:	<p><u>Teacher credentialing and Misassignment Rate (Ed Code 44258.9)</u> Number/rate of teachers not fully credentialed – 4% in 2015-16; Target 3% in 2016-17 Number/rate of teachers teaching outside of subject area competence – 0% in 2015-16; Target 0% in 2016-17 Number/rate of teachers teaching ELs without authorization – 4% in 2015-16; Target 3% in 2016-17 Number/rate of core classes taught by HQTs – 97.8% in 2015-16; Target 98% in 2016-17 <u>Sufficient access to standards-aligned instructional materials as defined in Ed Code 60119</u> Number/rate of students lacking their own textbook – 0% in 2015-16; Target 0% in 2016-17 <u>Well-maintained school facilities</u> Overall Facility rating from Facility Inspection Tool (FIT) – Good in 2015-16; Good in 2016-17 Instructional staff believes the CCSS are “Partially Implemented” in mathematics according to the Academic Program Survey Questions 5, 10-12, & 14 = 99.6% agree at least “partially” implemented in 2015-16; Target 85% agree “substantially” implemented in 2016-17. Percent of EL students making progress toward English Proficiency - 45% in 2013-14; 46% in 2014-15; 48% in 2015-16; 49% in 2016-17 AP Exam Participation Rate – NA State assessment proficient/advanced rate for the district (CAASP for ELA/Math) – % Meeting or Exceeding Standards: 55% (ELA) & 38% (Math) in 2014-15; Targets for 2016-17 - 57% & 40%. Academic Performance Index – This measure is not being provided by the state at this time.</p>	

Percent of students completing UC/CSU required courses - **NA**
 Percent of students completing a CTE Course Sequence - **NA**
 EL reclassification rate – **13% in 2015-16; Target 15% in 2016-17**
 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**
 District Benchmark Assessments –

Grade Level	2015-16 ELA Avg. Results	2016-17 ELA Target Avg.	2015-16 Math Avg. Results	2016-17 Math Target Avg.
3 rd Grade	68%	70%	69%	71%
4 th Grade	62%	64%	52%	54%
5 th Grade	55%	57%	55%	57%
6 th Grade	64%	66%	62%	64%
7 th Grade	62%	64%	31%	33%
8 th Grade	37%	39%	56%	58%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The District will maintain the ongoing increased services of reduced K-3 class sizes in prior years (2013-14, 2014-15, and 2015-16) and related costs for teachers hired in order to incrementally reduce averages each year.	Grades TK-3	<p><u> </u>ALL</p> <hr/> <p>OR: <u>X</u>Low Income pupils <u> </u>X English Learners <u> </u>X Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>XOther Subgroups:(Specify) <u> </u>SWD</p>	\$964,006 - Supplemental Grant (\$680,258= Cert. Salaries; \$283,748= Benefits)

<p>Repair and replace student technology devices at schools as needed. This will continue to support student exposure to the CCSS and the 4 C's in developing college and career readiness.</p>	<p>District-wide</p>	<p><u>X</u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	<p>\$5,000 - Supplemental Grant (\$2,500= Supplies; \$2,500= Professional Services/Other Operating Expenses)</p>
<p>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.</p>	<p>District-wide</p>	<p><u> </u> ALL</p> <hr/> <p>OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u> </u> Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u> </u> SWD <u> </u></p>	<p>\$107,291 - Supplemental Grant (\$93,120= Class. Salaries; \$14,171= Benefits)</p>
<p>Maintain 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.</p>	<p>District-wide</p>	<p><u> </u> ALL</p> <hr/> <p>OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u> </u> Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u> </u> SWD <u> </u></p>	<p>\$44,353 - Supplemental Grant (\$32,899= Cert. Salaries; \$11,454= Benefits)</p>

Adoption of SBE Instructional Materials for ELA/ELD for all students.	District-wide	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$676,000 – Base Grant (Books and Supplies)
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LCAP Year 2: 2017-18

Teacher credentialing and Misassignment Rate (Ed Code 44258.9)

Number/rate of teachers not fully credentialed – **4% in 2015-16; Target 2% in 2017-18**

Number/rate of teachers teaching outside of subject area competence – **0% in 2015-16; Target 0% in 2017-18**

Number/rate of teachers teaching ELs without authorization – **4% in 2015-16; Target 2% in 2017-18**

Number/rate of core classes taught by HQTs – **97.8% in 2015-16; Target 99% in 2017-18**

Sufficient access to standards-aligned instructional materials as defined in Ed Code 60119

Number/rate of students lacking their own textbook – **0% in 2015-16; Target 0% in 2017-18**

Well-maintained school facilities

Overall Facility rating from Facility Inspection Tool (FIT) – **Good in 2015-16; Good in 2017-18**

Instructional staff believes the CCSS are “Partially Implemented” in mathematics according to the Academic Program Survey Questions 5, 10-12, & 14 = **99.6% agree at least “partially” implemented in 2015-16; Target 85% agree “fully” implemented in 2016-17.**

Percent of EL students making progress toward English Proficiency (AMAO 1) - **45% in 2013-14; 46% in 2014-15; 48% in 2015-16; 49% in 2017-18**

AP Exam Participation Rate – **NA**

State assessment proficient/advanced rate for the district (CAASP for ELA/Math) – % Meeting or Exceeding Standards: **55% (ELA) & 38% (Math) in 2014-15; Targets for 2017-18 - 60% & 43%.**

Academic Performance Index – **This measure is not being provided by the state at this time.**

Percent of students completing UC/CSU required courses - **NA**

Percent of students completing a CTE Course Sequence - **NA**

EL reclassification rate – **13% in 2014-15; Target 16% in 2017-18**

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**

District Benchmark Assessments –

Expected Annual Measurable Outcomes:

Grade Level	2015-16 ELA Avg. Results	2017-18 ELA Target Avg.	2015-16 Math Avg. Results	2017-18 Math Target Avg.
3 rd Grade	68%	71%	69%	72%
4 th Grade	62%	65%	52%	55%
5 th Grade	55%	58%	55%	58%
6 th Grade	64%	67%	62%	65%
7 th Grade	62%	65%	31%	34%
8 th Grade	37%	40%	56%	59%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The District will maintain the ongoing increased services of reduced K-3 class sizes in prior years (2013-14, 2014-15, and 2015-16) and related costs for teachers hired in order to incrementally reduce averages each year.	Grades TK-3	<u>__</u> ALL OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>__</u> Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u> </u> SWD <u> </u>	\$978,466 - Supplemental Grant (\$684,018= Cert. Salaries; \$294,448= Benefits)
Provide Professional Development/collaboration opportunities for every grade level. Professional Development will be aimed at instructional strategies that target unduplicated count students.	District-wide	<u>__</u> ALL OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>__</u> Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u> </u> SWD <u> </u>	\$70,000 - Supplemental Grant (\$62,000 Certificated Salaries; \$8,000 Benefits)
Provide Professional Development for staff through <i>Tech Mentors</i> to increase learning with and through technology.	District-wide	<u>X</u> ALL OR: <u>__</u> Low Income pupils <u>__</u> English Learners <u>__</u> Foster Youth <u>__</u> Redesignated fluent English proficient <u>__</u> Other Subgroups:(Specify) <u> </u>	\$42,000 – Title I (\$40,200= Cert. Salaries; \$1,800= Benefits)

