

**Introduction:**

**LEA:** Fillmore Unified School District **Contact (Name, Title, Email, Phone Number):** Mrs. Martha Hernandez, Assistant Superintendent, mmhernandez@fillmoreusd.org, 805/524-6036 **LCAP Year:** 2015-18

### ***Local Control and Accountability Plan and Annual Update Template***

*In 2014-15, the Fillmore Unified School District experienced a complete turnover of Executive Cabinet. The Assistant Superintendent of Business Services was not hired until the Spring of 2015. Many actions and services included in the 2014-15 LCAP were not implemented due to a change in district goals and direction. Many metrics had not been identified therefore the effectiveness of many actions and services cannot be cited. This year, the district adopted a new vision, a mission, and strategic goals, revised the LEA Plan, updated the Title III Improvement Plan, revised the Technology Plan and successfully addressed the program requirements of nine categorical programs for the Federal Program Monitoring review.*

*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?

<b>Involvement Process</b>	<b>Impact on LCAP</b>
<p>All major stakeholder were represented in the formation of the District Leadership Team. The team included board members, certificated and classified staff, all site and district administrators including the Special Populations coordinator and the Director of Student Services and Special Projects, DELAC representatives, site SSC representatives and a foster youth parent. Certificated staff included elementary and secondary teachers, special education teachers, counselors, psychologists, and union representatives. The forty-member team received an overview of the LCAP process and the goals</p>	<p>Stakeholders reviewed data gathered on LCAP metrics and provided input through the district leadership team process and other district level meetings. The following list of concerns were repeated from the varied stakeholder groups:</p> <ul style="list-style-type: none"> <li>• The need for early literacy initiatives to ensure that students read by third grade.</li> <li>• Implementation of teacher collaboration time</li> </ul>

for 14-15 were reviewed. Progress on each goal was presented and stakeholders had an opportunity to review data gathered on LCAP metrics which included attendance, suspension, expulsion, and chronic absenteeism rates, results of CELDT, CAHSEE, CST Science, physical fitness testing, and TK-5 Interim Assessment. The team also reviewed teacher training attendance and evaluations, curriculum development, technology implementation, high school drop out and graduation rates, percentage of Ds and Fs, AP passage rates, PSAT participation results, Title III Accountability Report, reclassification results, EAP results (2014), and parent participation in trainings and meetings. The stakeholders then provided input into the development of the 2015-16 LCAP. Ideas for changes were offered, suggestions for changes or modifications were provided and new strategies were discussed. District Leadership Team meetings took place on 1/15/15, 2/2/15, 2/10/15, 4/23/15, and 5/18/15.

Parents: Progress on the 2014-2015 LCAP goals and the development of the 2015-2016 LCAP were discussed at the District English Learner Advisory Committee (DELAC) on 10/8/14, 12/16/14, 4/8/15, 6/3/2015. Participants engaged in developing, reviewing and supporting the implementation of the LCAP by reviewing progress and data and giving feedback and input regarding changes for the 15-16 LCAP.

Parent representatives and a foster youth representative attended the District Leadership Team meetings on 1/15/2015, 2/2/2015, 2/10/2015, 4/23/2015, and 5/18/2015. In 2015-16 an online survey will be provided to ensure more parent input.

Pupils: a student focus group was convened on 6/2/2015 by the Superintendent and the Assistant Superintendent of Business Services. The focus group included a broad representation of student populations including low income, English learners, and reclassified English learners. In 2015-16 an online survey will be provided to ensure more students input.

Community- The community was provided the opportunity to provide input on the update and the 2015-2016 and the LCAP was posted on the district website starting 6-13-15. In 2015-16 an online survey will be provided to ensure more community input. Community members are interested in enhancing the skills of those who translate for parents at each site.

Local Bargaining units: classified and certificated bargaining unit

- Implementation of the CCSS (ELA/Literacy, ELD, Math and Next Generation Science Standards) with a focus on DOK levels
- Consistent implementation and monitoring of designated & integrated ELD
- Implementation of a coherent district professional development program at the secondary level
- The implementation of a push-in, co-teaching model to support SWD
- New teacher support system
- Implementation of good first instruction with the use of research-based practices for differentiated instruction
- Clearly articulated, cohesive and monitored RtI2 program (Multi-tiered System of Support) including Universal Design for Learning
- Provision of early intervention (preschool-1st grade)
- Implementation of programs to address accelerated students
- Creation of a college-going culture
- Exploration of research-based best practices for English learner success
- Improved data monitoring system
- Implementation of expanded-day and flexible programs
- Provision of professional development, CCSS curriculum, effective instruction, and sufficient intervention in the area of mathematics to address the math achievement gap
- Integration of technology and development of technology infrastructure
- The implementation and sustainability of career pathways in grades 6-12
- More advanced placement classes, STEM classes, dual enrollment classes, Electives in specific music, and more activities
- More support for Athletics (refresh)
- Implementation of a comprehensive parent engagement program with an expansion of parent classes
- Expansion of extra-curricular activities TK-12
- Building a positive climate
- Building socio-emotional support systems
- High expectations for all students as a focus at all schools.

Input from all stakeholders was synthesized and drafted into three overarching goals:

Goal 1:

- Raise Student Achievement for ALL students: Improve academic achievement by raising the quality of teaching and learning, ensuring that

representatives were invited to attend all District Leadership Team meetings on 1/15/2015, 2/2/2015, 2/10/2015, 4/23/2015, and 5/18/2015. FUTA leadership attended all sessions and CSEA members were in attendance at all meetings.

District Personnel: Principals, district administrators, teachers (both general and special education), and classified staff participated in District Leadership Team meetings on 1/15/2015, 2/2/2015, 2/10/2015, 4/23/2015, and 5/18/2015. Participants engaged in reviewing the progress on the LCAP provided feedback and input regarding future needs.

Next year, classified staff will be provided with an opportunity to give input via a survey.

Principals provided input into the development of LCAP on June 3, 2015. They also participated in the District Leadership Team meetings on 1/15/2015, 2/2/2015, 2/10/2015, 4/23/2015, and 5/18/2015 to review progress of 2014-15 and give feedback regarding future needs.

Educational Services staff representing curriculum, assessment, technology, professional development and the needs of English learners, low income, foster children and parents reviewed progress on 2014-15 LCAP and provided input into the development of the 2015-2016 LCAP on 5/12/2015. Staff provided extensive suggestions for modifications and changes to our original goals, actions and services. All Educational Services staff attending the District Leadership Team meetings on 1/15/2015, 2/2/2015, 2/10/2015, 4/23/2015, and 5/18/2015 to review progress of 2014-15 and give feedback regarding future needs.

District Committee Meetings:

Positive Behavior Intervention and Support committee members provided input regarding the needs of students with socio-emotional needs and Tier 2 and Tier 3 supports on 4/27/2015.

Elementary Teacher Advisory Committee (TAC) members (grade level representatives from each site) provided input into the development of the 2015-16 LCAP on 5/20/2015 . The input focused on curriculum and instruction issues.

all students graduate with the 21st century skills necessary to be college and career ready.

Goal 2:

- Family and Community Engagement: All families are valued as partners in their child's education and included in the learning process to empower them to support their child;s preparation for current and future success.

Goal3:

- Ensure a Positive School Climate: Ensure all district/school sites have safe, welcoming, and inclusive climates for all students and their families to support 21st Century learning in order to be college and career ready.

Stakeholder input is reflected in the plan as Goal 1 and includes expenditures for the implementation of a strong early literacy program, for professional learning to support the implementation of CCSS, ELD and NGSS, the focus on English learners with the hiring of four EL literacy coaches, the implementation of SEAL and a newcomer program. In addition, the DLT and other stakeholder groups continue to prioritize the need for academic intervention as well as the development of a GATE program which is reflected in Goal 1. Many stakeholder groups also surfaced the need for developing the district's technology infrastructure and technology integration. Goal 1 provides the installation of classroom devices and increased professional learning opportunities in the area of technology and technology integration. Input from stakeholders regarding the creation of a college-going district is indicated in Goal 1 with the expansion of AVID to the middle school, the continuation of our partnership with the UCSB EAOP program, and the funding to provide PSAT testing for all students.

Goal 2 reflects the input from parents to increase parent/family engagement with the implementation of Project 2 Inspire and the hiring of bilingual family/school liaisons at each site. Also parent classes will continue and be expanded in 2015-16.

All stakeholder groups prioritized the need to address the socio-emotional needs of our students. Goal 3 reflects the commonality for all stakeholders to maintain and increase the number of school counselors in the district with the addition of a counselor at FMS. Also multiple stakeholder groups prioritized safety in regards to behavior, therefore Goal 3 has included expenditures for the three-year plan to implement PBIS. Our students voiced the need for more

<p>Secondary Teacher Advisory Committee(TAC) members provided input into the development of the 2015-2016 LCAP on 5/27/2015 . The input focused on curriculum and intervention issues.</p> <p>Technology Committee Meeting members representing all sites providing input for the development of the 2015-16 LCAP on 4/27/2015.</p> <p>Board Meetings: Presentations were made to the board to report on the progress of students with a focus on English learners, low-income students, foster youth, and special education students:            9/02/2014 Year End Report: Improvements and Highlights            10/07/2014 Integrated and Designated ELD Updates            10/21/2014 Program Improvement Corrective Action            11/18/2014 CAHSEE, CST Science Data Review            1/20/2015 Class of 2014 Data Review            2/03/2015 FPM Review            2/17/2015 LEA Plan Revision Process and Approval            5/19/2015 LCAP Progress Review</p> <p>Surveys:            Online Survey: Professional Development Survey (3/2015)</p> <p>Draft posted online June 13- June 23 for comments.</p> <p>No written comments required from the Superintendent</p> <p>Board public hearing (6/16/15)</p> <p>Submitted for board approval (6/23/15)</p>	<p>electives and support for athletics. This is reflected in Goal 3 with the addition of two music teachers and an athletic trainer. There are dedicated funds for an athletic refresh of equipment.</p> <p>Further stakeholder collaboration on goals and actions was continued through multiple district and site meetings as the LCAP draft continued to evolve.</p>
<p><b>Annual Update:</b>            All major stakeholder were represented in the formation of the District Leadership Team. The team included board members, certificated and classified staff, all site and district administrators, DELAC representatives, PTA representatives. Certificated staff included elementary and secondary</p>	<p><b>Annual Update:</b>            Stakeholder input indicated the need for the implementation of a strong early literacy program, for professional learning to support the implementation of CCSS, ELD and NGSS, to prioritize the needs of English learners and focus on academic intervention. Many stakeholder groups also surfaced the need for</p>

teachers, special education teachers, counselors, psychologists, and union representatives. The forty-member team received an overview of the LCAP process and the goals for 14-15 were reviewed. Progress on each goal was presented and stakeholders had an opportunity to review data gathered on LCAP metrics which included attendance, suspension, expulsion, and chronic absenteeism rates, results of CELDT, CAHSEE, CST Science, physical fitness testing, and TK-5 Interim Assessment. The team also reviewed teacher training attendance and evaluations, curriculum development, technology implementation, high school drop out and graduation rates, percentage of Ds and Fs, AP passage rates, PSAT participation results, Title III Accountability Report, reclassification results, EAP results (2014), and parent participation in trainings and meetings. The stakeholders then provided input into the development of the 2015-16 LCAP. Ideas for changes were offered, suggestions for changes or modifications were provided and new strategies were discussed. District Leadership Team meetings took place on 1/15/15, 2/2/15, 2/10/15, 4/23/15, and 5/18/15.

To summarize our process, we reviewed any changes in the applicability of the LCAP goals such as changed circumstances and priorities, and were mindful of the alignment with the newly revised LEA Plan and surfaced new opportunities. Then we reviewed progress toward the LCAP goals using the metrics cited above and assessed effectiveness of specific actions if metrics were available.

At all stakeholder group meetings the following questions were posed: What do we keep doing? What do we stop doing? What do we start doing or revise?

How can the district better serve our students in the area of the eight state priorities?

How can the district better serve our students?

Board Meetings: Presentations were made to the board to report on the progress of students with a focus on English learners, low-income students, foster youth, and special education students:

9/02/2014 Year End Report: Improvements and Highlights

10/07/2014 Integrated and Designated ELD Updates

10/21/2014 Program Improvement Corrective Action

11/18/2014 CAHSEE, CST Science Data Review

developing the district's technology infrastructure and technology integration with the installation of classroom devices and increased professional learning opportunities in the area of technology and technology integration. Input from stakeholders makes the development of a college-going district a priority. Parents voice a need to increase parent/family engagement and also request that parent classes continue and be expanded in 2015-16.

All stakeholder groups prioritized the need to address the socio-emotional needs of our students and to increase the number of school counselors in the district. Also multiple stakeholder groups prioritized safety in regards to behavior with the implementation of PBIS. Our students voiced the need for more electives and support for athletics.

As a result of stakeholder input, and review of the data, LCAP goals were refined and focused from the 2014-15 LCAP. Based on stakeholder feedback and new district priorities, three overarching goals were developed from the original seven adopted for the 2014-15 school year. These goals include:

Goal 1:

- Raise Student Achievement for ALL students: Improve academic achievement by raising the quality of teaching and learning, ensuring that all students graduate with the 21st century skills necessary to be college and career ready.

Goal 2:

- Family and Community Engagement: All families are valued as partners in their child's education and included in the learning process to empower them to support their child's preparation for current and future success.

Goal 3:

- Ensure a Positive School Climate: Ensure all district/school sites have safe, welcoming, and inclusive climates for all students and their families to support 21st Century learning in order to be college and career ready.

Metrics/Success Indicators need to be developed to support progress towards each of these three goals and reflective of the common themes from community input.

Common themes are:

1. Increased focus on early literacy

1/20/2015 Class of 2014 Data Review  
2/03/2015 FPM Review  
2/17/2015 LEA Plan Revision Process and Approval  
5/19/2015 LCAP Progress Review

2. Increased focus on the needs of English learners (newcomers, LTELs)
3. Development of a coherent Multi-Tiered System of Support for Students (Implementation of PBIS and increased focus on the socio-emotional needs of students)
4. Continued effective professional development and support for implementation of Common Core State Standards, Next Generation Science Standards and the ELD Standards
5. Increased access to instructional technology and training for staff
6. College/Career readiness for all students
7. Increased Parent Engagement and home/school communication
8. More electives and increase opportunities for enrichment

The plan includes specific supports and expenditures for unduplicated students (Foster Youth, English Learners, and Low-Income Students and Special Education Students). Programs, services, and aligned expenditures are detailed in subsequent pages and are tied to the academic data and needs of our students.

**Section 2: Goals, Actions, Expenditures, and Progress Indicators**

**Instructions:**

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

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

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

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

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

**Goal:** Describe the goal:

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

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

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

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

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

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

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

**Action/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?

<p>GOAL 1:</p>	<p>Raise Student Achievement for All Students: Improve academic achievement by raising the quality of teaching and learning, ensuring that all students graduate with the 21st century skills necessary to be college and career ready.</p>	<p>Related State and/or Local Priorities:            1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>             COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>             Local : Specify</p>
<p>Identified Need :</p>	<p>Need: Continue to address the achievement levels of all groups. English learner and low socio-economic students fall behind English-only peers in all state assessments. The district has improved graduation rates and dropout rates for the Latino subgroup; however, a difference persists especially in students meeting A-G requirements. The API results indicate an urgent need to address the academic and linguistic needs of English learners, students from low Socio-economic backgrounds and special education students. Science CST results indicate a need to implement and expand science education for all students and raise the achievement for all subgroups as we prepare all of our students for 21st Century learning. The increased rigor of the Common Core State Standards requires that we prepare all of our students for college and career readiness.</p> <p>Metrics:            Meet the API growth target established by the state.            The district will demonstrate positive growth in A-G completion rates.            The district will demonstrate positive growth in CTE course completion rate.            The district will demonstrate positive growth in AP course pass rate.            The district will demonstrate positive growth in EAP pass rate.            Establish baseline proficiency level of new District Progress Assessments.            The district will demonstrate positive growth on AMAO 1 and AMAO 2a and 2b            All students will have access to standards aligned curriculum as measured by access to board approved core textbooks.            Common Core Implementation will meet the growth targets established by the state            Percent of ELs in Special Education            Percent of ELs in GATE            Percent of ELs eligible for Seal of Biliteracy</p>	
<p>Goal Applies to:</p>	<p>Schools: All            Applicable Pupil Subgroups:</p>	<p>All</p>

**LCAP Year 1: 2015-16**

<p>Expected Annual Measurable Outcomes:</p>	<p>Smarter Balanced: Increase from baseline district-wide 5 percentage points overall and 7 percentage points for Low Socio-economic, English Learner student, Special Education and foster youth using district local assessments based on CCSS and SBAC assessments administered in 2015.</p> <p>Local Interim and formative assessments: An increase of a minimum of 5 percentage points in subject areas tested.</p> <p>Graduation Rate: Exceed State Graduation targets and increase the percentage of Latino graduates.</p> <p>A-G Requirements: Increase the number and percentage of all students meeting A-G requirements preparing them for UC/CSU system each year including targeted subgroups by 5 percentage points.</p> <p>Drop Out Rate: Reduce the number and percentage of all students dropping out of school by improving practices and support for identified students.</p> <p>CAHSEE Passage Rate: Increase percentage of students passing CAHSEE by 2 percentage points each year. Increase percentage of students passing CAHSEE by a minimum of 3 percentage points each year for EL students and by at least 3 percentage points for Low-socio students in ELA and math.</p> <p>Advanced Placement Participation and Passing Rates: Increase number and percentage of students participating AND passing AP exams by 5 percentage points for all groups.</p> <p>Science: Begin to implement Next Generation Science Standards at all schools. Increase an overall student achievement on Science new assessments by 5% points including achievement for each targeted subgroup.</p> <p>CELDT (ELPAC) &amp; Reclassification: All schools will meet or exceed AMAO 1 and 2 targets for English learner students and will meet or exceed State reclassification rate annually</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Classroom teachers will provide high quality standards based on daily instruction. Recruit, hire &amp; retain a diverse group of highly qualified teachers who are skilled in closing the achievement gap while all students improve. Maintain K-3 class size in accordance with the LCFF, GSA formula.</p>	LEA-Wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2. Implement a districtwide assessment plan that includes formative &amp; interim assessments designed to identify student needs in grades TK -12 and inform instructional decisions in the areas of Language Arts and Math. This includes the purchase of assessments or the development of assessments to be scheduled districtwide by level or course. The assessment plan includes professional development in understanding the types and purposes of assessments as per the new State frameworks. Identify resources and/or develop</p>	LEA-Wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Student Assessment System with Professional Development</p> <p>5800: Professional/Consulting Services And Operating Expenditures General Fund \$42,500</p>

<p>formative assessments including the purchase of a new data management system to monitor progress of student success. Align K-5 report card to the Common Core State Standards.</p>			
<p>3. Provide ongoing professional development to all teachers (TK-12), classified staff and administrators on the implementation of the Common Core State Standards, Literacy, Digital Literacy, ELD Standards, the Next Generation Science Standards, and expansion of the Santa Clara River Project. Provide professional development to substitutes of SH classes. Site Leaders will continue to receive support in implementing Instructional Rounds and leadership coaching. Continue to purchase materials and resources to equip the professional library.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Professional Development and Library</p> <hr/> <p>0000: Unrestricted General Fund \$110,520</p> <p>Professional Development</p> <hr/> <p>1000-1999: Certificated Personnel Salaries General Fund \$155,000</p>
<p>4. Implement a strong early literacy program to ensure foundational skills are taught and students in early grades become proficient readers. Actions include: implementation of universal assessment for primary grades, providing training and opportunities for cross school articulation on early literacy instructional program and strategies and continuing to convene a TK/K taskforce for the purpose of developing/selecting TK interdisciplinary instructional units with a focus on addressing the Preschool Learning Foundations as well as language and pre-literacy skills. Provide/Purchase supplemental reading instruction resources to address early literacy skills.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Early Literacy Program, Units, Assessments, and Resources</p> <hr/> <p>0000: Unrestricted General Fund \$83,000</p>
<p>5. PK-3 grade teachers will be supported to implement the Sobrato Early Academic Language model to produce engaged, confident, skilled and motivated learners. The program develops the language, literacy, and academic skills of all children, especially young English Learners. TK-1 grade teachers will be provided with 11 full day trainings and 2-3 grade teachers will be provided with 2 day trainings. Provide assistance to teachers and sites in fully implementing the Sobrato Early Academic Language model by providing modeling, co-teaching, demonstrations, feedback as well as acquiring and putting together materials needed for implementation of the units and facilitating communication, coordination</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Sobrato Early Academic Language and Materials</p> <hr/> <p>5000-5999: Services And Other Operating Expenditures Supplemental \$100,000</p> <p>Literacy Coaches</p> <hr/> <p>1000-1999: Certificated Personnel Salaries Supplemental \$190,000</p>

<p>and alignment across the preschool and TK-3 program and services on the site. Provide two full time literacy coaches with a focus on English learners and the CCSS. Two sites will share one Early Literacy Coach. Collaborate with existing CDI and Migrant preschool programs to develop articulation between Transitional Kinder and Kinder programs.</p>			
<p>6. Resources will be allocated to support a literacy and content rich environment at all elementary school sites. Literacy related resources such as text sets, guided reading books, and classroom libraries will be provided. Science related supplies will be purchased to begin the implementation of the NGSS.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Grade Level CCSS Instructional Materials and Classroom Libraries   4000-4999: Books And Supplies General Fund \$97,000</p>
<p>7. To build capacity, provide a 10 day SEAL Summer Bridge Program with the focus on professional learning. Teachers at PK-3 grade focus on implementing high leverage EL pedagogical practices within the context of a interdisciplinary CCSS unit. Teachers will co-teach classes to ensure PK-3 grade articulation.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Sobrato Early Academic Language Summer School   1000-1999: Certificated Personnel Salaries Supplemental \$86,400</p>
<p>8. Provide support for teachers to address the academic needs of English learners in grades 4-12 through the implementation of Integrated ELD into content area lessons to ensure that English learners have access and to foster engagement. Provide two full time Literacy Coaches with a focus on English learners and the CCSS and professional development on engagement strategies such as cooperative learning and academic discourse strategies. A protocol to monitor and then provide intervention for Redesignated Fluent English Proficient secondary students to be developed.</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All  OR:  <input checked="" 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>Literacy Coaches   1000-1999: Certificated Personnel Salaries General Fund \$190,000   Engagement Strategies   5800: Professional/Consulting Services And Operating Expenditures Supplemental \$15,000</p>
<p>9. Provide professional development centered on the new ELA/ELD framework, the ELD standards, academic discourse, and the implementation of both designated and integrated ELD. Materials would be purchased to</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners</p>	<p>Designated ELD Resources and EL Strategies   1000-1999: Certificated Personnel Salaries Federal Funding \$15,000</p>

<p>support program and sub time would be provided . Provide additional resources to enhance and support LTELs especially in the implementation of English 3D, EL Write Institute and other LTEL strategies.</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Integrated ELD Resources  5800: Professional/Consulting Services And Operating Expenditures General Fund \$5,000</p>
<p>10. Provide academic interventions specifically addressing the academic needs of low –socio economic students, foster youth, and English Learners. Each site will provide academic interventions. District staff will research and develop a Multi-tiered academic support model for the District. This process will include: a. Establishing a leadership team to Identify current practices in effective in-class academic and social emotional interventions for identified students and a data analysis of specific needs b. A review of existing intervention programs and other research based programs. c. Research successful Response to Intervention programs. d. Professional development on Tiered Systems of support and in creating a system of data collection for interventions e. Professional development in refining role of Student Study Teams (SST) f. Professional development in appropriate processes for EL students for identification and placement in Special Education g. Participation in professional development that may include the use of consultation services to facilitate the process in designing the plan.</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Professional Development for MTSS Funded Through Title 1  5800: Professional/Consulting Services And Operating Expenditures Federal Funding \$10,000</p>
<p>11. Support the identification of Gifted and Talented students and support their educational needs. Implement a plan to improve instructional practices for identified GATE students and to ensure the representation of low socioeconomic students, foster youth and English Learners in the Gifted and Talented program.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>GATE Materials, Training, and Resources  5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,000</p>

<p>12. Highly qualified teachers in every classroom is a priority. New teachers will be supported to complete an approved General Education/Special Education Induction Program to clear their teaching credential. New teachers will be assigned an experienced teacher as a Support Provider. Resources to be allocated for the professional development of support providers. Release time will be provided to allow new teachers to observe in experienced teachers classrooms.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Induction Program</p> <p>5800: Professional/Consulting Services And Operating Expenditures General Fund \$110,000</p>
<p>13. Increase technology use and proficiency by providing regular professional development on educational technologies, the NETS standards, grade level appropriate expectations for utilizing technology, the integration of technology use into common core instruction to ensure that students are college and career ready. Implement digital citizenship curriculum in grades TK-12. To support the instructional use of technology, provide media specialists at 5 hours per site to supervise, maintain and schedule use of computer labs and provide library services at elementary schools.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Media Specialists</p> <p>2000-2999: Classified Personnel Salaries General Fund \$132,762</p> <p>Professional Development</p> <p>5800: Professional/Consulting Services And Operating Expenditures Federal Funding \$18,500</p> <p>Technology Integration</p> <p>1000-1999: Certificated Personnel Salaries Federal Funding 10,000</p>
<p>14. Create 21st Century Classroom environments. Upgrade, support and maintain infrastructure, hardware, various devices and security equipment. Install computer, portable projector, document camera, speakers and interactive board/screen in every district classroom in a 2 year implementation plan. Provide additional I.T. staff.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Hardware, Infrastructure, and Replacements</p> <p>4000-4999: Books And Supplies Other \$500,000</p> <p>Technology Replacement</p> <p>5000-5999: Services And Other Operating Expenditures General Fund \$140,000</p> <p>Technician / Network Administrator</p> <p>2000-2999: Classified Personnel Salaries General Fund \$124,450</p>
<p>15. Ensure access to Advanced Placement courses and expand course offerings driven by student need. Staff will monitor student success as measured by class grades and Advanced Placement exam pass rate. Increase the number of underrepresented youth (specifically English Learners and low-socio) in Advanced Placement (AP) courses. Support sites with funding teachers to attend AP training with the College Board.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>EAOP and AP courses</p> <p>5800: Professional/Consulting Services And Operating Expenditures General Fund \$45,000</p> <p>AP Support Classes</p> <p>1000-1999: Certificated Personnel Salaries General Fund \$30,000</p>

<p>Continue partnership with the UCSB Early Academic Outreach Program (EAOP) to expand postsecondary education opportunities and help students become competitively eligible applicants for college admission, going beyond minimum eligibility. Administer the PSAT to all grade 10 and 11 students at the high schools in order to identify AP Potential students while giving students additional experience before taking the SAT. Provide AP Support Class Increase student enrollment in challenging and rigorous courses by increasing the number of a-g college prep courses and implementing dual enrollment at FHS in partnership with Ventura College.</p>		<p>(Specify)</p>	<p>Dual Enrollment  4000-4999: Books And Supplies General Fund \$15,000</p>
<p>16. Provide increased summer school and bridge support activities in order to accelerate learning of students with learning gaps and/or students who are not "on-track" with their college/career readiness. Provide APEX to credit deficient students during school year and in summer school as well as Learning Connections to assist with meeting graduation requirements. Improve articulation between Alternative High school and Comprehensive High School.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Online Learning  5800: Professional/Consulting Services And Operating Expenditures General Fund \$57,000  Credit Recovery and Acceleration Summer School  1000-1999: Certificated Personnel Salaries Other \$150,000</p>
<p>17. Maintain a focus on the district's newcomer students. At the elementary level, pilot an newcomer after school program. Maintain Instructional Assistants at FHS and FMS to assist newcomer secondary students. Provide training for EL newcomer curriculum, In the USA, grades 2-5 and Inside the USA grades 6-12.</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Newcomer Support  2000-2999: Classified Personnel Salaries Federal Funding \$9,811  Newcomer Support - After School Pilot Program  1000-1999: Certificated Personnel Salaries Federal Funding \$35,000</p>
<p>18. Expand the AVID Program to Middle School and support and strengthen at the High School with the goal to become a college-bound district.</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All OR: <input checked="" 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>AVID  5800: Professional/Consulting Services And Operating Expenditures Supplemental \$47,800</p>

<p>19. Explore the implementation of a Dual Language Immersion Program to provide the opportunity for English speakers to learn Spanish and create an additional pathway to foster biliteracy and lead to the increase in the number of students eligible for the Seals of Biliteracy at graduation.</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:  (Specify)  English-speaking</p>	<p>Site Visits and Professional Development   1000-1999: Certificated Personnel Salaries Supplemental \$20,000</p>
<p>20. Implement zero period classes at FMS and FHS to provide opportunities for ELs to participate in elective/enrichment classes.</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Zero Period   1000-1999: Certificated Personnel Salaries Supplemental \$50,000</p>

**LCAP Year 2: 2016-17**

**Expected Annual Measurable Outcomes:**

- Smarter Balanced: Increase from baseline district-wide 5% overall and 7% for Low Socio-economic, English learner student, Special Education and foster youth using district local assessments based on CCSS and SBAC assessments administered in 2015.
- Local Interim and formative assessments: An increase of a minimum of 5%age points in subject areas tested.
- Graduation Rate: Exceed State Graduation targets and increase the percentage of Latino graduates.
- A-G Requirements: Increase the number and percentage of all students meeting A-G requirements preparing them for UC/CSU system each year including targeted subgroups by 3%.
- Drop Out Rate: Reduce the number and percentage of all students dropping out of school by improving practices and support for identified students.
- CAHSEE Passage Rate: Increase percentage of students passing CAHSEE by 2% each year. Increase percentage of students passing CAHSEE by a minimum of 3% each year for EL students and by at least 3% for Low-socio students in ELA and math.
- Advanced Placement Participation and Passing Rates: Increase number and percentage of students participating AND passing AP exams by 5% for all groups.
- Science: Continue to implement Next Generation Science Standards at all schools. Increase an overall student achievement on Science new assessments by 5% including achievement for each targeted subgroup.
- CELDT (ELPAC) & Reclassification: All schools will meet or exceed AMAO 1 and 2 targets for English Learner students and will meet or exceed State reclassification rate annually

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Classroom teachers will continue to provide high quality standards based on daily instruction. Continue to recruit, hire &amp; retain a diverse group of highly qualified teachers who are skilled in closing the achievement gap while all students improve. Maintain K-3 class size in accordance with the LCFF, GSA formula.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All                      OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                      (Specify)</p>	
<p>2. Continue to implement a districtwide assessment plan that includes formative &amp; interim assessments designed to identify student needs in grades TK -12 and inform instructional decisions in the areas of Language Arts and Math. This includes the purchase of assessments or the development of assessments to be scheduled districtwide by level or course. The assessment plan includes professional development in understanding the types and purposes of assessments as per the new State frameworks. Continue to identify resources and/or develop formative assessments including the purchase of a new data management system to monitor progress</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All                      OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                      (Specify)</p>	<p>Student Assessment System with Professional Development                       5800: Professional/Consulting Services And Operating Expenditures General Fund \$42,000</p>

<p>of student success. Continue to utilize CCSS aligned K-5 progress report.</p>			
<p>3. Continue to provide ongoing professional development to all teachers, classified staff and administrators on the implementation of the Common Core State Standards, Literacy, Digital Literacy, ELD Standards and the Next Generation Science Standards. Site Leaders will continue to receive support in implementing Instructional Rounds and leadership coaching. Continue to purchase materials and resources to equip the professional library.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Professional Development and Library</p> <hr/> <p>0000: Unrestricted General Fund \$110,520</p> <p>Professional Development</p> <hr/> <p>1000-1999: Certificated Personnel Salaries General Fund \$155,000</p>
<p>4. Continue to implement a strong early literacy program to ensure foundational skills are taught and students in early grades become proficient readers. Actions include: implementation of universal assessment for primary grades, providing training and opportunities for cross school articulation on early literacy instructional program and strategies and continuing to convene a TK/K taskforce for the purpose of developing/selecting TK interdisciplinary instructional units with a focus on addressing the Preschool Learning Foundations as well as language and pre-literacy skills. Continue to provide/purchase supplemental reading instruction resources to address early literacy skills.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Early Literacy Program, Units, Assessments, and Resources</p> <hr/> <p>0000: Unrestricted \$83,000</p>
<p>5. PK-3 grade teachers will continue to be supported to implement the Sobrato Early Academic Language model to produce engaged, confident, skilled and motivated learners. The program develops the language, literacy, and academic skills of all children, especially young English Learners. TK-1 grade teachers will continue to be provided with 11 full day trainings and 2-3 grade teachers will continue to be provided with 2 day trainings. Continue to provide assistance to teachers and sites in fully implementing the Sobrato Early Academic Language model by providing modeling, co-teaching, demonstrations, feedback as well as acquiring and putting together materials needed for implementation of the units and facilitating communication, coordination and alignment across the preschool and TK-3 program</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Sobrato Early Academic Language and Materials</p> <hr/> <p>5000-5999: Services And Other Operating Expenditures Supplemental \$100,000</p> <p>Literacy Coaches</p> <hr/> <p>1000-1999: Certificated Personnel Salaries Supplemental \$190,000</p>