<p>Maintain 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. Three teachers were required to accommodate schedule.</p>	<p>Fruitvale JH</p>	<p><u>__</u>ALL</p> <hr/> <p>OR: <u>X</u>Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>__</u>Redesignated fluent English proficient <u>X</u>Other Subgroups:(Specify) <u>SWD</u></p>	<p>\$243,841 - Supplemental Grant (\$171,941= Cert. Salaries; \$71,900= Benefits)</p>
<p>Repair and replace student technology devices at schools as needed. This will continue to support student exposure to the CCSS and the 4 C's in developing college and career readiness.</p>	<p>District-wide</p>	<p><u>X</u> ALL</p> <hr/> <p>OR: <u>_</u>Low Income pupils <u>__</u>English Learners <u>_</u>Foster Youth <u>__</u>Redesignated fluent English proficient <u>_</u>Other Subgroups:(Specify)_____</p>	<p>\$5,000 - Supplemental Grant (\$2,500= Books/Supplies; \$2,500= Professional Services/ Other Operating Expenses)</p>
<p>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.</p>	<p>District-wide</p>	<p><u>__</u>ALL</p> <hr/> <p>OR: <u>X</u>Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>__</u>Redesignated fluent English proficient <u>X</u>Other Subgroups:(Specify) <u>SWD</u></p>	<p>\$108,900 - Supplemental Grant (\$94,517= Class. Salaries; \$14,383= Benefits)</p>

<p>Maintain 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.</p>	<p>District-wide</p>	<p><u>__</u>ALL OR: <u>X</u>Low Income pupils <u>X</u>English Learners <u>X</u>Foster Youth <u>__</u>Redesignated fluent English proficient <u>X</u>Other Subgroups:(Specify) <u>__</u>SWD _____</p>	<p>\$45,018 - Supplemental Grant (\$33,392= Cert. Salaries; \$11,626= Benefits)</p>
<p>Adoption of SBE Instructional Materials for History/Social Science for all students.</p>	<p>District-wide</p>	<p><u>__</u>ALL OR: <u>__</u>Low Income pupils <u>__</u>English Learners <u>__</u>Foster Youth <u>__</u>Redesignated fluent English proficient <u>__</u>Other Subgroups:(Specify)_____</p>	<p>\$500,000 – Base Grant (Books and Supplies)</p>

LCAP Year 3: 2018-19

Teacher credentialing and Misassignment Rate (Ed Code 44258.9)

Number/rate of teachers not fully credentialed – **4% in 2015-16; Target 0% in 2018-19**

Number/rate of teachers teaching outside of subject area competence – **0% in 2015-16; Target 0% in 2018-19**

Number/rate of teachers teaching ELs without authorization – **4% in 2015-16; Target 2% in 2018-19**

Number/rate of core classes taught by HQTs – **97.8% in 2015-16; Target 99% in 2018-19**

Sufficient access to standards-aligned instructional materials as defined in Ed Code 60119

Number/rate of students lacking their own textbook – **0% in 2015-16; Target 0% in 2018-19**

Well-maintained school facilities

Overall Facility rating from Facility Inspection Tool (FIT) – **Good in 2015-16; Good in 2018-19**

Instructional staff believes the CCSS are “Partially Implemented” in mathematics according to the Academic Program Survey Questions 5, 10-12, & 14 = **99.6% agree at least “partially” implemented in 2015-16; Target 75% agree “partially” implemented in 2018-19 in English/Language Arts using questions 2, 7, 8, 9 & 13.**

Percent of EL students making progress toward English Proficiency (AMAO 1) - **45% in 2013-14; 46% in 2014-15; 48% in 2015-16; 50% in 2018-19**

AP Exam Participation Rate – **NA**

State assessment proficient/advanced rate for the district (CAASP for ELA/Math) – % **Meeting or Exceeding Standards: 55% (ELA) & 38% (Math) in 2014-15; Targets for 2018-19 - 60% & 45%.**

Academic Performance Index – **This measure is not being provided by the state at this time.**

Percent of students completing UC/CSU required courses - **NA**

Percent of students completing a CTE Course Sequence - **NA**

EL reclassification rate – **13% in 2015-16; Target 18% in 2018-19**

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**

District Benchmark Assessments –

Grade Level	2015-16 ELA Avg. Results	2018-19 ELA Target Avg.	2015-16 Math Avg. Results	2018-19 Math Target Avg.
3 rd Grade	68%	72%	69%	73%
4 th Grade	62%	66%	52%	56%
5 th Grade	55%	59%	55%	59%
6 th Grade	64%	68%	62%	66%
7 th Grade	62%	66%	31%	35%
8 th Grade	37%	41%	56%	60%

Expected Annual Measurable Outcomes:

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>The District will maintain the ongoing increased services of reduced K-3 class sizes in prior years (2013-14, 2014-15, and 2015-16) and related costs for teachers hired in order to incrementally reduce averages each year.</p>	<p>Grades TK-3</p>	<p><u>__</u>ALL OR: <u>X</u>Low Income pupils <u>__</u>English Learners <u>X</u>Foster Youth <u>__</u>Redesignated fluent English proficient <u>X</u>Other Subgroups:(Specify) <u>__</u>SWD _____</p>	<p>\$993,143 - Supplemental Grant (\$694,278= Cert. Salaries; \$298,865= Benefits)</p>
<p>Provide Professional Development/collaboration opportunities for every grade level. Professional Development will be aimed at instructional strategies that target unduplicated count students.</p>	<p>District-wide</p>	<p><u>__</u>ALL OR: <u>X</u>Low Income pupils <u>__</u>English Learners <u>X</u>Foster Youth <u>__</u>Redesignated fluent English proficient <u>X</u>Other Subgroups:(Specify) <u>__</u>SWD _____</p>	<p>\$70,000 - Supplemental Grant (\$62,000 Certificated Salaries; \$8,000 Benefits)</p>
<p>Provide Professional Development for staff through <i>Tech Mentors</i> to increase learning with and through technology.</p>	<p>District-wide</p>	<p><u>__</u>XALL OR: <u>__</u>Low Income pupils <u>__</u>English Learners <u>__</u>Foster Youth <u>__</u>Redesignated fluent English proficient <u>__</u>Other Subgroups: (Specify)_____</p>	<p>\$42,000 – Title I (\$40,200= Cert. Salaries; \$1,800= Benefits)</p>