<p>and services on the site. Continue to provide two full time literacy coaches with a focus on English learners and the CCSS. Two sites will continue sharing one Early Literacy Coach. Continue collaborating with existing CDI and Migrant preschool programs to develop articulation between Transitional Kinder and Kinder programs.</p>			
<p>6. Resources will continue to be allocated to support a literacy and content rich environment at all elementary school sites. Literacy related resources such as text sets, guided reading books, and classroom libraries will continue to be provided. Science related supplies will continue to be purchased to continue the implementation of the NGSS.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Grade Level CCSS Instructional Materials and Classroom Libraries   4000-4999: Books And Supplies General Fund \$97,000</p>
<p>7. To continue to build capacity, provide a 10 day SEAL Summer Bridge Program with the focus on professional learning. Teachers at PK-3 grade will continue to focus on implementing high leverage EL pedagogical practices within the context of a interdisciplinary CCSS unit. Teachers will continue to co-teach classes to ensure PK-3 grade articulation.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All  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>Sobrato Early Academic Language Summer School   1000-1999: Certificated Personnel Salaries Supplemental \$86,400</p>
<p>8. Continue to provide support for teachers to address the academic needs of English learners in grades 6-12 through the implementation of Integrated ELD into content area lessons to ensure that English learners have access and to foster engagement. Continue to provide two full time Literacy Coaches with a focus on English learners and the CCSS and professional development on engagement strategies such as cooperative learning and academic discourse strategies. A program to monitor and provide intervention for Redesignated Fluent English Proficient secondary students continue to be developed and implemented.</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All  OR:  <input checked="" 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>Literacy Coaches   1000-1999: Certificated Personnel Salaries General Fund \$190,000  Engagement Strategies   5800: Professional/Consulting Services And Operating Expenditures Supplemental \$15,000</p>
<p>9. Continue to provide professional development centered on the new ELA/ELD framework, the ELD standards, academic discourse, and the implementation of both designated and integrated ELD. Materials would</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners</p>	<p>Designated ELD Resources and EL Strategies   1000-1999: Certificated Personnel Salaries Supplemental \$15,000</p>

<p>continue to be purchased to support program and sub time would be provided. Continue to provide additional resources to enhance and support LTELs especially in the implementation of English 3D, EL Write Program and other LTEL strategies.</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Integrated ELD Resources  5800: Professional/Consulting Services And Operating Expenditures General Fund \$5,000</p>
<p>10. Continue to provide academic interventions specifically addressing the academic needs of low – socio students, foster youth, and English Learners. Each site will provide academic interventions. District staff will continue to research, develop, and implement a Multi-tiered academic support model for the District. This process will include: a. Establishing a leadership team to Identify current practices in effective in-class academic and social emotional interventions for identified students and a data analysis of specific needs b. A review of existing intervention programs and other research based programs. c. Research successful Response to Intervention programs. d. Professional development on Tiered Systems of support and in creating a system of data collection for interventions e. Professional development in refining role of Student Study Teams (SST) f. Professional development in appropriate processes for EL students for identification and placement in Special Education g. Participation in professional development that may include the use of consultation services to facilitate the process in designing the plan.</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Professional Development for MTSS Funded Through Title 1  5800: Professional/Consulting Services And Operating Expenditures Federal Funding \$10,000</p>
<p>11. Continue to support the identification of Gifted and Talented students and support their educational needs. Continue to implement a plan to improve instructional practices for identified GATE students and to ensure the representation of low socioeconomic students, foster youth and English learners in the Gifted and Talented program.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>GATE Materials, Training, and Resources  5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,000</p>

<p>12. Highly qualified teachers in every classroom is a priority. New teachers will continue to be supported to complete an approved General Education/Special Education Induction Program to clear their teaching credential. New teachers will be assigned an experienced teacher as a Support Provider. Resources will continue to be allocated for the professional development of support providers. Release time will continue be provided to allow new teachers to observe in experienced teachers classrooms.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Induction Program</p> <p>5800: Professional/Consulting Services And Operating Expenditures General Fund \$110,000</p>
<p>13. Continue to increase technology use and proficiency by providing regular professional development on educational technologies, the NETS standards, grade level appropriate expectations for utilizing technology, the integration of technology use into common core instruction to ensure that students are college and career ready. Continue to implement digital citizenship curriculum created through VCOE in grades TK-12. Continue to support the instructional use of technology, provide media specialists at 5 hours per site to supervise, maintain and schedule use of computer labs and provide library services at elementary schools.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Media specialists</p> <p>2000-2999: Classified Personnel Salaries General Fund \$132,762</p> <p>Professional Development</p> <p>5800: Professional/Consulting Services And Operating Expenditures Federal Funding \$18,500</p> <p>Technology Integration</p> <p>1000-1999: Certificated Personnel Salaries Federal Funding</p>
<p>14. Continue to create 21st Century Classroom environments. Continue to upgrade, support and maintain infrastructure, hardware, various devices, and security equipment. Continue to install computer, portable projector, document camera, speakers and interactive board/screen in every district classroom in a 2 year implementation plan. Continue to provide additional I.T. staff.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Hardware, Infrastructure, and Replacements</p> <p>4000-4999: Books And Supplies Other \$500,000</p> <p>Technology Replacement</p> <p>5000-5999: Services And Other Operating Expenditures General Fund \$140,000</p> <p>Technician / Network Administrator</p> <p>2000-2999: Classified Personnel Salaries General Fund \$124,450</p>
<p>15. Continue to ensure access to Advanced Placement courses and expand course offerings driven by student need. Staff will continue to monitor student success as measured by class grades and Advanced Placement exam pass rate. Continue to increase the number of underrepresented youth (specifically English Learners and low-socio) in Advanced Placement (AP) courses. Continue to support sites with funding teachers to attend AP training with the</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>EAOP and AP Courses</p> <p>5800: Professional/Consulting Services And Operating Expenditures General Fund \$45,000</p> <p>AP Support Classes</p> <p>1000-1999: Certificated Personnel Salaries General Fund \$30,000</p> <p>Dual Enrollment</p>

<p>College Board. Continue partnership with the UCSB Early Academic Outreach Program (EAOP) to expand postsecondary education opportunities and help students become competitively eligible applicants for college admission, going beyond minimum eligibility. Continue to administer the PSAT to all grade 10 and 11 students at the high schools in order to identify AP Potential students while giving students additional experience before taking the SAT. Continue to provide AP Support Class. Continue to increase student enrollment in challenging and rigorous courses by increasing the number of a-g college prep courses and implementing dual enrollment at FHS in partnership with Ventura College.</p>			<p>4000-4999: Books And Supplies General Fund \$15,000</p>
<p>16. Continue to provide increased summer school and bridge support activities in order to accelerate learning of students with learning gaps and/or students who are not "on-track" with their college/career readiness. Continue to provide APEX to credit deficient students during school year and in summer school as well as Learning Connections to assist with meeting graduation requirements. Continue to improve articulation between Alternative High school and Comprehensive High School.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Online Learning</p> <p>5800: Professional/Consulting Services And Operating Expenditures General Fund \$57,000</p> <p>Credit Recovery and Acceleration Summer School</p> <p>1000-1999: Certificated Personnel Salaries Other \$150,000</p>
<p>17. Continue to maintain a focus on the district's Newcomer Students. At the elementary level, implement a newcomer after school program. Maintain Instructional Assistants at FHS and FMS to assist newcomer secondary students. Provide continued training for EL Newcomer curriculum, In the USA, grades 2-5 and Inside the USA grades 6-12.</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Newcomer Support</p> <p>2000-2999: Classified Personnel Salaries Federal Funding \$9,811</p> <p>Newcomer Support- After School Pilot Program</p> <p>1000-1999: Certificated Personnel Salaries General Fund \$35,000</p>
<p>18. Continue to expand the AVID Program to Middle School and support and strengthen at the High School with the goal to become a college-bound district.</p>	<p>LEA-Plan</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent</p>	<p>AVID</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental \$47,800</p>

		English proficient _ Other Subgroups: (Specify)	
19. Continue to explore and plan to implement Dual Language Immersion Program to provide the opportunity for English speakers to learn Spanish and create an additional pathway to foster biliteracy and lead to the increase in the number of students eligible for the Seals of Biliteracy at graduation.	LEA-Wide	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)	Site Visits and Professional Development  1000-1999: Certificated Personnel Salaries Supplemental \$20,000
20. Continue to implement zero period classes at FMS and FHS to provide opportunities for ELs to participate in elective/enrichment classes.	LEA=Wide	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Zero Period  1000-1999: Certificated Personnel Salaries Supplemental \$50,000

**LCAP Year 3: 2017-2018**

Expected Annual Measurable Outcomes: Smarter Balanced: Increase district-wide by 3% overall and 5% for Low Socio-economic, English learner student, Special Education and foster youth using district local assessments based on CCSS and SBAC assessments administered in 2015.  
 Local Interim and formative assessments: An increase of a minimum of 5% in subject areas tested.  
 Graduation Rate: Exceed State Graduation targets and increase the percentage of Latino graduates.  
 A-G Requirements: Increase the number and percentage of all students meeting A-G requirements preparing them for UC/CSU system each year including targeted subgroups by 3%.  
 Drop Out Rate: Reduce the number and percentage of all students dropping out of school by improving practices and support for identified students.  
 CAHSEE Passage Rate: Increase percentage of students passing CAHSEE by 2% each year. Increase percentage of students passing CAHSEE by a minimum of 3% each year for EL students and by at least 3% for Low-socio students in ELA and math.  
 Advanced Placement Participation and Passing Rates: Increase number and percentage of students participating AND passing AP exams by 3% for all groups.  
 Science: Continue to implement Next Generation Science Standards at all schools. Increase an overall student achievement on Science new assessments by 3% including achievement for each targeted subgroup.  
 CELDT (ELPAC) & Reclassification: All schools will meet or exceed AMAO 1 and 2 targets for English Learner students and will meet or exceed State reclassification rate annually

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Classroom teachers will continue to provide high quality standards based on daily instruction. Recruit, hire &amp; retain a diverse group of highly qualified teachers who are skilled in closing the achievement gap while all students improve. Maintain K-3 class size in accordance with the LCFF, GSA formula.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All                      OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                      (Specify)</p>	
<p>2. Continue to implement a districtwide assessment plan that includes formative &amp; interim assessments designed to identify student needs in grades TK -12 and inform instructional decisions in the areas of Language Arts and Math. This includes the purchase of assessments or the development of assessments to be scheduled districtwide by level or course. The assessment plan includes professional development in understanding the types and purposes of assessments as per the new State frameworks. Identify resources and/or develop formative assessments including the purchase of a new</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All                      OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                      (Specify)</p>	<p>Student Assessment System with Professional Development                       5800: Professional/Consulting Services And Operating Expenditures General Fund \$42,500</p>

<p>data management system to monitor progress of student success. Align K-5 progress report to the Common Core State Standards.</p>			
<p>3. Continue to provide ongoing professional development to all teachers, classified staff and administrators on the implementation of the Common Core State Standards, Literacy, Digital Literacy, ELD Standards and the Next Generation Science Standards. Site Leaders will continue to receive support in implementing Instructional Rounds and leadership coaching. Continue to purchase materials and resources to equip the professional library.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Professional Development and Library  0000: Unrestricted General Fund \$110,520  Professional Development  1000-1999: Certificated Personnel Salaries General Fund \$155,000</p>
<p>4. Continue to implement a strong early literacy program to ensure foundational skills are taught and students in early grades become proficient readers. Actions include: implementation of universal assessment for primary grades, providing training and opportunities for cross school articulation on early literacy instructional program and strategies and continuing to convene a TK/K taskforce for the purpose of developing/selecting TK interdisciplinary instructional units with a focus on addressing the Preschool Learning Foundations as well as language and pre-literacy skills. Provide/Purchase supplemental reading instruction resources to address early literacy skills.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Early Literacy Program, Units, Assessments, and Resources  0000: Unrestricted \$83,000</p>
<p>5. PK-3 grade teachers will continue be supported to implement the Sobrato Early Academic Language model to produce engaged, confident, skilled and motivated learners. The program develops the language, literacy, and academic skills of all children, especially young English Learners. TK-1 grade teachers will be provided with 11 full day trainings and 2-3 grade teachers will be provided with 2 day trainings. Provide assistance to teachers and sites in fully implementing the Sobrato Early Academic Language model by providing modeling, co-teaching, demonstrations, feedback as well as acquiring and</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Sobrato Early Academic Language and Materials  5800: Professional/Consulting Services And Operating Expenditures Supplemental \$100,000  Literacy Coaches  1000-1999: Certificated Personnel Salaries Supplemental \$190,000</p>

<p>putting together materials needed for implementation of the units and facilitating communication, coordination and alignment across the preschool and TK-3 program and services on the site. Provide two full time literacy coaches with a focus on English learners and the CCSS. Two sites will share one Early Literacy Coach. Collaborate with existing CDI and Migrant preschool programs to develop articulation between Transitional Kinder and Kinder programs.</p>			
<p>6. Resources will continue to be allocated to support a literacy and content rich environment at all elementary school sites. Literacy related resources such as text sets, guided reading books, and classroom libraries will be provided. Science related supplies will be purchased to begin the implementation of the NGSS.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Grade Level CCSS Instructional Materials and Classroom Libraries   4000-4999: Books And Supplies General Fund \$97,00</p>
<p>7. To continue building capacity, provide a 10 day SEAL Summer Bridge Program with the focus on professional learning. Teachers at PK-3 grade focus on implementing high leverage EL pedagogical practices within the context of a interdisciplinary CCSS unit. Teachers will co-teach classes to ensure PK-3 grade articulation.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All  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>Sobrato Early Language Summer School   1000-1999: Certificated Personnel Salaries Supplemental \$86,400</p>
<p>8. Continued to provide support for teachers to address the academic needs of English learners in grades 6-12 through the implementation of Integrated ELD into content area lessons to ensure that English learners have access and to foster engagement. Continue to provide two full time Literacy Coaches with a focus on English learners and the CCSS and professional development on engagement strategies such as cooperative learning and academic discourse strategies. A program to monitor and provide intervention for Redesignated Fluent English Proficient secondary students to be continued.</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All  OR:  <input checked="" 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>Literacy Coaches   1000-1999: Certificated Personnel Salaries General Fund \$190,000   Engagement Strategies   5800: Professional/Consulting Services And Operating Expenditures Supplemental \$15,000</p>

<p>9. Continue to provide professional development centered on the new ELA/ELD framework, the ELD standards, academic discourse, and the implementation of both designated and integrated ELD. Materials would continue to be purchased to support program and sub time would be provided . Continue providing additional resources to enhance and support LTELs especially in the implementation of English 3D, EL Write Program and other LTEL strategies.</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Designated ELD Resources and EL Strategies</p> <p>1000-1999: Certificated Personnel Salaries Federal Funding \$15,000</p> <p>Integrated ELD Resources</p> <p>5800: Professional/Consulting Services And Operating Expenditures General Fund \$5,000</p>
<p>10. Continue to provide academic interventions specifically addressing the academic needs of low –socio students, foster youth, and English Learners. Each site will continue to provide academic interventions. District staff will continue to research and develop a Multi-tiered academic support model for the District. This process will include: a. Establishing a leadership team to Identify current practices in effective in-class academic and social emotional interventions for identified students and a data analysis of specific needs b. A review of existing intervention programs and other research based programs. c. Research successful Response to Intervention programs. d. Professional development on Tiered Systems of support and in creating a system of data collection for interventions e. Professional development in refining role of Student Study Teams (SST) f. Professional development in appropriate processes for EL students for identification and placement in Special Education g. Participation in professional development that may include the use of consultation services to facilitate the process in designing the plan.</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Professional Development for MTSS Funded Through Title 1</p> <p>5800: Professional/Consulting Services And Operating Expenditures Federal Funding \$10,000</p>

<p>11. Continue to support the identification of Gifted and Talented students and support their educational needs. Continue to implement a plan to improve instructional practices for identified GATE students and to ensure the representation of low socioeconomic students, foster youth and English Learners in the Gifted and Talented program.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>GATE Materials, Training, and Resources</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,000</p>
<p>12. Highly qualified teachers in every classroom is a priority. New teachers will continue to be supported to complete an approved General Education/Special Education Induction Program to clear their teaching credential. New teachers will continued to be assigned an experienced teacher as a Support Provider. Resources will continue to be allocated for the professional development of support providers. Release time will continue to be provided to allow new teachers to observe in experienced teachers classrooms.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Induction Program</p> <p>5800: Professional/Consulting Services And Operating Expenditures General Fund \$110,000</p>
<p>13. Continue to increase technology use and proficiency by providing regular professional development on educational technologies, the NETS standards, grade level appropriate expectations for utilizing technology, the integration of technology use into common core instruction to ensure that students are college and career ready. Continue to implement digital citizenship curriculum created through VCOE in grades TK-12. To support the instructional use of technology, continue to provide media specialists at 5 hours per site to supervise, maintain and schedule use of computer labs and provide library services at elementary schools.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Media Specialists</p> <p>2000-2999: Classified Personnel Salaries General Fund \$132,762</p> <p>Professional Development</p> <p>5800: Professional/Consulting Services And Operating Expenditures Federal Funding \$18, 500</p> <p>Technology Integration</p> <p>1000-1999: Certificated Personnel Salaries Federal Funding</p>
<p>14. Continue to create 21st Century Classroom environments. Continue to upgrade, support and maintain infrastructure, hardware, various devices and security equipment. Maintain computer, portable projector, document camera,</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent</p>	<p>Hardware, Infrastructure, and Replacements</p> <p>4000-4999: Books And Supplies Other \$500,000</p> <p>Technology Replacement</p> <p>5000-5999: Services And Other Operating Expenditures</p>

<p>speakers and interactive board/screen in every district classroom in a 2 year implementation plan. Provide additional I.T. staff.</p>		<p>English proficient                  _ Other Subgroups:                  (Specify)</p>	<p>General Fund \$140,000                  Technician / Network Administrator                  2000-2999: Classified Personnel Salaries General Fund \$124, 450</p>
<p>15. Continue to ensure access to Advanced Placement courses and expand course offerings driven by student need. Staff will continue to monitor student success as measured by class grades and Advanced Placement exam pass rate.                  Continue to increase the number of underrepresented youth (specifically English Learners and low-socio) in Advanced Placement (AP) courses. Continue to support sites with funding teachers to attend AP training with the College Board.                  Continue partnership with the UCSB Early Academic Outreach Program (EAOP) to expand postsecondary education opportunities and help students become competitively eligible applicants for college admission, going beyond minimum eligibility.                  Continue to administer the PSAT to all grade 10 and 11 students at the high schools in order to identify AP Potential students while giving students additional experience before taking the SAT. Continue to provide AP Support Class                  Increase student enrollment in challenging and rigorous courses by increasing the number of a-g college prep courses and implementing dual enrollment at FHS in partnership with Ventura College.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All                  OR:                  _ Low Income pupils                  _ English Learners                  _ Foster Youth                  _ Redesignated fluent English proficient                  _ Other Subgroups:                  (Specify)</p>	<p>EAOP and AP Courses                  5800: Professional/Consulting Services And Operating Expenditures General Fund \$45,000                  AP Support Classes 1000-1999: Certificated Personnel Salaries General Fund \$30,000                  Dual Enrollment                  4000-4999: Books And Supplies General Fund \$15,000</p>
<p>16. Continue to provide increased summer school and bridge support activities in order to accelerate learning of students with learning gaps and/or students who are not "on-track" with their college/career readiness. Continue to provide APEX to credit deficient students during school year and in summer school as well as Learning Connections to assist with meeting graduation requirements. Improve articulation between Alternative High school and</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All                  OR:                  _ Low Income pupils                  _ English Learners                  _ Foster Youth                  _ Redesignated fluent English proficient                  _ Other Subgroups:                  (Specify)</p>	<p>Online Learning                  5800: Professional/Consulting Services And Operating Expenditures General Fund \$57,000                  Credit Recovery and Acceleration Summer School                  1000-1999: Certificated Personnel Salaries Other \$150,000</p>

<p>Comprehensive High School.</p>			
<p>17. Continue to maintain a focus on the district's Newcomer Students. At the elementary level, pilot an newcomer after school program. Continue to maintain Instructional Assistants at FHS and FMS to assist newcomer secondary students. Continue to provide training for EL Newcomer curriculum, In the USA, grades 2-5 and Inside the USA grades 6-12.</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Newcomer Support</p> <p>2000-2999: Classified Personnel Salaries Federal Funding \$35,000</p> <p>Newcomer Support - After School Pilot Program</p> <p>1000-1999: Certificated Personnel Salaries Federal Funding \$35,000</p>
<p>18. Continue to the AVID Program at the Middle School and support and strengthen at the High School with the goal to become a college-bound district.</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All  OR:  <input checked="" 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>AVID</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental \$47,800</p>
<p>19. Continue to implement a Dual Language Immersion Program to provide the opportunity for English speakers to learn Spanish and create an additional pathway to foster biliteracy and lead to the increase in the number of students eligible for the Seals of Biliteracy at graduation.</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Site Visits and Professional Development</p> <p>1000-1999: Certificated Personnel Salaries Supplemental \$20,000</p>
<p>20. Continue to implement zero period classes at FMS and FHS to provide opportunities for ELs to participate in elective/enrichment classes.</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Zero Period</p> <p>1000-1999: Certificated Personnel Salaries Supplemental \$50,000</p>

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

GOAL 2:	Family and Community Engagement: All families are valued as partners in their child's education and included in the learning process to empower them to support their child's preparation for current and future success.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
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Identified Need :	Input from families and staff during the LCAP community meetings indicated an interest in increasing opportunities for authentic engagement for ALL families to support academic and social/ emotional success for students. Parents of English Learner students expressed a need to have more parents participate in school committees and meetings and also to offer more parent classes. Metrics: Surveys, agendas and meeting records, records of efforts to seek parent input in decision making at district and site, and promotion of parent participation.
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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**LCAP Year 1: 2015-16**

Expected Annual Measurable Outcomes:	Input from parent surveys. Each school site and the district will maintain parent decision making councils/committees to seek parent input in decision making. The councils will include parents of students in programs for unduplicated pupils. The district and school sites will promote parental participation in programs for unduplicated students.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Expand the range of meaningful opportunities for parents and community members to actively participate in school and district activities. A family engagement plan will be developed based on the State Family Engagement Framework. The district program should be aligned with the seven program dimensions recommended by the state: involvement, governance and administration, funding, standards, assessment and accountability, staffing and professional development, opportunity and equal opportunity access. that reflects the following parent engagement opportunities: Leadership, volunteering, accessing community resources, learning opportunities and school.	LEA-Wide	<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)	Professional Development  5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,000
2. Provide parents with opportunities to learn how to support their children's education and become more engaged in school activities. Begin partnerships with Project 2 Inspire to support parent leadership and	LEA-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	Project to Inspire  5000-5999: Services And Other Operating Expenditures General Fund \$21,000

<p>engagement creating vibrant, caring communities of learners, specifically creating an inclusive community for English Learners, low socio- students and foster youth. Engage in the SEAL Family Engagement model to improve early literacy. Offer opportunities for parents to develop leadership skills and participate in decision-making committees such as SSC and ELAC</p>		<p><input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	
<p>3.Support two-way communication with families and community members to inform them about and get input on district programs and practices.Provide Bilingual Community School Liaisons at each school site to support communication between home and school, specifically for families of English Learners. Community Liaisons will be trained, participate in the district parent engagement program and will conduct home visits.</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Liaisons</p> <p>2000-2999: Classified Personnel Salaries Supplemental \$427,000</p> <p>Document Tracking and Translations</p> <p>0000: Unrestricted General Fund \$5,000</p>
<p>4. Increase skilled translation/interpretation staff for all sites.</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Professional Development</p> <p>2000-2999: Classified Personnel Salaries Supplemental \$25,000</p>
<p>5. Expand offerings of computer literacy and English as a Second Language classes for parents and provide child care.</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>ESL for Parents</p> <p>1000-1999: Certificated Personnel Salaries Federal Funding \$16,000</p> <p>ESL for Parents Childcare</p> <p>2000-2999: Classified Personnel Salaries Federal Funding \$4,000</p> <p>ESL for Parents Supplies</p> <p>4000-4999: Books And Supplies Federal Funding \$4,000</p>

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes: Input from parent surveys. Each school site and the district will maintain parent decision making councils/committees to seek parent input in decision making. The councils will include parents of students in programs for unduplicated pupils. The district and school sites will promote parental participation in programs for unduplicated students.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Continue to expand the range of meaningful opportunities for parents and community members to actively participate in school and district activities.</p> <p>A Parent Engagement plan will continue to be developed based on the State Family Engagement Framework .The district program should be aligned with the seven program dimensions recommended by the state: involvement, governance and administration, funding, standards, assessment and accountability, staffing and professional development, opportunity and equal opportunity access that reflects the following parent engagement opportunities: Leadership, volunteering, accessing community resources, learning opportunities and school</p>	LEA-Wide	<p><input checked="" type="checkbox"/> All                      OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                      (Specify)</p>	<p>Professional Development</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,000</p>
<p>2. Continue to provide parents with opportunities to learn how to support their children’s education and become more engaged in school activities. Continue partnerships with Project 2 Inspire to support parent leadership and engagement creating vibrant, caring communities of learners, specifically creating an inclusive community for English Learners, low socio- students and foster youth. Engage in the SEAL Family Engagement model to improve early literacy. Continue to offer opportunities for parents to develop leadership skills.</p>	LEA-Wide	<p><input type="checkbox"/> All                      OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                      (Specify)</p>	<p>Project to Inspire</p> <p>5000-5999: Services And Other Operating Expenditures General Fund \$21,000</p>
<p>3. Continued support of two-way communication with families and community members to inform them about and get input on district programs and practices. Provide Bilingual</p>	LEA-Wide	<p><input type="checkbox"/> All                      OR:  <input checked="" type="checkbox"/> Low Income pupils</p>	<p>Liaisons</p> <p>2000-2999: Classified Personnel Salaries Supplemental</p>

<p>Community School Liaisons at each school site to support communication between home and school, specifically for families of English Learners. Community Liaisons will continue to be trained, participate in the district parent engagement program and will conduct home visits</p>		<p><input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>\$427,000                  Document Tracking and Translations                  0000: Unrestricted General Fund \$5,000</p>
<p>4. Increase skilled translation/interpretation staff for all sites</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Professional Development                  5800: Professional/Consulting Services And Operating Expenditures Supplemental \$25,000</p>
<p>5. Expand offerings of computer literacy and English as a Second Language classes for parents. Provide child care.</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>ESL for Parents                  1000-1999: Certificated Personnel Salaries Federal Funding \$16,000                  ESL for Parents Childcare                  2000-2999: Classified Personnel Salaries Federal Funding \$4,000                  ESL for Parents Supplies                  4000-4999: Books And Supplies Federal Funding \$4,000</p>

**LCAP Year 3: 2017-2018**

<p>Expected Annual Measurable Outcomes:</p>	<p>Input from parent surveys. Each school site and the district will maintain parent decision making councils/committees to seek parent input in decision making. The councils will include parents of students in programs for unduplicated pupils. The district and school sites will promote parental participation in programs for unduplicated students.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>1. Continue to expand the range of meaningful opportunities for parents and community members to actively participate in school and district activities.                   A Parent Engagement plan will continue to be</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent</p>	<p>Professional Development                  5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,000</p>

<p>developed based on the State Family Engagement Framework .The district program should be aligned with the seven program dimensions recommended by the state: involvement, governance and administration, funding, standards, assessment and accountability, staffing and professional development, opportunity and equal opportunity access. that reflects the following parent engagement opportunities: Leadership, volunteering, accessing community resources, learning opportunities and school.</p>		<p>English proficient _ Other Subgroups: (Specify)</p>	
<p>2. Continue to provide parents with opportunities to learn how to support their children’s education and become more engaged in school activities. Continue partnerships with Project 2 Inspire to support parent leadership and engagement creating vibrant, caring communities of learners, specifically creating an inclusive community for English Learners, low socio- students and foster youth. Engage in the SEAL Family Engagement model to improve early literacy. Offer opportunities for parents to develop leadership skills.</p>	<p>LEA-Wide</p>	<p>_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Project to Inspire  5000-5999: Services And Other Operating Expenditures General Fund \$21,000</p>
<p>3. Continued support of two-way communication with families and community members to inform them about and get input on district programs and practices. Provide Bilingual Community School Liaisons at each school site to support communication between home and school, specifically for families of English learners. Community Liaisons will be trained, participate in the district parent engagement program and will conduct home visits.</p>	<p>LEA-Wide</p>	<p>_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Liaisons  2000-2999: Classified Personnel Salaries Supplemental \$427,000  Document Tracking and Translations  0000: Unrestricted General Fund \$5,000</p>
<p>4. Increase skilled translation/interpretation staff for all sites</p>	<p>LEA-Wide</p>	<p>_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups:</p>	<p>Professional Development  2000-2999: Classified Personnel Salaries Supplemental \$25,000</p>

		(Specify)	
<p>5. Expand offerings of computer literacy and English as a Second Language classes for parents. Provide child care.</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All                      OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                      (Specify)</p>	<p>ESL for Parents</p> <hr/> <p>1000-1999: Certificated Personnel Salaries Federal Funding \$16,000</p> <hr/> <p>ESL for Parents Childcare 2000-2999: Classified Personnel Salaries Federal Funding \$4,000</p> <hr/> <p>ESL for Parents Upplies 4000-4999: Books And Supplies Federal Funding \$4,000</p>

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

GOAL 3:	Ensure a Positive School Climate: Ensure all district/school sites have safe, welcoming, and inclusive climates for all students and their families to support 21st Century Learning in order to be college and career ready.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify
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Identified Need :	Need: Responses on the California Healthy Kids Survey indicate a need to increase students' school connectedness and opportunities for meaningful participation in school. There is a need to continue to improve graduation rates for all students and reduce dropout rates. Intervention and alternatives are needed for students requiring credit recovery or additional time in order to meet graduation requirements. There is an urgent need to address how to engage Latino, English learner students, and students from low socio backgrounds in school and strengthen the relationship between home and school as indicated by the number of suspension and expulsions for Latino youth. Elementary students feel more connected to school than secondary students. Staff must continue to improve school climate to promote a caring environment for all students. Facilities Maintenance Tool score (FIT) show that facilities are generally in good repair and condition and are regularly monitored and maintained.  Metrics: Attendance rates, chronic absenteeism rates, other student outcomes, other local measures: Responses on California Healthy Kids Survey, suspension, expulsion, and high and middle school drop out rates, student access and enrollment in all required areas of study: enrollment records, high school graduation rates. Facilities maintenance scores on Facilities Inspection Tool.
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Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

**LCAP Year 1: 2015-16**

Expected Annual Measurable Outcomes:	Maintain facilities in good condition as measured by FIT results. Demonstrate increased engagement, connectedness to school, and persistence as measured by: A 5% increase in percent of students on Children’s Healthy Kids Survey reporting that they feel safe and connected in school. An increase for all students, including targeted subgroup graduation rates and decrease dropout rates, suspensions, and expulsions by 5%. Increase school attendance rate by 5%. Improve school safety as measured by FISK and School Safety Plans. Reduce chronic absenteeism by 5%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Develop a Facilities Master Plan to provide well-maintained, up-to-date facilities to enhance student safety.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Facilities Master Plan  5000-5999: Services And Other Operating Expenditures Other \$150,000