<p>Maintain 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. Three teachers were required to accommodate schedule.</p>	<p>Fruitvale JH</p>	<p><u>__ALL</u> OR: <u>X</u>Low Income pupils <u>X</u>English Learners <u>X</u>Foster Youth <u>__</u>Redesignated fluent English proficient <u>X</u>Other Subgroups:(Specify) <u>SWD</u></p>	<p>\$247,499 - Supplemental Grant (\$174,520= Cert. Salaries; \$72,979= Benefits)</p>
<p>Repair and replace student technology devices at schools as needed. This will continue to support student exposure to the CCSS and the 4 C's in developing college and career readiness.</p>	<p>District-wide</p>	<p><u>X</u>ALL OR: <u>__</u>Low Income pupils <u>__</u>English Learners <u>__</u>Foster Youth <u>__</u>Redesignated fluent English proficient <u>__</u>Other Subgroups:(Specify) _____</p>	<p>\$5,000 - Supplemental Grant (\$2,500= Books/Supplies; \$2,500= Professional Services/ Other Operating Expenses)</p>
<p>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.</p>	<p>District-wide</p>	<p><u>__ALL</u> OR: <u>X</u>Low Income pupils <u>X</u>English Learners <u>X</u>Foster Youth <u>__</u>Redesignated fluent English proficient <u>X</u>Other Subgroups:(Specify) <u>SWD</u></p>	<p>\$110,534 - Supplemental Grant (\$95,935= Class. Salaries; \$14,599= Benefits)</p>

<p>Maintain 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.</p>	<p>District-wide</p>	<p><u> </u>ALL</p> <hr/> <p>OR: <u>X</u>Low Income pupils <u> </u>English Learners <u>X</u>Foster Youth <u> </u>Redesignated fluent English proficient <u>X</u>Other Subgroups:(Specify) <u> </u>SWD</p>	<p>\$45,693 - Supplemental Grant (\$33,893= Cert. Salaries; \$11,800= Benefits)</p>
<p>Adoption of SBE Instructional Materials for Science for all students.</p>	<p>District-wide</p>	<p><u> </u>ALL</p> <hr/> <p>OR: <u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups: (Specify)_____</p>	<p>\$500,000 – Base Grant (Books and Supplies)</p>

GOAL: GOAL 2 - Increase Student Engagement and School Connectedness

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

Identified Need : The District looks to reduce student truancy and disciplinary offenses, and offer a variety of programs and opportunities to engage students.

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

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

Attendance Rate – **96.19% in 2015-16; Target for 2016-17 = 96.3%**
 Chronic Absenteeism Rate – **5.69% in 2014-15; 5.87% in 2015-16; Target for 2016-17 = 5.8%**
 Middle School Dropout Rate – **0% in 2015-16; Target for 2016-17 = 0%**
 High School Dropout Rate - **NA**
 High School Graduation Rate – **NA**
 Suspension Rate – **3.1% (2014-15); 2.4% (2015-16); Target for 2016-17 = 2.3%**
 Expulsion Rate – **0.1% (2014-15); 0.03% (2015-16); Target in 2016-17 = 0.03%**
 California Healthy Kids Survey - % **Agee or Strongly Agee 2014-15: Feel close to people in this school (76%); Feel like I am part of this school (71%); Target for 2016-17 (78% & 73%)**
 Successful completion of Study Skills electives will be at least **80%. 2015-16 = 77%; Target for 2016-17 (80%)**
 Rate of students enrolled in CTE courses (grades 7-12) – **202 students enrolled (Computer Applications and Gateway To Technology (GTT) in 2014-15); 2015-16 = 222; Target for 2016-17 (230)**
 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; 100% of unduplicated students are provided with programs and services based on state standards and student needs as indicated by local assessment data.**
 Number/rate of course offerings for students with exceptional needs (SDC classes) – **11.5 Classes offered; Target for 2016-17 and beyond will be dependent on student enrollment and student identified needs and placement. 100% of students with disabilities are provided programs and services based on IEP, state standards, and student needs as indicated by local assessment data.**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>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.</p>	<p>District-wide</p>	<p><u>__</u>ALL</p> <hr/> <p>OR: <u>X</u>Low Income pupils <u>__</u>English Learners <u>X</u>Foster Youth <u>__</u>Redesignated fluent English proficient <u>X</u>Other Subgroups:(Specify) <u>__</u>SWD</p>	<p>\$115,065 Supplemental Grant (\$68,500 = Cert. Salaries; \$13,650 = Class. Salaries; \$11,263 = Benefits; \$21,652 = Books & Supplies</p>
<p>After School Programs offered at least 2x/week at every site: Priority registration provided to targeted students. Learning opportunities for both remedial and advanced students.</p>	<p>District-wide</p>	<p><u>__</u>ALL</p> <hr/> <p>OR: <u>X</u>Low Income pupils <u>__</u>English Learners <u>X</u>Foster Youth <u>__</u>Redesignated fluent English proficient <u>X</u>Other Subgroups:(Specify) <u>__</u>SWD</p>	<p>\$49,435 Supplemental Grant (\$34,815 = Cert. Salaries; \$4,620 = Benefits; \$7,500 = Books & Supplies; \$2,500 = Services/ Other Operating Expenses)</p>

<p>Maintain added electives at Fruitvale JH and offer 3 Periods of Gateway to Technology, 3 Periods of Study Skills, and 3 Periods 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.</p>	<p>Fruitvale JH</p>	<p><u>__ALL</u> OR: <u>X</u>Low Income pupils <u>X</u>English Learners <u>X</u>Foster Youth <u>__</u>Redesignated fluent English proficient <u>X</u>Other Subgroups:(Specify) <u>__</u>SWD</p>	<p>\$134,883 Supplemental Grant (\$96,657 = Cert. Salaries; \$38,226 = Benefits)</p>
<p>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. In addition, 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.</p>	<p>Elementary Schools</p>	<p><u>XALL</u> OR: <u>__</u>Low Income pupils <u>__</u>English Learners <u>__</u>Foster Youth <u>__</u>Redesignated fluent English proficient <u>__</u>Other Subgroups: (Specify)_____</p>	<p>\$24,800 Supplemental Grant (\$21,588= Class. Salaries; \$3,212 = Benefits)</p>
<p>Maintain 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.</p>	<p>District- wide</p>	<p><u>XALL</u> OR: <u>__</u>Low Income pupils <u>__</u>English Learners <u>__</u>Foster Youth <u>__</u>Redesignated fluent English proficient <u>__</u>Other Subgroups: (Specify)_____</p>	<p>\$62,109 Supplemental Grant (\$38,785= Class. Salaries; \$23,324 = Benefits)</p>

<p>Maintain 0.5 FTE counseling services, specifically for targeted students, to meet all academic, social and behavioral needs, reduce truancy and address bullying issues.</p>	<p>District-wide</p>	<p><u>__</u>ALL OR: <u>X</u>Low Income pupils <u>__</u>English Learners <u>X</u>Foster Youth <u>__</u>Redesignated fluent English proficient <u>X</u>Other Subgroups:(Specify) <u>__</u>SWD</p>	<p>\$49,877 Supplemental Grant (\$43,347= Cert. Salaries; \$6,530 = Benefits)</p>
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LCAP Year 2: 2017-18

Expected Annual
Measurable
Outcomes:

Attendance Rate – **96.19% in 2015-16; Target for 2017-18 = 96.4%**
Chronic Absenteeism Rate - **5.69% in 2014-15; 5.87% in 2015-16; Target for 2017-18 = 5.75%**
Middle School Dropout Rate – **0% in 2015-16; Target for 2017-18 = 0%**
High School Dropout Rate - **NA**
High School Graduation Rate – **NA**
Suspension Rate – **3.1% (2014-15); 2.4% (2015-16); Target for 2017-18 = 2.3%**
Expulsion Rate – **0.1% (2014-15); 0.03% (2015-16); Target in 2017-18 = 0.03%**
California Healthy Kids Survey - % **Agee or Strongly Agee 2014-15: Feel close to people in this school (76%); Feel like I am part of this school (71%); Target for 2017-18 (78% & 73%)**
Successful completion of Study Skills electives will be at least **80%. 2015-16 = 77%; Target for 2017-18 (82%)**
Rate of students enrolled in CTE courses (grades 7-12) – **202 students enrolled (Computer Applications and Gateway To Technology (GTT) in 2014-15); 2015-16 = 222; Target for 2017-18 (240)**
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; 100% of unduplicated students are provided with programs and services based on state standards and student needs as indicated by local assessment data.**
Number/rate of course offerings for students with exceptional needs (SDC classes) – **11.5 Classes offered; Target for 2016-17 and beyond will be dependent on student enrollment and student identified needs and placement. 100% of students with disabilities are provided programs and services based on IEP, state standards, and student needs as indicated by local assessment data.**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>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.</p>	<p>District-wide</p>	<p><u>__</u>ALL</p> <hr/> <p>OR: <u>X</u>Low Income pupils <u>__</u>English Learners <u>X</u>Foster Youth <u>__</u>Redesignated fluent English proficient <u>X</u>Other Subgroups:(Specify) <u>__</u>SWD</p>	<p>\$115,065 Supplemental Grant (\$68,500 = Cert. Salaries; \$13,650 = Class. Salaries; \$11,263 = Benefits; \$21,652 = Books & Supplies</p>
<p>After School Programs offered at least 2x/week at every site: Priority registration provided to targeted students. Learning opportunities for both remedial and advanced students.</p>	<p>District-wide</p>	<p><u>__</u>ALL</p> <hr/> <p>OR: <u>X</u>Low Income pupils <u>__</u>English Learners <u>X</u>Foster Youth <u>__</u>Redesignated fluent English proficient <u>X</u>Other Subgroups:(Specify) <u>__</u>SWD</p>	<p>\$49,435 Supplemental Grant (\$34,815 = Cert. Salaries; \$4,620 = Benefits; \$7,500 = Books & Supplies; \$2,500 = Services/Other Operating Expenses)</p>

<p>Maintain added electives at Fruitvale JH and offer 3 Periods of Gateway to Technology, 3 Periods of Study Skills, and 3 Periods 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.</p>	<p>Fruitvale JH</p>	<p><u>__ALL</u> OR: <u>X</u>Low Income pupils <u>X</u>English Learners <u>X</u>Foster Youth <u>__</u>Redesignated fluent English proficient <u>X</u>Other Subgroups:(Specify) <u>SWD</u></p>	<p>\$136,906 Supplemental Grant (\$98,107 = Cert. Salaries; \$38,799 = Benefits)</p>
<p>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. In addition, 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.</p>	<p>Elementary Schools</p>	<p><u>XALL</u> OR: <u>__</u>Low Income pupils <u>__</u>English Learners <u>__</u>Foster Youth <u>__</u>Redesignated fluent English proficient <u>__</u>Other Subgroups: (Specify)_____</p>	<p>\$24,800 Supplemental Grant (\$21,588= Class. Salaries; \$3,212 = Benefits)</p>
<p>Maintain 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.</p>	<p>District-wide</p>	<p><u>XALL</u> OR: <u>__</u>Low Income pupils <u>__</u>English Learners <u>__</u>Foster Youth <u>__</u>Redesignated fluent English proficient <u>__</u>Other Subgroups: (Specify)_____</p>	<p>\$63,041 Supplemental Grant (\$38,785= Class. Salaries; \$23,324 = Benefits)</p>

<p>Maintain 0.5 FTE counseling services, specifically for targeted students, to meet all academic, social and behavioral needs, reduce truancy and address bullying issues.</p>	<p>District-wide</p>	<p><u>__</u>ALL OR: <u>X</u>Low Income pupils <u>__</u>English Learners <u>X</u>Foster Youth <u>__</u>Redesignated fluent English proficient <u>X</u>Other Subgroups:(Specify) <u>SWD</u></p>	<p>\$50,625 Supplemental Grant (\$43,997= Cert. Salaries; \$6,628 = Benefits)</p>
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LCAP Year 3: 2018-19

Expected Annual
Measurable
Outcomes:

Attendance Rate – **96.19% in 2015-16; Target for 2018-19 = 96.5%**
Chronic Absenteeism Rate - **5.69% in 2014-15; 5.87% in 2015-16; Target for 2018-19 = 5.70%**
Middle School Dropout Rate – **0% in 2015-16; Target for 2017-18 = 0%**
High School Dropout Rate - **NA**
High School Graduation Rate – **NA**
Suspension Rate – **3.1% (2014-15); 2.4% (2015-16); Target for 2018-19 = 2.3%**
Expulsion Rate – **0.1% (2014-15); 0.03% (2015-16); Target in 2018-19 = 0.03%**
California Healthy Kids Survey - % Agee or Strongly Agee 2014-15: **Feel close to people in this school (76%); Feel like I am part of this school (71%); Target for 2017-18 (79% & 75%)**
Successful completion of Study Skills electives will be at least **80%**. **2015-16 = 77%; Target for 2017-18 (82%)**
Rate of students enrolled in CTE courses (grades 7-12) – **202 students enrolled (Computer Applications and Gateway To Technology (GTT) in 2014-15); 2015-16 = 222; Target for 2017-18 (250)**
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; 100% of unduplicated students are provided with programs and services based on state standards and student needs as indicated by local assessment data.**
Number/rate of course offerings for students with exceptional needs (SDC classes) – **11.5 Classes offered; Target for 2016-17 and beyond will be dependent on student enrollment and student identified needs and placement. 100% of students with disabilities are provided programs and services based on IEP, state standards, and student needs as indicated by local assessment data.**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>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.</p>	<p>District-wide</p>	<p><u>__</u>ALL</p> <hr/> <p>OR: <u>X</u>Low Income pupils <u>X</u>English Learners <u>X</u>Foster Youth <u>__</u>Redesignated fluent English proficient <u>X</u>Other Subgroups:(Specify) <u>__</u>SWD</p>	<p>\$115,065</p> <p>Supplemental Grant (\$68,500 = Cert. Salaries; \$13,650 = Class. Salaries; \$11,263 = Benefits; \$21,652 = Books & Supplies</p>
<p>After School Programs offered at least 2x/week at every site: Priority registration provided to targeted students. Learning opportunities for both remedial and advanced students.</p>	<p>District-wide</p>	<p><u>__</u>ALL</p> <hr/> <p>OR: <u>X</u>Low Income pupils <u>X</u>English Learners <u>X</u>Foster Youth <u>__</u>Redesignated fluent English proficient <u>X</u>Other Subgroups:(Specify) <u>__</u>SWD</p>	<p>\$49,435</p> <p>Supplemental Grant (\$34,815 = Cert. Salaries; \$4,620 = Benefits; \$7,500 = Books & Supplies; \$2,500 = Services)</p>