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
2. Continue to provide additional counselor to be shared between FHS and SHS. Counselor will provide socio-emotional and academic counseling services. Add 1 FTE Counselor for FMS and 1 FTE counselor at the district level to provide social-emotional counseling to the elementary schools to support unique academic needs of low-income and foster youth.  Under the leadership of the Director of Student Services and Special Projects, monitor and continue to develop partnerships with community based organizations to provide services, maintain referral and service data, and evaluate parity of referrals and effectiveness of supports.	LEA-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Counselor  1000-1999: Certificated Personnel Salaries General Fund \$281,540  Partnerships  5800: Professional/Consulting Services And Operating Expenditures General Fund \$100,000
3. Begin implementation of a three-year plan of the PBIS framework for assisting school personnel in maintaining and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students. This framework is also supplemented by a Restorative Justice system focused on mediation, relationship-reparation, and alternatives to a punitive punishment response. Focus will be to increase students feelings that they have a caring relationship with adults at school, and meaningful participation in school based on CHKS results.	LEA-Wide	<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)	PBIS Implementation  0000: Unrestricted General Fund \$20,000
4. Implement a strong, viable fitness program in the Physical Education classes K-12 to encourage a healthy life style for all of our students: Healthy bodies, strong minds, resulting in positive self image. Implement consistent developmentally appropriate PE practices across grade levels at TK-5 and ensure that in grades 6-8 fitness curriculum is developed and necessary equipment purchased.	LEA-Wide	<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)	Fitness  1000-1999: Certificated Personnel Salaries General Fund \$15,000
5. Implement the board adopted district and site Safety	LEA-Wide	<input checked="" type="checkbox"/> All	Safety Equipment

<p>Plans. Purchase and install necessary safety materials or equipment, such as cameras and security systems for each site and ensure that ID badges at all elementary sites are distributed and required to be worn by all certificated and classified staff during school hours. Provide training for playground supervisors. Provide appropriate emergency medical devices/supplies at all sites.</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>5800: Professional/Consulting Services And Operating Expenditures General Fund \$64,400</p>
<p>6. Implement expanded enrichment opportunities for students to increase school connectedness. Allocate funds to expand the music program grades 4-12 to provide for 2 additional music teachers. Two teachers to be assigned to the elementary schools, one to middle school and one to the high school. Expenditures may include: instruments, music, and repair. Hire district athletic trainer to address the safety of students. Provide resources for athletic refresh.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Athletics, Visual, and Performing Arts Refresh                  5000-5999: Services And Other Operating Expenditures General Fund \$60,000                  Personnel                  1000-1999: Certificated Personnel Salaries General Fund \$279,000</p>
<p>7. Provide paraeducators on buses for moderate to severe special education students to ensure safety and establishment of behavior routines on the bus</p>		<p><input 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 checked="" type="checkbox"/> Other Subgroups:                  (Specify)                  SPED</p>	<p>Personnel                  2000-2999: Classified Personnel Salaries General Fund \$44,350</p>

**LCAP Year 2: 2016-17**

<p>Expected Annual Measurable Outcomes:</p>	<p>Maintain facilities in good condition as measured by FIT results. Demonstrate increased engagement, connectedness to school, and persistence as measured by:                  A 3% increase in percent of students on Children’s Healthy Kids Survey reporting that they feel safe and connected in school.                  An increase for all students, including targeted subgroup graduation rates and decrease dropout rates, suspensions and expulsions by 5%.                  Increase school attendance rate by 5%. Improve school safety as measured by FISK and School Safety Plans. Reduce chronic absenteeism by 5%</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Continue to implement the Facilities Master Plan to provide well maintained, up-to-date facilities to enhance</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All                  OR:</p>	<p>Facilities Master Plan</p>

<p>student safety</p>		<p><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>5000-5999: Services And Other Operating Expenditures                  Other \$150,000</p>
<p>2. Continue to provide additional counselor to be shared between FHS and SHS. Counselor will provide socio-emotional and academic counseling services. Add 1 FTE Counselor for FMS and 1 FTE counselor at the district level to provide social-emotional counseling to the elementary schools to support unique academic needs of low-income and foster youth.</p> <p>Under the leadership of the Director of Student Services and Special Projects, monitor and continue to develop partnerships with community based organizations to provide services, maintain referral and service data, and evaluate parity of referrals and effectiveness of supports.</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input 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>Counselor</p> <p>1000-1999: Certificated Personnel Salaries General Fund \$281,540</p> <p>Partnerships</p> <p>5800: Professional/Consulting Services And Operating Expenditures General Fund \$100,000</p>
<p>3. Continue implementation of a three-year plan of the PBIS framework for assisting school personnel in maintaining and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students. This framework is also supplemented by a Restorative Justice system focused on mediation, relationship-reparation, and alternatives to a punitive punishment response. Focus will be to increase students feelings that they have a caring relationship with adults at school, and meaningful participation in school based on CHKS results.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>PBIS Implementation</p> <p>0000: Unrestricted General Fund \$20,000</p>
<p>4. Continue to implement a strong, viable fitness program in the Physical Education classes K-12 to encourage a healthy life style for all of our students: Healthy bodies, strong</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners</p>	<p>Fitness</p> <p>1000-1999: Certificated Personnel Salaries General Fund \$15,000</p>

<p>minds, resulting in positive self image. Continue to implement consistent developmentally appropriate PE practices across grade levels at TK-5 and ensure that in grades 6-8 fitness curriculum is developed and necessary equipment purchased.</p>		<p><input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	
<p>5. Continue to implement the board adopted district and site Safety Plans. Purchase and install necessary safety materials or equipment, such as cameras and security systems for each site and ensure that ID badges at all elementary sites are distributed and required to be worn by all certificated and classified staff during school hours. Provide training for playground supervisors. Provide appropriate emergency medical devices/supplies at all sites.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Safety Equipment</p> <p>5800: Professional/Consulting Services And Operating Expenditures General Fund \$64,400</p> <p>Athletics, Visual, and Performing Arts Refresh</p> <p>5000-5999: Services And Other Operating Expenditures General Fund \$60,000</p> <p>Personnel</p> <p>1000-1999: Certificated Personnel Salaries General Fund \$279,000</p>
<p>6. Continue to implement expanded enrichment opportunities for students to increase school connectedness. Allocate funds to expand the music program grades 4-12 to provide for 2 additional music teachers. Two teachers to be assigned to the elementary schools, one to middle school and one to the high school. Expenditures may include: instruments, music, and repair. Continue to employ district athletic trainer to address the safety of students. Provide resources for athletic refresh.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Personnel</p> <p>2000-2999: Classified Personnel Salaries General Fund \$44,350</p>
		<p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	
		<p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	

		<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)	
		<input 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)	
		<input 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)	
		<input 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)	
		<input 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)	
		<input 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)	

**LCAP Year 3: 2017-2018**

Expected Annual Measurable Outcomes:	Maintain facilities in good condition as measured by FIT results. Demonstrate increased engagement, connectedness to school, and persistence as measured by: A 5% increase in percent of students on Children’s Healthy Kids Survey reporting that they feel safe and connected in school. An increase for all students, including targeted subgroup graduation rates and decrease dropout rates, suspensions, and expulsions by 5%. Increase school attendance rate by 5%. Improve school safety as measured by FISK and School Safety Plans. Reduce chronic absenteeism by 5%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Continue to implement the Facilities Master Plan to provide well maintained, up-to-date facilities to enhance student safety.	LEA-WIDE	<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)	Facilities Master Plan  5000-5999: Services And Other Operating Expenditures Other \$150,000
2. Continue to provide additional counselor to be shared between FHS and SHS. Counselor will provide socio-emotional and academic counseling services. Add 1 FTE Counselor for FMS and 1 FTE counselor at the district level to provide social-emotional counseling to	LEA-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Counselor  1000-1999: Certificated Personnel Salaries General Fund \$281,540  Partnerships

<p>the elementary schools to support unique academic needs of low-income and foster youth.</p> <p>Under the leadership of the Director of Student Services and Special Projects, monitor and continue to develop partnerships with community based organizations to provide services, maintain referral and service data, and evaluate parity of referrals and effectiveness of supports.</p>		<p>English proficient                  _ Other Subgroups:                  (Specify)</p>	<p>5800: Professional/Consulting Services And Operating Expenditures General Fund \$100,000</p>
<p>3. Continue implementation of a three-year plan of the PBIS framework for assisting school personnel in maintaining and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students. This framework is also supplemented by a Restorative Justice system focused on mediation, relationship-reparation, and alternatives to a punitive punishment response. Focus will be to increase students feelings that they have a caring relationship with adults at school, and meaningful participation in school based on CHKS results.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All                  _ OR:                  _ Low Income pupils                  _ English Learners                  _ Foster Youth                  _ Redesignated fluent                  English proficient                  _ Other Subgroups:                  (Specify)</p>	<p>PBIS Implementation</p> <p>0000: Unrestricted General Fund \$20,000</p>
<p>4. Continue to implement a strong, viable fitness program in the Physical Education classes K-12 to encourage a healthy life style for all of our students: Healthy bodies, strong minds, resulting in positive self image. Implement consistent developmentally appropriate PE practices across grade levels at TK-5 and ensure that in grades 6-8 fitness curriculum is developed and necessary equipment purchased.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All                  _ OR:                  _ Low Income pupils                  _ English Learners                  _ Foster Youth                  _ Redesignated fluent                  English proficient                  _ Other Subgroups:                  (Specify)</p>	<p>Fitness</p> <p>1000-1999: Certificated Personnel Salaries General Fund \$15,000</p>
<p>5. Continue to implement the board adopted district and site Safety Plans. Purchase and install necessary safety materials or equipment, such as cameras and security systems for each site and ensure that ID badges at all elementary sites are distributed and required to be worn by all certificated and classified staff during school hours. Provide training for playground supervisors. Provide</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All                  _ OR:                  _ Low Income pupils                  _ English Learners                  _ Foster Youth                  _ Redesignated fluent                  English proficient                  _ Other Subgroups:</p>	<p>Safety Equipment</p> <p>5800: Professional/Consulting Services And Operating Expenditures General Fund \$64,400</p>

<p>appropriate emergency medical devices/supplies at all sites.</p>		<p>(Specify)</p>	
<p>6.Continue to implement expanded enrichment opportunities for students to increase school connectedness. Allocate funds to expand the music program grades 4-12 to provide for 2 additional music teachers. Two teachers to be assigned to the elementary schools, one to middle school and one to the high school. Expenditures may include: instruments, music, and repair. Continue employment of district athletic trainer to address the safety of students. Provide resources for athletic refresh</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Athletics, Visual and Performing Arts Refresh</p> <hr/> <p>2000-2999: Classified Personnel Salaries General Fund \$60,000</p> <hr/> <p>Personnel</p> <hr/> <p>2000-2999: Classified Personnel Salaries General Fund \$44,350</p>

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

## Annual Update

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

### Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	Increase student achievement at the primary level.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: 1. All elementary sites: Mountain Vista Elementary, Rio Vista Elementary, San Cayetano Elementary and Piru Elementary Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	1. a. Establish SBAC and local benchmark assessment baseline data on student achievement. 1.b. Retention: Establish retention baseline data. 1.c. CELDT/ Systematic ELD: Each student will increase by one CELDT proficiency level per year. 1.d. Systematic ELD unit baseline data will be collected.	Actual Annual Measurable Outcomes: 1.a Smarter Balanced Assessment data is not available until Mid August 2015. 1.b Retention: less than 1% of TK-3rd grade students were retained in 2013-2014. No students were retained in 2014-2015. 1.c CELDT: 47.3% (222) of EL students grade K-3 Increased by one or more levels in CELDT proficiency level. 38.2% (179) of EL students scored the same proficiency level as the prior year. 14.5% (68) decreased by one or more level.	
<b>LCAP Year: 2014-15</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1.a. District and FUTA have negotiated GSA in primary grades as required by LCFF, GSA formula	1.a. Based on the negotiated agreement between the district and FUTA, the K-3 class sizes at each site will be in accordance with the LCFF, GSA formula: (Cost TBD Fall Enrollment)  Federal Funding	FUSD was in accordance with LCFF GSA formula.	\$00.00
Scope of Service	1.a. Elementary Schools	Scope of Service	Elementary Schools
<input checked="" type="checkbox"/> All OR: -----		<input checked="" type="checkbox"/> All OR: -----	

<ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>					
<p>1.b. Align K-3 report card to Common Core State Standards.</p>	<p>1.b. Complete alignment by June 2014-15 school year 0000: Unrestricted Other \$7500</p>	<p>This goal was rescheduled for implementation for the 2015-2016 school year. 2014-15 was dedicated to developing local interim assessments, engaging in professional development on the CCSS and ELD. In 2015-16 we will convene assessment and MTSS committees and participate in professional development around the area of assessment to include formative, universal, diagnostic and summative assessment.</p>	<p>\$00.00</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">1.b.Elementary Schools</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	Scope of Service	1.b.Elementary Schools		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Elementary Schools</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	Scope of Service	Elementary Schools	
Scope of Service	1.b.Elementary Schools						
Scope of Service	Elementary Schools						
<p>1.c. Develop/ administer universal, formative, benchmarks, and performance tasks.</p>	<p>1.c. Complete and administer universal formative (quick checks), mid-, end-trimester, and performance assessments by June 2014-15 school year.</p>	<p>Elementary Trimester benchmarks were developed and administered.</p>	<p>Amplify</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental \$4,544</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">1.c. Elementary Schools</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> </ul>	Scope of Service	1.c. Elementary Schools		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Elementary Schools</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> </ul>	Scope of Service	Elementary Schools	
Scope of Service	1.c. Elementary Schools						
Scope of Service	Elementary Schools						

<ul style="list-style-type: none"> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>					
<p>1.d. Provide supplemental reading instruction, e.g. Waterford, Successmaker, RenLearn, Learning Dynamics, etc.</p>	<p>1.d. Purchase Waterford, train and implement beginning first trimester; continue SuccessMaker: 0000: Unrestricted \$68,000</p>	<p>Supplemental reading instruction was provided with the purchased of Waterford, Successmaker, and Renaissance Learning. Some cost needed to be supplemented. Cost exceeded budgeted expenditure.</p>	<p>Waterford</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental \$30,990</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">1.d. Elementary Schools</td> </tr> </table> <p>X All</p> <p>-----</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	Scope of Service	1.d. Elementary Schools		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Elementary Schools</td> </tr> </table> <p>X All</p> <p>-----</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	Scope of Service	Elementary Schools	
Scope of Service	1.d. Elementary Schools						
Scope of Service	Elementary Schools						
<p>1.e. Provide PD for teaching reading and writing to the rigor that CCSS requires.</p>	<p>1.e. Hire a reading consultant to train K-3 teachers on various CCSS reading strategies. 0000: Unrestricted Other \$75,000</p>	<p>Reading consultant was contracted through Ventura County Office of Education to provide professional development.</p>	<p>Grade Level Unit Support</p> <p>5800: Professional/Consulting Services And Operating Expenditures Federal Funding \$7815</p> <p>TK-2 Read and Writing Lesson Study</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental \$9725</p> <p>100 Substitutes</p> <p>1000-1999: Certificated Personnel Salaries Federal Funding \$11,000</p> <p>100 Substitutes</p> <p>1000-1999: Certificated Personnel Salaries Supplemental \$11,000</p>				

<p>Scope of Service   1.e. Elementary Schools</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   Elementary Schools</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1.f. Develop and implement TK scope and sequence aligned to CCSS and traditional K curriculum.</p>	<p>1.f. Form TK/K task force to work with Ed. Services to develop/select TK curriculum during first tri-mester. Train staff and pilot curriculum second tri-mester and assess effectiveness by the end of third trimester. 0000: Unrestricted Other \$6,000</p>	<p>TK-K task force was formed. Group attended a variety of Professional Development activities. Progress report was developed. Curriculum development has been rescheduled for the 2015-2016 school year.</p>	<p>Professional Development</p> <hr/> <p>5000-5999: Services And Other Operating Expenditures Federal Funding 300</p>
<p>Scope of Service   1.f. Elementary Schools</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   Elementary Schools</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1.g. Purchase grade appropriate CCSS aligned instructional materials.</p>	<p>1.g. Grade level staff will preview and recommend available CCSS instructional materials.</p>	<p>Elementary Grade level staff developed ELA units of study and text sets were purchased.</p>	<p>Unit Writing</p> <hr/> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental \$7,395</p> <hr/> <p>58 Substitutes</p> <hr/> <p>1000-1999: Certificated Personnel Salaries Supplemental \$6,300</p>

Scope of Service	1.g. Elementary Schools	Scope of Service	Elementary Schools
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<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)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Change in actions, services and expenditures occurred as a result of reviewing progress. This has been a year of change for the Fillmore School District with an entirely new executive cabinet. We engaged in the creation of a new vision, mission and identified core values and strategic goals. In addition, we updated the LEA Plan after establishing a District Leadership Team with broad representative of stakeholders. Through that process, the team reviewed and analyzed the data on a wide variety of metrics and established four priorities. That process informed the revision of the LCAP. The district has combined the previous seven goals to three goals for 2015-16. As a result of that data analysis there will be an increased focus on early literacy and intervention to ensure that all students read at grade level by 3rd grade. Teachers on Special Assignment will be hired to focus on Pre-K-3rd grade. FUSD will focus on the implementation of the four pillars of early literacy for ELs and implementation of the eleven high leverage EL strategies. The district will also focus on assessment with the identification of universal assessments, provision of professional development on formative assessments, and use of assessments provided by a new student data system and the interim Smarter Balanced assessments. The TK Committee will continue to meet to develop grade appropriate curriculum. TK teachers will also participate in VCOE professional development.		

**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.**

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 2 from prior year LCAP:	Create a safe and secure learning environment in order to enhance school climate.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify
Goal Applies to:	Schools: All schools Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Following installation of safety equipment and facilities' repair to enhance school climate, baseline data will be gathered to assess student gains on related measures – suspension, expulsion and attendance rates, and the facilities in good repair survey.	<p>Actual Annual Measurable Outcomes:</p> <p>Suspension Rates: 2013-2014 5.2% (218 students) 2014-2015 data not available until December 2015</p> <p>Expulsion Rates: 2013-2014 .2% (7 students) 2014-2015 data not available until December 2015</p> <p>Attendance Rates: 2013-2014 95.43% increased in 2014-2015 to 95.86%</p> <p>Faculties Survey: Fillmore High School: Overall fair condition. Poor score in HVAC and Structural for leaky roof.</p> <p>Sierra High School: Overall exemplary condition.</p> <p>Heritage Valley: Overall exemplary condition.</p> <p>Mountain Vista: Overall good condition. Structural reported as poor due to minor leaks.</p> <p>San Cayetano: Overall poor condition. scored poor in interiors, electrical, safety, structural, and external. Comments were roof leaks and tripping hazards on asphalt and sidewalks. Roof replacement planned in Summer 2015</p> <p>Rio Vista: Overall exemplary condition.</p> <p>Piru: Overall poor condition: Scored poor in systems, interior,</p>

		<p>cleanliness, electrical, safety, structural, and external. Comments states that there are severe ground squirrel and gopher issues, Building D is out of service due to structurally unsafe conditions for students. Kindergarten playground is deteriorated and unusable. Uneven surfaces are tripping hazards. Major facilities work planned for Summer 2015</p> <p>School Climate Survey:</p> <p>Of the 581 students that returned their surveys around the district 98% of the families agree that the school encourages them to be an active partner with the school in educating their children. 98% agrees that the school enforces school rules equally for their child and all students. 90% agrees that the school gives all students opportunities to "make a difference" by helping other people, the school, or community. 98% agrees that the school keeps them informed about school activities. 99% agrees that the school is an inviting place for students to learn. 99% agrees that the school provides translators when needed. 99% agrees that the school is a safe place for their child. 98% agrees that the school keeps them well informed about their child's progress in school. 98% agrees that the school promptly responds to phone calls, messages, or emails. 97% agree that the school allows input and welcomes parents contributions. 96% agrees that the school provides healthy food choices. 99% agrees that the school communicates the importance of respecting all cultural beliefs and practices. 98% agrees that the school meets the needs of their child's special abilities, disabilities, or English learning challenges.</p>
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
2.a. District will identify, purchase and install necessary safety materials or equipment, e.g., cameras and security systems, for each site.	2.a. District and site Safety Committees will apply uniform safety standards to prioritize, recommend, purchase and install necessary materials or equipment with accompanying training, e.g., cameras and security systems 0000: Unrestricted \$60,000	Purchased Envision software to develop site and district plans to be completed by June 2015.	Software 5800: Professional/Consulting Services And Operating Expenditures General Fund \$550

<p>Scope of Service   2.a.LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All          OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All          OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2.b. Provide staff badges.</p>	<p>2.b. Ensure that ID badges at FMS, FHS and SHS are distributed and required to be worn by all certificated and classified staff during school hours 0000: Unrestricted \$1,000</p>	<p>ID Badges are required at all schools and includes all departments at the district office.</p>	<p>Staples:ID Badge Printer  4000-4999: Books And Supplies General Fund \$1,343</p>
<p>Scope of Service   2.b. LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All          OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All          OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Change in actions, services and expenditures occurred as a result of reviewing progress with stakeholders and district committees. This has been a year of change for the Fillmore School District with an entirely new executive cabinet. We engaged in the creation of a new vision, mission and identified core values and strategic goals. In addition, we updated the LEA Plan after establishing a District Leadership Team with broad representative of stakeholders. Through that process, the team reviewed and analyzed the data on a wide variety of metrics and established four priorities. The process informed the revision of the LCAP. District stakeholders recommend a continued focus on school safety and on the creation of welcoming and inclusive school environment. To address the socio-emotional needs of students, the district will hire an additional counselor at the middle school and engage in extensive professional development on PBIS. There is a continued need to establish more partnerships with community agencies to provide social-emotional and substance abuse counseling on a group and individual basis.</p>		

**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.**

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 3 from prior year LCAP:	Increase support structure to address the needs of at-risk students	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify	
Goal Applies to:	Schools: Grades 4-12 Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	<p>3.a. Gr. 4-5: Reduce retention rate by 5%.</p> <p>3.b. Gr. 6-8: Reduce Ds &amp; Fs by 10% in core curriculum – ELA, math, science and social studies.</p> <p>3.c. Gr. 9-12: Reduce the number of students who have earned less than the required credits at each grade level by 30%.</p> <p>3.d. Gr. 9-12: Increase number of students enrolled in A-G courses by 20%.</p> <p>3.e. Gr. 9-12: Reduce student dropout rate by 5%.</p> <p>3.f. Gr. 9-12: Increase CAHSEE 10th grade pass rates – 5% ELA, 5% Math</p>	<p>Actual Annual Measurable Outcomes:</p> <p>3.a Retention rate 4-5th grade: no 4th-5th grade students have been retained in the last two years.</p> <p>3.b Reduce D's and F's: 2013-2014 semester two D's and F's 14%. 2014-2015 semester one D's and F's 13%</p> <p>3.c Reduce credit deficient students at each grade level 9th-12th grade: Data available August 2015, post summer school.</p> <p>3.d Number of students enrolled in A-G courses: Data available August 2015, post summer school.</p> <p>3.e Dropout rate: 2013-2014 4.7% 2014-2015 data not available until December 2015.</p> <p>3.f CAHSEE pass rates: 2013-2014 ELA 75% passed, Math 80% passed. 2014-2015 data not available until September 2015.</p>	
<b>LCAP Year: 2014-15</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
3.a. Hire/assign Gr. 9-12 Teachers on Special Assignment (TOSAs) to implement peer/cognitive coaching.	3.a. Hire 1FTE TOSA between FHS and SHS, to initiate AGB peer/cognitive coaching process 0000: Unrestricted Federal Funding \$75,000	TOSAs not hired during 2014-15 School Year as the district did not engage in the AGB peer/cognitive process.	\$00.00

<p>Scope of Service   3.a. Fillmore High and Sierra High School</p> <hr/> <p><input checked="" type="checkbox"/> All          OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   N/A</p> <hr/> <p><input type="checkbox"/> All          OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3.b. Hire/ assign Gr. 6-8 Teachers on Special Assignment (TOSAs) to implement peer/cognitive coaching.</p>	<p>3.b. Hire 1FTE FMS TOSA to implement AGB peer/cognitive coaching process 0000: Unrestricted Federal Funding \$75,000</p>	<p>TOSAs not hired during 2014-15 School Year as the district did not engage in the AGB peer/cognitive process.</p>	<p>\$00.00</p>
<p>Scope of Service   3b. Fillmore Middle School</p> <hr/> <p><input checked="" type="checkbox"/> All          OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   N/A</p> <hr/> <p><input type="checkbox"/> All          OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3.c. Hire/ assign Gr. K-5 Teachers on Special Assignment (TOSAs) to implement peer/cognitive coaching.</p>	<p>3.c. Hire 1 FTE TOSA for elementary schools to continue AGB peer/cognitive coaching process 0000: Unrestricted \$75,000</p>	<p>TOSAs not hired during 2014-15 School Year as the district did not engage in the AGB peer/cognitive process.</p>	<p>\$00.00</p>
<p>Scope of Service   3.c. Elementary schools</p> <hr/> <p><input checked="" type="checkbox"/> All          OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English</p>		<p>Scope of Service   N/A</p> <hr/> <p><input 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</p>	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
3.d. Hire /assign one 1 FTE dean/ counselor to provide support to the middle school, the high school and the alternative high school, including substance abuse prevention & intervention.	3.d. Hire .75 FTE dean/counselor to support the mentoring program (refer to 3.B.3.a) at FHS, provide guidance counseling at SHS, and socio-emotional support at FMS: 0000: Unrestricted Federal Funding \$56,250	One counselor was hired to address the needs of LI, EL, Redesignated ELs and Foster students students as FHS and SHS.	0.75 FTE Counselor (shared funding) 1000-1999: Certificated Personnel Salaries General Fund \$65,780 0.75 FTE Counselor (shared funding) 3000-3999: Employee Benefits General Fund \$26,711
Scope of Service: 3.d. Fillmore Middle, Fillmore High and Sierra High Schools <hr/> _ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Fillmore High School and Sierra High School <hr/> _ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.e. Hire/ assign 2 FTE itinerant reading specialists, grades 3-5, at four elementary schools to include FMS as funds become available.	3.e. Hire 1 FTE reading specialists and assign each to two elementary schools on an alternating schedule. 0000: Unrestricted \$75,000	Itinerant Reading Specialists were not hired in 2014-15	\$00.00
Scope of Service: 3.e. Elementary schools, G. 3-5 <hr/> <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: N/A <hr/> _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.f. Establish partnerships with	3.f. Select and provide available	Partnership established with City	City Impact Partnership

<p>community agencies to provide social-emotional and substance abuse counseling on a group and individual basis.</p>	<p>agency services in the community and partner with those agencies based on district and site needs and goals: Federal Funding \$2,000</p>	<p>Impact.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures General Fund 2345</p>
<p>Scope of Service   3.f. LEA-Wide</p>		<p>Scope of Service   LEA-Wide</p>	
<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3.g. Implement a strong, viable fitness program in the Physical Education classes K-12 to encourage a healthy life style for all of our students: Healthy bodies, strong minds, resulting in positive self-image.</p>	<p>3.g Elementary (K-5) Implement consistent developmentally progressive PE practices across grade levels.</p> <p>FMS (6-8) - Support the FMS fitness program ensuring that appropriate curriculum is developed and necessary equipment purchased: 0000: Unrestricted \$4,000</p> <p>FHS (9-10) - Develop FHS fitness curriculum, purchase required equipment, provide necessary PD, and pilot fitness program for second semester: 0000: Unrestricted \$4,000</p>	<p>A protocol of K-5 monthly monitoring of PE minutes was developed and implemented</p> <p>Middle School purchased and implemented stationary bikes for PE.</p> <p>Three new PE courses created at FHS.</p>	<p>Fitness Pro</p> <p>4000-4999: Books And Supplies General Fund \$2,177</p> <p>Wavemaster</p> <p>4000-4999: Books And Supplies General Fund \$1,732</p>
<p>Scope of Service   3.g. FHS and FMS</p>		<p>Scope of Service   FHS and FMS</p>	
<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English</p>		<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient</p>	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
3.h. Establish a mentoring program at the high school similar to a home room that meets twice a week where each certificated classroom staff has 15-20 students to: monitor behavior attendance and grades/credits, and to communicate with parents as appropriate.	3.h. Sem. 1 - Consult with FUTA to design a mentoring program similar to a home room that meets 20-30 minutes twice per week involving all certificated classroom teachers: Federal Funding \$1250  Sem. 2 – Pilot mentoring program: Federal Funding \$1250	Not part of the negotiated contract for 2014-15	\$00.00 <hr/> \$00.00
Scope of Service   3.h. FHS, 9-12  <hr/> <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)		Scope of Service   N/A  <hr/> <input 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)	
3.i. Increase skilled translation/interpretation staff at all sites.	3.i. Assess need and assign trained translation/interpretation staff for each site	This action was not addressed in 2014-15. Family/school bilingual liaisons will be hired for each school in 2015-16 and will receive training to provide skilled translation/interpretation.	\$00.00
Scope of Service   3.i. LEA-Wide  <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service   N/A  <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

<p>3.j Assign school liaison counselor to monitor progress.</p>	<p>3.j Assign .25 FTE foster youth counselor to monitor and support academics and social-emotional needs within the school, home and related agencies: 0000: Unrestricted Federal Funding \$23,146</p>	<p>A district-level counselor was assigned to monitor the social emotional needs of foster youth. A Special Populations Coordinator oversaw the academic needs of students.</p>	<p>Counselor 1000-1999: Certificated Personnel Salaries Supplemental \$68,000 Counselor Benefits 3000-3999: Employee Benefits Supplemental \$28,000</p>
<p>Scope of Service   3.a. LEA-Wide</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input 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>Scope of Service   LEA-Wide</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input 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>3.k Maintain and hire additional Instructional Assistants (IAs) for newcomer content area support at elementary (up to 4) and secondary (up to 2) levels.</p>	<p>3.k. Hire and train 1 elementary and 1 secondary IA Federal Funding \$55,000</p>	<p>1 additional IA hired at the middle school and 1 additional IA hired at FHS to assist with EL courses, inclusive of newcomers.</p>	<p>Middle School IA 2000-2999: Classified Personnel Salaries Federal Funding \$6,774</p>
<p>Scope of Service   3.b.LEA-Wide</p> <hr/> <p><input type="checkbox"/> All 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>Scope of Service   FMS and FHSN/A</p> <hr/> <p><input type="checkbox"/> All 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>3.l. Hire certificated staff to work with specialized curriculum for newcomer after school or Saturday program.</p>	<p>3.l. Review staffing and support for newcomer students and plan for implementation of newcomer support class.</p>	<p>No additional staff to work with specialized curriculum for newcomers was hired. A pilot after school newcomer program will implemented in 2015-16.</p>	<p>\$00.00</p>

<p>Scope of Service   3.c. LEA-Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   N/A</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3.m. Train ELD teacher(s) at FHS and FMS with current EL authorization to teach LTEL Eng. 3D course at secondary level.</p>	<p>3.m. Train certificated ELD teachers at FHS and FMS 0000: Unrestricted Federal Funding \$5,000</p>	<p>3 Teachers (1 from FMS, FHS, and SHS) received two days of training in English 3D.</p>	<p>6 substitutes</p> <p>1000-1999: Certificated Personnel Salaries Supplemental \$1320</p>
<p>Scope of Service   3.d. Grades 6-12</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   Grades 6-12</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3.n. Recruit and support teachers to earn EL authorization to better serve EL students.</p>	<p>3.n. Develop and Implement district approved process to select and train teachers for EL authorization 0000: Unrestricted Federal Funding \$5,000</p>	<p>Not Addressed</p>	<p>\$00.00</p>
<p>Scope of Service   3.e. Grades 6-12</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p>		<p>Scope of Service   N/A</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p>	

_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.o Increase before/after (evening and Saturday school) staffing at library and computer labs for EL, LI, e.g., HW center, tutorial, parent ed.	3.o Review and hire classified staff to cover after school library/media hours: Federal Funding \$10,000	Media techs were hired at all elementary sites for the school day so that FHS, FMS, and all elementary sites were staffed with librarian or media tech. After school hours were not addressed at the elementary level. Additional hours were added to the secondary level.	Media Techs at All Elementary Sites  2000-2999: Classified Personnel Salaries Supplemental \$20,494  Media Techs at All Elementary Benefits  3000-3999: Employee Benefits Supplemental \$20,494
Scope of Service: 3.f. LEA-Wide  X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-Wide  X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Change in actions, services and expenditures occurred as a result of reviewing progress. This has been a year of change for the Fillmore School District with an entirely new executive cabinet. We engaged in the creation of a new vision, mission and identified core values and strategic goals. In addition, we updated the LEA Plan after establishing a District Leadership Team with broad representative of stakeholders. Through that process, the team reviewed and analyzed the data on a wide variety of metrics and established four priorities. The process informed the revision of the LCAP. To address the needs of at-risk students we will hire TOSAs (Literacy Coaches with a focus on English learners and CCSS), and an additional counselor at the middle school to address socio-emotional issues. A key area of focus for next year will be the implementation of our new Data Management System to inform our Rtl program and target student needs. The development of a multi-year intervention plan for students who need acceleration and intervention support in meeting state standards will also be a district priority. We will continue to train teachers to use English 3 for our LTELs as we have had staff turnover. There is a continued need to establish more partnerships with community agencies to provide social-emotional and substance abuse counseling on a group and individual basis as the need for such services is great. Due to changes in the county office of education's program for new teachers to clear their credential, the district will need to add services and expenditures for those teachers to the district's plan.		