<p>Maintain added electives at Fruitvale JH and offer 3 Periods of Gateway to Technology, 3 Periods of Study Skills, and 3 Periods 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.</p>	<p>Fruitvale JH</p>	<p><u>__ALL</u> OR: <u>X</u>Low Income pupils <u>X</u>English Learners <u>X</u>Foster Youth <u>__</u>Redesignated fluent English proficient <u>X</u>Other Subgroups:(Specify) <u>SWD</u></p>	<p>\$138,959 Supplemental Grant (\$99,579 = Cert. Salaries; \$39,380 = Benefits)</p>
<p>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. In addition, 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.</p>	<p>Elementary Schools</p>	<p><u>XALL</u> OR: <u>__</u>Low Income pupils <u>__</u>English Learners <u>__</u>Foster Youth <u>__</u>Redesignated fluent English proficient <u>__</u>Other Subgroups: (Specify)_____</p>	<p>\$24,800 Supplemental Grant (\$21,588= Class. Salaries; \$3,212 = Benefits)</p>
<p>Maintain 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.</p>	<p>District-wide</p>	<p><u>XALL</u> OR: <u>__</u>Low Income pupils <u>__</u>English Learners <u>__</u>Foster Youth <u>__</u>Redesignated fluent English proficient <u>__</u>Other Subgroups: (Specify)_____</p>	<p>\$63,987 Supplemental Grant (\$39,367= Class. Salaries; \$24,620 = Benefits)</p>

<p>Maintain 0.5 FTE counseling services, specifically for targeted students, to meet all academic, social and behavioral needs, reduce truancy and address bullying issues.</p>	<p>District-wide</p>	<p><u>__</u>ALL OR: <u>X</u>Low Income pupils <u>__</u>English Learners <u>X</u>Foster Youth <u>__</u>Redesignated fluent English proficient <u>X</u>Other Subgroups:(Specify) <u>__</u>SWD _____</p>	<p>\$51,384 Supplemental Grant (\$44,657= Cert. Salaries; \$6,727 = Benefits)</p>
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GOAL:	GOAL 3 - Increase Meaningful Partnerships with Fruitvale Families and Community Members	Related State and/or Local Priorities: 1__ 2__ 3X 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Lack of parent participation at parent education nights and English Learner Advisory Councils (ELAC).		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Parent Attendance at Parent-Teacher Conferences – 95% in 2015-16; Target for each year after = 95% Avg # of parents attending ELACs each year = 5.5 @ each eligible school in 2015-16; Target for 2016-17 = 6 @ each eligible school
	Avg # of parents attending DELACs each year = 1 in 2014-15; 3 in 2015-16; Target for 2016-17 = 4 # of Parents attending Parent Universities – 125 in 2015-16; Target for 2016-17 = 150 Parents of SWDs will be offered opportunities to attend all parent offerings. 100% of parents of students with disabilities will attend and participate in scheduled annual, initial, triennial, or as needed basis IEP meetings. 100% of parents of students with 504 plans will attend scheduled meetings.

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	<u>__ALL</u> OR: <u>_Low Income pupils</u> <u>XEnglish Learners</u> <u>_Foster Youth</u> <u>XRedesignated fluent English proficient</u> <u>_Other Subgroups:(Specify)</u> _____	\$250 - Supplemental Grant (\$150= Class. Salaries; \$20=Benefits; \$80=Supplies)

<p>Provide 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.</p>	<p>District-wide</p>	<p><u>XALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____</p>	<p>\$3,500 - Supplemental Grant (\$1,500= Cert. Salaries; \$200 Class. Salaries; \$300 Benefits; \$1,500 Books/Supplies)</p>
<p>Purchase new Student Information System (SIS) to more easily communicate and notify parents. New SIS will include Parent portal and ability to send email, text and phone call blasts sharing student, school and district information.</p>	<p>District-wide</p>	<p><u>XALL</u> ----- OR: XLow Income pupils __XEnglish Learners XFoster Youth __Redesignated fluent English proficient XOther Subgroups:(Specify)__SWD_____</p>	<p>\$45,000 Base Grant (Services)</p>

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

Parent Attendance at Parent-Teacher Conferences – **95% in 2015-16; Target for each year after= 95%**
 Avg # of parents attending ELACs each year = **5.5 @ each eligible school in 2015-16; Target for 2017-18 = 6 @ each eligible school**
 Avg # of parents attending DELACs each year = **1 in 2014-15; 3 in 2015-16; Target for 2017-18 = 4**
 # of Parents attending Parent Universities – **125 in 2015-16; Target for 2017-18 = 175**
 Parents of SWDs will be offered opportunities to attend all parent offerings. 100% of parents of students with disabilities will attend and participate in scheduled annual, initial, triennial, or as needed basis IEP meetings. 100% of parents of students with 504 plans will attend scheduled meetings.

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	<u>__ALL</u> OR: <u>_Low Income pupils</u> <u>XEnglish Learners</u> <u>_Foster Youth</u> <u>XRedesignated fluent English proficient</u> <u>_Other Subgroups:(Specify)</u> _____	\$250 - Supplemental Grant (\$150=Class. Salaries; \$20=Benefits; \$80=Supplies)
Provide 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	<u>XALL</u> OR: <u>_Low Income pupils</u> <u>__English Learners</u> <u>_Foster Youth</u> <u>__Redesignated fluent English proficient</u> <u>_Other Subgroups:</u> (Specify)_____	\$3,500 - Supplemental Grant (\$1,500= Cert. Salaries; \$200= Class. Salaries; \$300=Bnfts; \$1,500= Books/Supplies)

<p>Purchase new Student Information System (SIS) to more easily communicate and notify parents. New SIS will include Parent portal and ability to send email, text and phone call blasts sharing student, school and district information.</p>	<p>District-wide</p>	<p><u>X</u>ALL ----- OR: XLow Income pupils _XEnglish Learners XFoster Youth __Redesignated fluent English proficient XOther Subgroups:(Specify)__SWD_____</p>	<p>\$45,000 Base Grant (Services)</p>
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LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

Parent Attendance at Parent-Teacher Conferences – **95% in 2015-16; Target for each year after= 95%**
 Avg # of parents attending ELACs each year = **5.5 @ each eligible school in 2015-16; Target for 2018-19 = 6 @ each eligible school**
 Avg # of parents attending DELACs each year = **1 in 2014-15; 3 in 2015-16; Target for 2018-19 = 4**
 # of Parents attending Parent Universities – **125 in 2015-16; Target for 2018-19 = 200**
 Parents of SWDs will be offered opportunities to attend all parent offerings. 100% of parents of students with disabilities will attend and participate in scheduled annual, initial, triennial, or as needed basis IEP meetings. 100% of parents of students with 504 plans will attend scheduled meetings.

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	<u>__</u> ALL OR: <u>_</u> Low Income pupils <u>X</u> English Learners <u>_</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u>_</u> Other Subgroups: (Specify) _____	\$250 - Supplemental Grant (\$150= Class. Salaries; \$20=Benefits; \$80=Supplies)
Provide 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	<u>X</u> ALL OR: <u>__</u> Low Income pupils <u>__</u> English Learners <u>__</u> Foster Youth <u>__</u> Redesignated fluent English proficient <u>__</u> Other Subgroups: (Specify) _____	\$3,500 - Supplemental Grant (\$1,500= Cert. Salaries; \$200= Class. Salaries; \$300=Bnfts; \$1,500= Books/Supplies)

<p>Purchase new Student Information System (SIS) to more easily communicate and notify parents. New SIS will include Parent portal and ability to send email, text and phone call blasts sharing student, school and district information.</p>	<p>District-wide</p>	<p><u>X</u>ALL ----- OR: XLow Income pupils _XEnglish Learners XFoster Youth __Redesignated fluent English proficient XOther Subgroups:(Specify)__SWD_____</p>	<p>\$45,000 Base Grant (Services)</p>
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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 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: 1X 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Columbia Elementary, Discovery Elementary, Endeavour Elementary and Quailwood Elementary	Applicable Pupil Subgroups: All Elementary Students
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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	Actual Annual Measurable Outcomes:	<u>Teacher credentialing and Misassignment Rate (Ed Code 44258.9)</u> Number/rate of teachers not fully credentialed – 4% Number/rate of teachers teaching outside of subject area competence – 0% Number/rate of teachers teaching ELs without authorization – 4% Number/rate of core classes taught by HQTs – 97.8% <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
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>The District will hire three (3) additional K-3 teachers to reduce class size averages <i>beyond</i> 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.</p> <p>-Provide two years of the Beginning Teacher Support and Assessment (BTSA) program that will enable new teachers to clear their teaching credential.</p>	<p>\$236,294 Supplemental Grant (\$164,056 = Certificated Salaries; \$67,088 = Benefits; \$5,150 = Services and Operating Expenses)</p>	<p>The District hired three (3) additional K-3 teachers to reduce class size averages <i>beyond</i> meeting Grade Span Adjustment requirements.</p> <p>Expenditures related to BTSA services have been moved out of Supplemental Funds to the Educator Effectiveness Funds.</p> <p>District believes this is an effective strategy in supporting goals and therefore will continue in Goal 1 for 2016-19.</p>	<p>\$230,150 Supplemental Grant (\$160,480 = Certificated Salaries; \$69,670 = Benefits)</p>
<p>Scope of service: All Elementary Schools</p> <p><u> </u> ALL</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u> SWD </u></p>		<p>Scope of service: All Elementary Schools</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	

<p>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.</p>	<p>\$697,555 \$418,553K Base & \$279,022K Supplemental (\$486,874 = Certificated Salaries; \$200,561 = Benefits; \$10,120 = Services and Operating Expenses)</p>	<p>The District maintained 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.</p> <p>District believes this is an effective strategy in supporting goals and therefore will continue in Goal 1 for 2016-19.</p>	<p>\$683,730 \$414,828K Base & \$120,614K Supplemental (\$487,501 = Certificated Salaries; \$196,229 = Benefits)</p>
<p>Scope of service: All Elementary Schools</p>		<p>Scope of service: All Elementary Schools</p>	
<p><u>X</u>ALL</p>		<p><u>X</u>ALL</p>	
<p>OR: __ Low Income pupils <u>X</u> English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>		<p>OR: __ Low Income pupils __ English Learners _ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>See Actual Actions/Services</p>		

Original GOAL from prior year LCAP:	GOAL 2 - Implement Common Core State Standards to Maintain High Levels of Student Achievement and prepare students to learn in a 21 st Century classroom.	Related State and/or Local Priorities: 1__ 2X 3__ 4__ 5__ 6__ 7__ 8X COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: District-wide
	Applicable Pupil Subgroups: All Students

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	Actual Annual Measurable Outcomes:	99.4% of the Instructional staff believes the CCSS are at least being “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 - 48% AP Exam Participation Rate - NA
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide Professional Development/collaboration opportunities for every grade level. Professional Development will be aimed at instructional strategies that target unduplicated count students.	\$72,500 \$10,000 Title I & \$62,500 Supplemental (\$64K = Certificated Salaries; \$8,500 = Benefits)	Professional Development was provided but not at the level as proposed due to the offerings not being available during the 2015 summer session as planned.	\$10,000 Title I (\$8,000 = Certificated Salaries; \$2,000 = Benefits)

Scope of service: District-wide		Scope of service: District-wide	
<u> </u> ALL		<u> </u> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u> SWD </u>		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
Provide Professional Development for staff through <i>Tech Mentors</i> to increase learning with and through technology.	\$30,000 Title I (\$27K = Certificated Salaries; \$3K = Benefits)	Provided Professional Development for staff through <i>Tech Mentors</i> to increase learning with and through technology.	\$38,844 Title I (\$34,567 = Certificated Salaries; \$4,277 = Benefits)
Scope of service: District-wide		Scope of service: District-wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

<p>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.</p>	<p>\$244,080 Supplemental Grant (\$175,477 = Cert. Salaries; \$68,603 = Benefits)</p>	<p>Created block schedule at Fruitvale Junior High in order to provide targeted students an extended learning period of both Language Arts and Math every day. Hired 3 additional teachers to accommodate schedule.</p>	<p>\$229,859 Supplemental Grant (\$167,144 = Cert. Salaries; \$62,715 = Benefits)</p>
<p>Scope of service: Fruitvale Junior High</p>		<p>Scope of service: Fruitvale Junior High</p>	
<p><u> </u> ALL</p>		<p><u> </u> ALL</p>	
<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u> SWD </u></p>		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u> SWD </u></p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>All of the above actions/services were deemed effective and will remain in future LCAP for 2016-19.</p>		

Original GOAL from prior year LCAP:	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__ 7X 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: District-wide
	Applicable Pupil Subgroups: All students; LI, FY and ELs will receive extended invitations and be given priority registration to attend these programs

Expected Annual Measurable Outcomes:	Rate of students enrolled in CTE courses (grades 7-12) – 202 students enrolled (Computer Applications and Gateway To Technology (GTT))	Actual Annual Measurable Outcomes:	Rate of students enrolled in CTE courses (grades 7-12) – 222 students enrolled (Computer Applications and Gateway To Technology (GTT))
	Rate of students enrolled in UC/CSU required courses (grades 9-12) - NA		Rate of students enrolled in UC/CSU required courses (grades 9-12) - NA
	Number/rate of AP courses offered (grades 9-12) - NA		Number/rate of AP courses offered (grades 9-12) - NA
	Rate of students enrolled in AP courses - NA		Rate of students enrolled in AP courses - NA
	Rate of remedial course enrollment – 0; No single subject classes offered below grade level		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		Number/rate of course offerings for students with exceptional needs (SDC classes) – 11.5 Classes offered

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual 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	\$125,000 Supplemental Grant (\$60K = Cert. Salaries; \$35K = Class.	Twenty days of Summer School offered for District students: Priority registration provided to targeted students. Fewer supplies/services needed as less curriculum purchases not needed.	\$111,755 Supplemental Grant (\$66,210 = Cert. Salaries; \$24,252 = Class.

students with fewer resources.	Salaries; \$13K Benefits; \$17K Books & Supplies)		Salaries; \$11,849 = Benefits; \$4,995 = Books & Supplies; \$4,450 = Services)
Scope of service: District-wide		Scope of service: District-wide	
__ALL		X ALL	
OR: X Low Income pupils X English Learners X Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __ English Learners __ Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
After School Programs at least 2x/week at every site: Priority registration provided to targeted students. Learning opportunities for both remedial and advanced students.	\$16,000 (Supplemental Grant) (\$14K = Certificated Salaries; \$2K = Benefits)	After School Programs offered at every site: Priority registration provided to targeted students. More teachers were willing to work and offer programs thus increasing budget.	\$48,851 (Supplemental Grant) (\$34,300 = Certificated Salaries; \$4,551 = Benefits; \$7,500 = Supplies; \$2,500 = Services)

Scope of service: District-wide		Scope of service: District-wide	
<u>ALL</u>		<u>X ALL</u>	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	All of the above actions/services were deemed effective and will remain in future LCAP for 2016-19. Budget will be increased for after school programs for 2016-19.		