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.

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 4 from prior year LCAP:	Increase the effective use of technology in the classroom	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 <u>X</u> 8 <u>X</u>  COE only: 9 _ 10 _  Local : Specify
Goal Applies to:	Schools: All schools Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	4. Conduct needs assessment for staff and students to determine levels of digital literacy.	Actual Annual Measurable Outcomes: 4. Spring 2015 staff survey results indicate that 53% of teachers attended a technology training during the 2014-2015 school year. Eighty seven percent of teachers felt comfortable using our student information system. Eighty percent of teachers felt comfortable browsing the internet. Sixty eight percent felt comfortable using PowerPoint. Sixty-eight percent felt comfortable using our new email system, Office 365. Sixty-seven percent felt comfortable connecting a projector to a computer and document camera. Fifty-five percent felt comfortable selecting the best technology applications to utilize with students. Fifty-two percent felt comfortable using Excel. Forty-five percent feel comfortable using our new calendar system in Office 365. Twenty-six percent feel comfortable using the other applications in Office 365, such as One Note and Word. Twenty-seven percent felt comfortable using online tools like Prezi and Edmodo. Sixty-six percent of teachers indicates they want more opportunities to learn technology.
<b>LCAP Year: 2014-15</b>		
Planned Actions/Services		Actual Actions/Services
	Budgeted Expenditures	Estimated Actual Annual Expenditures
4.a. Increase technology use and proficiency by providing regular staff development on educational technologies such as interactive whiteboards, blogging, internet resources, digital media, and	4.a.1. Survey staff annually about current levels of educational technology use and knowledge. in order to plan relevant PD for the year: Other \$500	Survey Completed May 30th.  Professional development with a focus on technology was scheduled and occurred 27 times. Some offerings were paid hourly rate, while others were
		Hourly rate for teachers 1000-1999: Certificated Personnel Salaries Federal Funding \$32,148

<p>collaboration tools.</p>	<p>4.a.2. Develop a professional development schedule based on staff needs with regular and frequent opportunities for all teachers, of all levels.</p> <p>4.a.3. Research opportunities and develop a motivational process for teachers to become CTAP certified through VCOE: Other \$5,000</p>	<p>simply voluntary.</p> <p>CTAP was researched and is no longer an offering. Leading Edge Certification is being offered over the summer of 2015. Details and invitations were sent to teachers on May 25th, 2015. The cost of certification will be included on the 2015-2016 LCAP actions.</p>	
<p>Scope of Service   4.a. All grades, K-12</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>4.b. Embed curriculum with use of technology by staff and students.</p>	<p>4.b. Embed lessons with technology integration to the CCSS curriculum maps over the course of the school year.</p>	<p>Elementary CCSS maps included minimal technology integration. Training was received in embedding digital citizenship through the units during the January Professional Development day.</p>	<p>Discovery Education- Streaming</p> <p>4000-4999: Books And Supplies Federal Funding \$6,500</p> <hr/> <p>Discovery Education-E-books</p> <p>4000-4999: Books And Supplies Federal Funding \$10,500</p>
<p>Scope of Service   4.b. All grade levels, K-12</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   TK-5</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>4.c. Hire/assign media specialist to supervise, maintain and schedule use of computer labs and provide library services at elementary and middle schools.</p>	<p>4.c. Work with the union and school board to create a job description for a media specialist. Generate well designed site plans for the use of the media specialists.</p>	<p>Media specialists were hired at the elementary schools. Additional hours were added to the middle school librarian's day. Follet hosted library service purchased.</p>	<p>Media Techs 2000-2999: Classified Personnel Salaries Supplemental \$20,494 Media Techs 3000-3999: Employee Benefits Supplemental \$20,494 Follett 5000-5999: Services And Other Operating Expenditures Supplemental \$11,680</p>
<p>Scope of Service 4.c. All grade levels, K-12</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service K-8</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>4.d. Develop educational technology scope and sequence using National Educational Technology Standards (NETS).</p>	<p>4.d. Design a meaningful and well thought out plan for training teachers in the NETS standards and grade level appropriate expectations for utilizing technology: Other \$5,000</p>	<p>District technology plan developed in 2014-15 includes NETs and appropriate grade level expectations for using technology. Technology plan was approved on 6-23-2015</p>	<p>00.00 000</p>
<p>Scope of Service 4.d. All grade levels, K-12</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>		<p>Scope of Service N/A</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>_ Other Subgroups: (Specify)</p>			
<p>4.e. Implement digital citizenship curriculum as required by E-rate and Children's Internet Protection Act.</p>	<p>4.e. Plan for and implement digital citizenship curriculum created through VCOE in grades 4-11. 0.00</p>	<p>TK-5 Teachers received training about the digital citizenship requirement during the January professional development day and how to embed it into instruction. Elementary digital citizenship verification is due June 15th. Secondary sites are planning implementation for the 2015-2016 school year. Consultant is part of VCOE contract.</p>	<p>VCOE: Tracy Wantanabe Content Specialist  5800: Professional/Consulting Services And Operating Expenditures General Fund \$485</p>
<p>Scope of Service   4.e. All grade levels, K-12</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   TK-5</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>4.f. Hire/assign additional I.T. staff to support and maintain infra-structure, hardware, various devices and security equipment district wide.</p>	<p>4.f Hire/assign additional IT staff to support increased hardware and use of technology to meet the needs of 21st century learning: 0000: Unrestricted \$50,000</p>	<p>One additional IT staff was hired. Additional hours for IT support as needed.</p>	<p>IT Staff</p> <p>2000-2999: Classified Personnel Salaries Supplemental \$25, 497</p> <p>IT Extra Pay</p> <p>2000-2999: Classified Personnel Salaries Supplemental \$18,00</p>
<p>Scope of Service   4.f. All grade levels, K-12</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p>		<p>Scope of Service   TK-8</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

_ Other Subgroups: (Specify)				
4.g. Implement keyboarding curriculum.		4.g. Provide allotted time in the curriculum maps for students 2-8 to learn keyboarding skills. Develop a framework of expectations at each of the grade levels for keyboarding skills. Pilot keyboarding programs: 0000: Unrestricted \$3,000	A typing program was made available in 2nd-8th grade. Documented frequent use in grades 2nd-6th grades. 7th-8th graders in the after school program used the program.	Typing Agent 4000-4999: Books And Supplies General Fund \$2000
Scope of Service	4.g. Grades K-8		Scope of Service	Grades 2-8
<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)			<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)	
4.h. Install computer, portable projector, document camera, speakers and interactive board/screen in every district classroom. Provide portable media cart equipped with items in 4.h. above to all schools for PD and parent presentations.		4.h. Inventory all classrooms and multipurpose classrooms for technology needs. Generate a priority list and begin to make purchases and installations to equip all classrooms with equitable technology: Other \$27,500	Inventory occurred. Priority list will be completed by June 1st as a component of the technology plan.	Inventory 4000-4999: Books And Supplies Supplemental \$21,207 Inventory 4000-4999: Books And Supplies General Fund \$23,886 Inventory 4000-4999: Books And Supplies Federal Funding \$4,975
Scope of Service	4.h. All grade levels, K-12		Scope of Service	LEA-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth			<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	

_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)									
4.i. Develop a plan to manage long-term use and replacement of technology.	4.i. Inventory all technology purchases, research lifespan of all technologies, and create a projection for future technology replacement purchases in order to maintain current items: Other \$15,000	Inventory occurred. Priority list will be completed by June 1st as a component of the technology plan.	\$00.00								
<table border="1"> <tr> <td data-bbox="111 500 241 560">Scope of Service</td> <td data-bbox="241 500 558 560">4.i. All grade levels, K-12</td> </tr> <tr> <td colspan="2" data-bbox="111 592 558 865">                     X All                      -----                      OR:                      _ Low Income pupils                      _ English Learners                      _ Foster Youth                      _ Redesignated fluent English proficient                      _ Other Subgroups: (Specify)                 </td> </tr> </table>	Scope of Service	4.i. All grade levels, K-12	X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			<table border="1"> <tr> <td data-bbox="1041 500 1178 560">Scope of Service</td> <td data-bbox="1178 500 1503 560">LEA-Wide</td> </tr> <tr> <td colspan="2" data-bbox="1041 592 1503 865">                     X All                      -----                      OR:                      _ Low Income pupils                      _ English Learners                      _ Foster Youth                      _ Redesignated fluent English proficient                      _ Other Subgroups: (Specify)                 </td> </tr> </table>	Scope of Service	LEA-Wide	X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
Scope of Service	4.i. All grade levels, K-12										
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Scope of Service	LEA-Wide										
X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)											
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Change in actions, services and expenditures occurred as a result of reviewing progress. This has been a year of change for the Fillmore School District with an entirely new executive cabinet. We engaged in the creation of a new vision, mission and identified core values and strategic goals. In addition, we updated the LEA Plan after establishing a District Leadership Team with broad representative of stakeholders. Through that process, the team reviewed and analyzed the data on a wide variety of metrics and established four priorities. That process informed the revision of the LCAP. One of the strategic goals highlights the need to create 21 Century classrooms which calls for building the technology infrastructure. This will continue to be a priority area with the goal of technology access for every student in the district in a 2 year time frame. Technology training and technology integration and the development of a 21st Century learning environment will continue to be an urgent focus. Actions and services will continue in this area. Media tech hours will be increased at all sites with the exception of the alternative high school. Online learning will be added to the professional development plan.										

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.

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 5 from prior year LCAP:	Close the achievement gap for low-income and English Learners		Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify
Goal Applies to:	Schools: All schools	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	<p>5.a. Gr. 3-11: Establish SBAC baseline outcomes between all subgroups and white students in order to determine average achievement gap.</p> <p>5.b. Gr. K-5: Establish trimester baseline outcomes between all subgroups and white students in order to determine average achievement gap.</p> <p>5.c. Gr. 3-12: Increase reclassification rate by 8%</p> <p>5.d. Gr. 10-12: Increase by 10% underrepresented student enrollment in AP courses as well as increase by 10% AP exam pass rate with a score of 3 or higher.</p> <p>5.e. Gr. 11: Establish EAP SBAC baseline pass rate in English and math for 11th grade students.</p> <p>5.f. Grades 9-12: Ensure all target students are enrolled in all required areas of studies at each grade level.</p>	Actual Annual Measurable Outcomes:	<p>5. a Smarter Balanced Assessment data will be available mid August.</p> <p>5.b K-2 data is not sufficient to make baseline data by sub groups. 3-5 interim assessments indicate that 20% of EO/RFEP students are proficient or advanced in ELA, while 14% of EL students are proficient or advanced. SED data indicates that 22% of students not socio-economically disadvantaged are proficient/advanced, while 14% of SED students are proficient or advanced. It is noted that there is a trend for the achievement gap for SED and EL students to widen as they progress through the grade levels.</p> <p>5.c Reclassification: 2013-2014 213 Reclassified students. 2014-2015 234 Reclassified students.</p> <p>5.d AP course participation and pass rate: Metrics not available until June 15, 2015.</p> <p>5.e Smarter Balanced Assessment data is not available until Mid August 2015.</p> <p>5.f Sub group populations enrollment in required courses: Data available August 2015, post summer school.</p>
<b>LCAP Year: 2014-15</b>			
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	

<p>5.a. Build capacity to assist in the implementation of CCSS through a Trainer of Trainers (TOT) model where district/site leadership teams are trained to train others.</p>	<p>5.a. Partner with higher education and professional development consultants to help train leadership teams at the district/sites to train others on implementing CCSS major shifts in ELA and math: TBD (CCSS) 0.00</p>	<p>At the TK-5 level we developed a comprehensive model of professional development in order to build capacities of all teachers for CCSS implementation instead of utilizing the Trainer of Trainer model.</p> <p>Principals participated in Leaders and Learners professional development as well as Instructional Rounds.</p> <p>Seven teachers participated in CCSS Development trainings which focused on presenting CCSS units to fellow teachers. Addressed in goal 1 action g.</p> <p>Teachers attended the Teacher Leadership Academy at Ventura County Office of Education.</p> <p>District Coordinators and TOSA attended the Coaches Cohort and a Facilitators training at Ventura County Office of Education.</p>	<p>Professional Development</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental \$5200</p> <p>VUSD Printing</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental \$8000</p>
<p>Scope of Service   All schools, K-12</p> <hr/> <p><input checked="" type="checkbox"/> All          -----          OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All          -----          OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>5.b. Provide district wide PD on professional learning communities (PLC).</p>	<p>5.b. Provide PD for principals on PLC. Partner with Solution Tree to build capacity through TOT model to provide support to implement PLC: Federal Funding          CCSS \$25,000</p>	<p>A summer Solution Tree Institute was attended by principals and representatives from each site.</p>	<p>Conference</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental \$9515</p> <p>Conference</p>

			5000-5999: Services And Other Operating Expenditures Federal Funding \$3,225 0000: Unrestricted \$8,622				
<table border="1"> <tr> <td>Scope of Service</td> <td>All grade levels, K-12</td> </tr> </table>	Scope of Service	All grade levels, K-12		<table border="1"> <tr> <td>Scope of Service</td> <td>LEA-Wide</td> </tr> </table>	Scope of Service	LEA-Wide	
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Scope of Service	LEA-Wide						
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<p>5.c. Develop professional learning programs, resources and materials for teachers and administrators to enhance teaching and learning.</p>	<p>5.c. Assess need and develop plan to purchase materials and resources to equip the professional library:</p> <p>Federal Funding</p> <p>CCSS \$3,000</p>	<p>ELD standards were purchased for all teachers in the district.</p> <p>The Math CC standards were purchased for all secondary math teachers and an additional class set was purchased for the Ed Services department to utilize during math PD.</p> <p>The ELA CC Literacy Standards were purchased for the secondary teachers.</p> <p>The Preschool Curriculum Framework and Preschool Learning Foundations was purchased for all TK teachers.</p> <p>Instructional rounds books were purchased for administrator professional development.</p>	<p>Document Tracking</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental \$3,450</p> <p>Standards</p> <p>4000-4999: Books And Supplies Federal Funding \$3000</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td>All grade levels, K-12</td> </tr> </table>	Scope of Service	All grade levels, K-12		<table border="1"> <tr> <td>Scope of Service</td> <td>LEA-Wide</td> </tr> </table>	Scope of Service	LEA-Wide	
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Scope of Service	LEA-Wide						
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<p>5.d. Provide PD in partnership with VCOE to help develop writing rubrics for various text types and implement the strategies across grade levels as developed by writing task force</p>	<p>5.d. Continue partnership with VCOE to develop and implement comprehensive writing program, e.g., development of scope and sequence, rubrics, identification of anchor papers, establishing cross-curricular guidelines for various text types across grade levels and analyze student work to improve instruction: Federal Funding CCSS \$15,000</p>	<p>Partnership focused on CCSS implementation, Integrated ELD, and writing.</p>	<p>VCOE</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental \$9,400</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">All grade levels, K-12</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	Scope of Service	All grade levels, K-12		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-Wide</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	Scope of Service	LEA-Wide	
Scope of Service	All grade levels, K-12						
Scope of Service	LEA-Wide						
<p>5.e. Summer curriculum writing to include integrated ELD.</p>	<p>5.e. Revise existing curriculum unit maps: Federal Funding CCSS \$20,000</p>	<p>Units were revised all school year long. Exceeded budgeted expenditures and was multi-funded through use of federal, CCSS, and PI money.</p>	<p>VCOE (costs in Goal 1 action g as well)</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental \$7,395</p> <p>58 Substitutes</p> <p>1000-1999: Certificated Personnel Salaries Supplemental \$6,380</p>				