<p>Original GOAL from prior year LCAP:</p>	<p>Goal 4 - Increase Access to Technology for Students</p>		<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>District-wide</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>Applicable Pupil Subgroups:</p>	<p>All students</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>*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</p>		<p>Actual Annual Measurable Outcomes:</p> <p>*State assessment proficient/advanced rate for the district (CAASP for ELA/Math) – % Meeting or Exceeding Standards: 55% (ELA) & 38% (Math) *API growth data – no longer used by the state *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 making progress towards proficiency – 48% *EL reclassification rate – 13% *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</p>

*Early Assessment Project (EAP) College Ready rates for math and ELA – NA

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Increase the class sets (student devices) at the Elementary sites.	\$100,000 Base Grant (Books & Supplies)	Increased the class sets (student devices) at the Elementary sites to obtain district goal of 4:1 (devices: students).	\$147,040 Base Grant (\$139,392 = Supplies; \$7,648 = Services)
Scope of service: Elementary Schools		Scope of service: Elementary Schools	
<u>X</u> ALL		<u>X</u> ALL	
OR: _ Low Income pupils _ English Learners _ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: _ Low Income pupils _ English Learners _ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Improve wireless access for all schools.	\$50,000 Base Grant (\$25K = Books & Supplies; \$25K = Services & Operating Expenses)	Increased and improved wireless access for all schools.	\$109,913 Base Grant (\$23,425 = Supplies; \$86,488 = Services)
Scope of service: District-wide		Scope of service: District-wide	
<u>_</u> ALL		<u>_</u> ALL	

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>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.</p>	<p>\$5,000 Supplemental Grant (Books & Supplies)</p>	<p>Provided ELD support programs with iPads to support and enhance learning and language acquisition.</p>	<p>\$5,126 Supplemental Grant (Supplies)</p>
<p>Scope of service: District-wide</p>		<p>Scope of service: District-wide</p>	
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Actions in the above Goal 4 will remain in LCAP for 2016-19 as effective actions for students. Devices will only need to be maintained moving ahead and wireless infrastructure is complete.</p>		

<p>Original GOAL from prior year LCAP:</p>	<p>Goal 5 - Provide a Broad Scope of Course Access for Students to be Prepared for 21st Century Learning.</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7X 8X COE only: 9__ 10__ Local : Specify _____</p>
<p>Goal Applies to: Schools: District-wide Applicable Pupil Subgroups: All students</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>Successful completion of Study Skills electives will be at least 80%. Rate of students enrolled in CTE courses (grades 7-12) – 202 students enrolled (Comp. Applications an 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 classes offered below grade level Number/rate of course offerings for students with exceptional needs (SDC classes) – 11.5 Classes offered</p>	<p>Actual Annual Measurable Outcomes:</p> <p>Successful completion of Study Skills electives - 77%. Rate of students enrolled in CTE courses (grades 7-12) – 222 students enrolled (Comp. Applications an 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 classes offered below grade level Number/rate of course offerings for students with exceptional needs (SDC classes) – 11.5 Classes offered</p>

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
<p>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.</p>		<p>\$123,559 Supplemental Grant (\$89,079 = Certificated Salaries; \$34,481 = Benefits)</p>	<p>2 Periods offered of Gateway to Technology, 3 Periods offered of Study Skills, and 3 Periods offered of Computer Applications. Priority registration given to unduplicated students. One less period of GTT offered due to lack of registration for this elective.</p> <p>\$107,338 Supplemental Grant (\$78,569= Certificated Salaries; \$28,646=Benefits; \$123=Supplies)</p>
Scope of service:	Fruitvale Junior High		
<p><u>ALL</u></p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>			
Scope of service:	Fruitvale Junior High		
<p><u>ALL</u></p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>			

<p>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.</p>	<p>\$14,065 Supplemental Grant (\$11,584 Classified Salaries; \$2,481 = Benefits)</p>	<p>Maintained Library Clerk hours at 5.5 hrs/day to allow for more media and library services for our targeted students.</p>	<p>\$15,354 Supplemental Grant (\$12,732 Classified Salaries; \$2,622 = Benefits)</p>
<p>Scope of service:</p>	<p>All Elementary Schools</p>	<p>Scope of service:</p>	<p>All Elementary Schools</p>
<p><u>ALL</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><input checked="" type="checkbox"/> <u>ALL</u> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>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.</p>	<p>\$8,677 Supplemental Grant (\$8206 = Classified Salaries; \$471 Benefits)</p>	<p>Maintained additional Library Clerk 14hrs/week to allow for more media and library services for our targeted students.</p>	<p>\$9,080 Supplemental Grant (\$8,537=Classified Salaries; \$543=Benefits)</p>

Scope of service:	Quailwood Elementary		Scope of service:	Quailwood Elementary	
__ALL			X ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> 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?		All of the above actions/services were deemed effective and will remain in future LCAP for 2016-19. Library services will be combined into one action/service in future LCAPs.			

Original GOAL from prior year LCAP:	Goal 6 -Increase Parent Involvement	Related State and/or Local Priorities: 1__ 2__ 3X 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: District-wide	Applicable Pupil Subgroups: All students
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Expected Annual Measurable Outcomes:	Parent Attendance at Parent-Teacher Conferences – 95% # of ELACs held each year = <u>2</u> # of DELACs held each year = <u>2</u> # of Parents attending Parent Universities – 50 Parents of SWDs will be offered opportunities to attend all parent offerings.	Actual Annual Measurable Outcomes:	Parent Attendance at Parent-Teacher Conferences – 95% # of ELACs held each year = <u>2</u> # of DELACs held each year = <u>1</u> # of Parents attending Parent Universities – 127 Parents of SWDs offered opportunities to attend all parent offerings.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual 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.	\$250 Supplemental Grant (\$150 = Class. Salaries; \$20 Benefits; \$80 Books & Supplies)	Increased parent participation in the ELACs.	\$75 Supplemental Grant Books & Supplies

Scope of service:	Columbia, Discovery and Endeavour		Scope of service:	District-wide	
__ALL			__ALL		
OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners _Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners _Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
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.		\$1,200 Supplemental Grant (\$750 Cert. Salaries; \$150 Class. Salaries; \$110 Benefits; \$190 Books & Supplies)	Maintained Parent University Offerings District-wide as each school offered at least one parent education night (Parent University). Costs were more than projected due to presenter participation (stipends).		\$4,284 Supplemental Grant (\$1,715=Cert. Salaries; \$96=Class. Salaries; \$248=Benefits; \$2,225= Books & Supplies)
Scope of service:	District-wide		Scope of service:	District-wide	
__ALL			__ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> 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?	All of the above actions/services were deemed effective and will remain in future LCAP for 2016-19. It appears the expenditures for Parent Universities may need to be increased. Efforts showed that with the District's small percentage of ELs (5%), one ELAC per site is sufficient, as well as one DELAC per year, with a goal of increasing the number of parents attending these meetings.				

Original GOAL from prior year LCAP:	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 _____
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Goal Applies to:	Schools: District-wide	
	Applicable Pupil Subgroups:	EL's and Foster Youth

Expected Annual Measurable Outcomes:	<p>*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)</p> <p>*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)</p> <p>*Percent of students completing UC/CSU required courses - NA</p> <p>*Percent of students completing a CTE Course Sequence – 100%</p> <p>*Percent of EL students attaining AMAO 1 and 2 targets - 63.2 and 58.6%</p> <p>*EL reclassification rate – 18%</p> <p>*Percent of students who passed AP exams with a score of 3 or higher - NA</p> <p>*Early Assessment Project (EAP) College Ready rates for math and ELA – NA</p>	Actual Annual Measurable Outcomes:	<p>*State assessment proficient/advanced rate for the district (CAASP for ELA/Math) – % Meeting or Exceeding Standards: 55% (ELA) & 38% (Math)</p> <p>*API growth data no longer used by state</p> <p>*Percent of students completing UC/CSU required courses - NA</p> <p>*Percent of students completing a CTE Course Sequence – 100%</p> <p>*Percent of EL students making progress towards proficiency – 48%</p> <p>*EL reclassification rate – 13%</p> <p>*Percent of students who passed AP exams with a score of 3 or higher - NA</p> <p>*Early Assessment Project (EAP) College Ready rates for math and ELA - NA</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual 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.	\$96,213 Supplemental Grant (\$82,597= Classified Salaries; \$13,616=Benefits)	Maintained and provided paraprofessional support for Intervention and ELD programs.	\$101,246 Supplemental Grant (\$87,427= Classified Salaries; \$13,819=Benefits)
Scope of service: District-wide		Scope of service: District-wide	
<u>ALL</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
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.	\$43,019 Supplemental Grant (\$32,245= Certificated Salaries; \$10,774 = Benefits)	Part-time intervention support teacher was hired to coordinate intervention services, monitor progress and provide professional development to enhance services for targeted students.	\$42,531 Supplemental Grant (\$32,439= Certificated Salaries; \$10,092=Benefits)

Scope of service: District-wide		Scope of service: District-wide	
__ALL		<u>X</u> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __ English Learners __ Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
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.	\$18,864 Supplemental Grant (\$15,644 = Classified Salaries; \$3220 Benefits)	Additional paraprofessionals were not hired after the district found it difficult and unequitable to add just two more intervention aides among 5 schools, therefore the action was not implemented.	\$0
Scope of service: District-wide		Scope of service:	
__ALL		__ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> 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 actions/services for Goal 7 were deemed effective and will remain in future LCAP for 2016-19 (exception of hiring additional intervention aides).		

Original GOAL from prior year LCAP:	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: 1__ 2__ 3__ 4__ 5X 6X 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: District-wide	Applicable Pupil Subgroups: EL, FY and LI
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Expected Annual Measurable Outcomes:	Attendance Rate – <u>96.13%</u> Chronic Absenteeism Rate – <u>5.69%</u> Middle School Dropout Rate – <u>0.04% (per DataQuest 2013-14)</u> High School Dropout Rate - <u>NA</u> High School Graduation Rate - <u>NA</u> Suspension Rate (per Data Quest) – <u>3.3 (2013-14)</u> Expulsion Rate (per Data Quest) – <u>0.1 (2013-14)</u> 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>	Actual Annual Measurable Outcomes:	Attendance Rate – <u>96.19</u> Chronic Absenteeism Rate – <u>5.87%</u> Middle School Dropout Rate – <u>0%</u> High School Dropout Rate - <u>NA</u> High School Graduation Rate - <u>NA</u> Suspension Rate (per Data Quest) – <u>2.4%</u> Expulsion Rate (per Data Quest) – <u>0.03%</u> California Healthy Kids Survey - <u>% Agree or Strongly Agree 2014-15: Feel close to people in this school (76%); Feel like I am part of this school (71%)</u> Truancy Rate - <u>22.72% (per DataQuest 2014-15)</u>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual 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.		\$59,262 Supplemental Grant (\$37,065= Classified Salaries; \$22,197=Bnfts)	\$58,890 Supplemental Grant (\$37,917= Classified Salaries; \$20,973=Bnfts)
Scope of service:	District-wide		Scope of service:
<u> </u> ALL <hr style="border-top: 1px dashed black;"/> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____			
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.		\$48,069 Supplemental Grant (\$42,439 = Certificated Salaries; \$5,630 = Benefits)	\$53,267 Supplemental Grant (\$43,443= Certificated Salaries; \$5,742= Benefits; \$4,082= Supplies)

Scope of service: District-wide		Scope of service: District-wide	
<u>ALL</u>		<u>X ALL</u>	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The actions/services for Goal 8 were deemed effective and will remain in future LCAP for 2016-19.		

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:	<u>\$1,665,451</u>
<p>The Fruitvale School District is projecting to spend \$1,870,806 million in Supplemental Grant Funding for the 2016-17 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.</p> <p>Over 44% 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 have very similar students using the unduplicated percentages 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.</p> <p>The District believes that principally directing the supplemental funds towards reducing class size averages, intervention support, expanding course access, 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</p>	

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 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.

7.26	%
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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 maintain the increased and improved services by:

- Maintaining decreased class sizes
- Maintaining increased counselor time
- Continuing to provide professional development targeting learning needs of the aforementioned students
- Maintaining 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

The district previously experienced a class size average for grades K-3 in 2008 of 18.5 under the now extinguished 1996 Class Size Reduction Program. The averages rose to 27.12 in 2008 during the recession, and the district has begun to decrease averages as 23.72 was the district average in 2016. The averages for each elementary school were: Columbia (24.39), Discovery (23.41), Endeavour (23.54), and Quailwood (23.91).

With Summer School, the district is available to offer 80 hours of additional instructional time. Unduplicated students are given priority registration for the summer program that helps mitigate summer learning loss, particular for those students with fewer resources in the home. In 2015-16, the after school programs across the district were able to provide over 675 hours of instruction, remediation and enrichment for district students, including providing unduplicated students priority registration for these services.

The district provided professional development to staff members on topics such as Step Up To Writing, technology, math strategies, and assessment and benchmark development. Additionally, the district has added more electives that serve as a pathway for college and career, including computer applications, Gateway to Technology (STEM), Mock Trial, Journalism, and Agriculture.

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).