<p>Scope of Service</p> <p>Grades TK-5 LI, EL and FY</p>		<p>Scope of Service</p> <p>TK-5</p>	
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>5.f. Complete the CCSS aligned curriculum maps K-12 based on the roll out schedule of the curriculum map as developed by elementary, middle and high school staff in conjunction with Educational Services Department.</p>	<p>5.f. Elementary (K-5) – Implement unit curriculum maps incorporating the writing standards scope and sequence Federal Funding \$40,000</p> <p>FMS/FHS/SHS– Develop CCSS scope and sequence and the curricular maps incorporating writing and ELD standards Federal Funding \$40,000</p>	<p>Elementary units were revised all school year long. Exceeded budgeted expenditures and was multi-funded through use of federal, CCSS, and PI money.</p> <p>To be addressed in secondary during the 2015-2016 school year.</p>	<p>VCOE 5800: Professional/Consulting Services And Operating Expenditures Federal Funding \$60,400</p>
<p>Scope of Service</p> <p>All schools, K-12</p>		<p>Scope of Service</p> <p>Grades TK-5</p>	
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>5.g. Purchase and provide training for Newcomer curriculum, In the USA, grades 2-5 and Inside the USA grades 6-12.</p>	<p>5.g. Purchase, train and implement curriculum: Federal Funding \$5,000</p>	<p>Will be purchased for 2015-16. Training will be provided.</p>	<p>\$00.00</p>
<p>Scope of Service</p> <p>Grades K-12</p>		<p>Scope of Service</p> <p>Grades 2-5</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>5.h. Purchase and provide training for Eng. 3D for LTELs.</p>	<p>5.h. Purchase, train and implement Eng. 3D, LTEL curriculum: Federal Funding \$20,000</p>	<p>English 3D was purchased, trained, and implemented at all secondary sites.</p>	<p>Curriculum            4000-4999: Books And Supplies            Federal Funding \$1755</p>
<p>Scope of Service   Grades 6-12</p> <hr/> <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>Scope of Service   Grades 6-12</p> <hr/> <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>5.i. 1. Provide progressive GLAD training and implementation.</p>	<p>5.c.1. Train department and grade level chairs: Federal Funding \$15,000</p>	<p>There were too many initiatives to begin GLAD training.</p>	<p>\$00.00</p>
<p>Scope of Service   5.i.1. Grades K-8</p> <hr/> <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 checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   N/A</p> <hr/> <p><input 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>5.i.2. Train staff and implement WRITE Institute strategies, K-12,</p>	<p>5.c.2. Train and implement WRITE strategies: Federal Funding</p>	<p>A group of middle school ELA teachers were trained in WRITE strategies.</p>	

focusing on ELs.	\$10,000	WRITE Grant paid for substitutes.	\$00.00								
<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>5.i.2. Grades K-12</td> </tr> <tr> <td colspan="2">                     _ All                      -----                      OR:                      _ Low Income pupils  <input checked="" type="checkbox"/> English Learners                      _ Foster Youth                      _ Redesignated fluent English proficient                      _ Other Subgroups: (Specify)                 </td> </tr> </table>	Scope of Service	5.i.2. Grades K-12	_ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>Grades 6-8</td> </tr> <tr> <td colspan="2">                     _ All                      -----                      OR:                      _ Low Income pupils  <input checked="" type="checkbox"/> English Learners                      _ Foster Youth                      _ Redesignated fluent English proficient                      _ Other Subgroups: (Specify)                 </td> </tr> </table>	Scope of Service	Grades 6-8	_ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
Scope of Service	5.i.2. Grades K-12										
_ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)											
Scope of Service	Grades 6-8										
_ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)											
5.i.3. Train the remainder of the elementary staff on Systematic ELD	5.c.3. Train and implement: Federal Funding \$15,000	Systematic ELD is not aligned with the 2012 ELD standards. Provided extensive training in integrated and designated ELD through contract with VCOE	See 5 j 00.00								
<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>5.i.3.Grades K-5</td> </tr> <tr> <td colspan="2">                     _ All                      -----                      OR:                      _ Low Income pupils  <input checked="" type="checkbox"/> English Learners                      _ Foster Youth                      _ Redesignated fluent English proficient                      _ Other Subgroups: (Specify)                 </td> </tr> </table>	Scope of Service	5.i.3.Grades K-5	_ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>N/A</td> </tr> <tr> <td colspan="2">                     _ All                      -----                      OR:                      _ Low Income pupils                      _ English Learners                      _ Foster Youth                      _ Redesignated fluent English proficient                      _ Other Subgroups: (Specify)                 </td> </tr> </table>	Scope of Service	N/A	_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
Scope of Service	5.i.3.Grades K-5										
_ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)											
Scope of Service	N/A										
_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)											
5.i.4. Train staff and implement Dr. Kagan Cooperative Learning strategies, K-12, focusing on ELs.	5.c.4. Train and implement: Federal Funding \$10,000	Secondary teachers attended a voluntary Saturday Kagan PD and received one on one Kagan coaching while teaching.	Professional Development  5800: Professional/Consulting Services And Operating Expenditures Federal Funding \$2,635								
<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>5.i.4. Grades K-12</td> </tr> <tr> <td colspan="2">                     _ All                      -----                      OR:                      _ Low Income pupils                 </td> </tr> </table>	Scope of Service	5.i.4. Grades K-12	_ All ----- OR: _ Low Income pupils			<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>Grades 6-8</td> </tr> <tr> <td colspan="2">                     _ All                      -----                      OR:                      _ Low Income pupils                 </td> </tr> </table>	Scope of Service	Grades 6-8	_ All ----- OR: _ Low Income pupils		
Scope of Service	5.i.4. Grades K-12										
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Scope of Service	Grades 6-8										
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5.j. Plan and implement CCSS and ELD standards simultaneous rollout (Integrated ELD)	5.d. Provide training on integrated ELD: Federal Funding \$5,000	All TK-12 teachers received integrated ELD professional development. Secondary teachers received 2-3 trainings by department/content area.	Professional Development  5000-5999: Services And Other Operating Expenditures Federal Funding \$13,148  223 Substitutes  1000-1999: Certificated Personnel Salaries Federal Funding \$24,530				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;"><b>Scope of Service</b></td> <td>Grades K-12</td> </tr> </table> <input type="checkbox"/> All ----- 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)	<b>Scope of Service</b>	Grades K-12		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;"><b>Scope of Service</b></td> <td>Grades 6-12</td> </tr> </table> <input type="checkbox"/> All ----- 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)	<b>Scope of Service</b>	Grades 6-12	
<b>Scope of Service</b>	Grades K-12						
<b>Scope of Service</b>	Grades 6-12						
5.k. Train and monitor implementation of the new ELD standards (designated ELD)	5.e. Provide training on designated ELD: Federal Funding \$5,000	All TK-5th grade received a Designated ELD overview. 3-5th grade participated in 4 additional in depth trainings days on designated ELD. A VCOE Content Specialist facilitated walkthroughs of designated ELD with the principal.	See Goal 5 Action J				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;"><b>Scope of Service</b></td> <td>Grades K-12</td> </tr> </table> <input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English	<b>Scope of Service</b>	Grades K-12		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;"><b>Scope of Service</b></td> <td>Grades TK-12</td> </tr> </table> <input type="checkbox"/> All ----- 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	<b>Scope of Service</b>	Grades TK-12	
<b>Scope of Service</b>	Grades K-12						
<b>Scope of Service</b>	Grades TK-12						

proficient _ Other Subgroups: (Specify)			_ Other Subgroups: (Specify)	
5.f. Provide content area teachers PD on LTEL strategies		5.f. Provide training and implement: Federal Funding \$5,000	Not addressed separately from Kagan Cooperative Learning strategies and English 3D strategies.	\$00.00
Scope of Service	Grades 6-12		Scope of Service	N/A
_ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Change in actions, services and expenditures occurred as a result of reviewing progress. The strategic goals highlight the focus on English learners. For 2015-16 the district will hire TOSAs (Literacy Coaches with a focus on English learners and CCSS),and will continue to train teachers to using English 3 as we have had staff turnover. The district will address the needs of all typologies of ELs to include newcomers, students at-risk of becoming long-term English learners and LTELs as well as regularly progressing ELs. Professional development on designated ELD will be provided and a pilot after school program for newcomers will be developed and implemented. Due to changes in the county office of education's program for new teachers to clear their credential, the district will need to add services and expenditures for those teachers to the district's plan.		

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.

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Original GOAL 6 from prior year LCAP:	Increase student enrollment to challenging and rigorous courses at all grades; high school: expand college prep, honors and AP level courses.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: All schools Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	<p>6.a. Identify high achieving students, e.g., GATE and honors level students based on state and district achievement tests, and assess current program availability, e.g., existing challenging/ rigorous courses, elementary enrichment programs, college prep, Honors, AP and dual enrollment courses.</p> <p>6.b. Gr. K-5: Based on needs assessment design a site specific or district wide enrichment program for all identified GATE students.</p> <p>6.c. Gr. 6-12 Based on needs assessment, provide rigorous and challenging courses emphasizing critical thinking, project-based learning, and research oriented writing.</p> <p>6.d. Gr. 10-12 Based on needs assessment, increase the number of AP and dual enrollment courses per student interest, e.g., course requests and post-secondary needs.</p>	Actual Annual Measurable Outcomes: 6.a NA 6.b NA 6.c NA 6.d Number of AP and Dual Enrollment courses offered	
<b>LCAP Year: 2014-15</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
6.a. Implement Fillmore Digital Academy (FDA), an online course, through Connection Learning to provide students with opportunities to	6.a. Negotiate and implement FDA through one period during the school year at FHS and FMS: \$285 x 100 x 2 Courses 0000:	Digital courses were at FMS for enrichment, at FHS for credit recovery, and at SHS for credit recovery and fulfilling graduation requirements.	Connections Education  5800: Professional/Consulting Services And Operating Expenditures

<p>accelerate, take post-secondary courses (dual enrollment) and pursue career and technical education.</p>	<p>Unrestricted Federal Funding \$57,000</p>		<p>Supplemental \$60,000</p>
<p>Scope of Service   Grades 6-12</p> <hr/> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   Grades 6-12</p> <hr/> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>6.b. Increase number of a-g college prep courses and ensure capacity enrollment.</p>	<p>6.b. Conduct curriculum audit to select needed a-g courses and incorporate into school's course catalog/offerings; recruit and enroll qualified students based on multiple measures, e.g., GPA, SBAC, EOS, etc.</p>	<p>This was not addressed during 2014-15</p>	<p>Tri-County GAFE   5000-5999: Services And Other Operating Expenditures Supplemental \$50   UC Regent   5800: Professional/Consulting Services And Operating Expenditures Supplemental \$16,667</p>
<p>Scope of Service   6.b. Grades 9-12</p> <hr/> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   N/A</p> <hr/> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>6.c. Hire/ assign certificated staff to expand the Santa Clara River Program (SCRIP) for K-12 students to support the implementation of CCSS and Next Generation Science</p>	<p>6.c. Hired/assigned certificated staff responsible to conduct staff PD to develop aligned curriculum and instructional activities and begin</p>	<p>Due to the number of professional development initiatives, professional development and implementation of NGSS was postponed to the 2015-16 school year.</p>	<p>\$00.00</p>

Standards (NGSS).		implementation at elementary and high school: 0000: Unrestricted \$15,000		
Scope of Service	Grades K-12		Scope of Service	N/A
<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)			<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)	
6.d. Implement dual enrollment at FHS in partnership with Ventura Community College (VCC).		6.d. Design and implement dual enrollment program in partnership with VCC: 0000: Unrestricted \$5,000	Dual enrollment classes were conducted. Costs of books caused the budgeted expenditure to increase significantly.	Ventura Bookstore (Barnes and Nobel rentals)  4000-4999: Books And Supplies Other \$14,000
Scope of Service	Grades 11-12		Scope of Service	Grades 11-12
<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)			<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)	
6.e. Increase the number of students eligible to receive the state and district Seal of Biliteracy in 12th Grade.		6.e. Inform all 9th grade students about the Seal of Biliteracy criteria and increase the number of recipients 5%.	Occurred by counselors during 8th grade planning day/	\$00.00
Scope of Service	9-12 Grades		Scope of Service	Grade 12
<input checked="" type="checkbox"/> All OR:			<input checked="" type="checkbox"/> All OR:	

<ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	
<p>6.f. Increase minority enrollment in AP and honors classes through a partnership with Equal Opportunities Schools (EOS).</p>	<p>6.f. Partner with Equal Opportunity Schools (EOS) and develop plan to increase minority enrollment in AP and Honors classes: Federal Funding CCSS \$24,000</p>	<p>Did not partner with EOS.</p>	<p>\$00.00</p>
<p>Scope of Service: 9-12 Grades</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: N/A</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>6.g. Expand the AVID program to the middle and ensure that the program is maintained, supported and expanded at the high school.</p>	<p>6.g. Design and implement AVID program in grade 6 Federal Funding \$10,000</p>	<p>Cohort of teachers and administrators from FMS and FHS are attending AVID Summer Institute 2015. AVID will be expanded to the Middle School.</p>	<p>Avid 5000-5999: Services And Other Operating Expenditures Supplemental \$3,585 Avid 4000-4999: Books And Supplies Supplemental \$4,520 Avid 5000-5999: Services And Other Operating Expenditures Federal Funding \$3,495</p>
<p>Scope of Service: 6-12 Grades</p>		<p>Scope of Service: 6-12 Grades</p>	

<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>6.h. Implement Dual Language Immersion program.</p>	<p>6.h. Plan, develop, recruit and hire staff: 0000: Unrestricted \$20,000</p>	<p>No action on this item was taken in 2014-15 due to the large number of other initiatives. FUSD will attend informational meetings and conduct parent survey to determine interest in the program during 2015-16.</p>	<p>\$00.00</p>
<p>Scope of Service   Grades K-8</p>		<p>Scope of Service   N/A</p>	
<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>6.i. For re-designated fluent English proficient (RFEP) pupils: Implement an RTI/intervention program at the secondary level (6-12)</p>	<p>6.i. Develop, monitor and implement the RTI2 program:</p>	<p>Not implemented in 2014-15.A taskforce will be convened in 2015-16 to develop a comprehensive Multi-tiered system of support.</p>	<p>\$00.00</p>
<p>Scope of Service   Grades 4-12</p>		<p>Scope of Service   N/A</p>	
<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

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6.j. Implement Ramps to Reading (K-2) and BrainWare Safari (3-8) targeting students with special needs and English learners (ELs) at grades K-8.	6.j. Install Ramps to Reading and Brainware Safari programs and implement at the selected grade levels: Federal Funding CCSS \$40,000	Programs were installed. Special needs students utilized the programs.	Brainware  5800: Professional/Consulting Services And Operating Expenditures CCSS \$40,000																																								
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6.k. Continue to implement and expand summer school program to address academic deficiencies.	6.k. Maintain and where necessary increase services for intervention, credit recovery and content vocabulary instruction for LTELs: Federal Funding \$100,000	Summer school 2015 was developed to target the needs of newcomers K-12, migrant, incoming 9th graders, 3rd-5th grade STEM, and extended year special education.	Summer School  1000-1999: Certificated Personnel Salaries Federal Funding \$59,792																																								
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6. I. Implement schedule for the addition of 0 and/or 7 period classes to FHS and FMS so that EL students can have access to core and elective courses.	6. I. Review current course access and survey students to determine needs for additional periods	Will implement during 2015-16 to provide English learners access to core classes and elective courses.	\$00.00																																								

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<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>Change in actions, services and expenditures resulted of reviewing progress. This has been a year of change for the Fillmore School District with an entirely new executive cabinet. We engaged in the creation of a new vision, mission and identified core values and strategic goals. In addition, we updated the LEA Plan after establishing a District Leadership Team with broad representative of stakeholders. Through that process, the team reviewed and analyzed the data on a wide variety of metrics and established four priorities. That process informed the revision of the LCAP. In 2015-16, the district will begin the planning of a GATE program, will administer the PSAT to every 10th and 11th grader, and will partner with UCSB's EAOP to provide academic counseling to increase the number of students eligible for UC admission. The district will also partner with Ventura Community College to increase the number of dual enrollment courses from two to four.</p>						

**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.**

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Original GOAL 7 from prior year LCAP:	Increase parent involvement and digital literacy for parents of English Learners and low-income students		Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: All schools	-----		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	7.a. Design and implement parent classes, Spring 2014.  7.b.1. Grades K-5: Identify classrooms where students are enrolled whose parents are participating in the language program.  7.a.2. Compare first, second and third trimester report cards of those students whose parents are participating in the language program to those students of non-participating parents to determine possible effectiveness of parent classes.	Actual Annual Measurable Outcomes:	7.a Parent classes offered Wednesday nights. The class met all school year. Parent survey indicates that all parents involved in the courses were pleased with the progress they made.  7.b.1 34 students' parents attended the classes.  7.a.1 44% of the students whose parents attended the classes improved in their grades over the course of the school year.	
<b>LCAP Year: 2014-15</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
7.a. Develop and implement curriculum for computer literacy for parents.	7.a. Develop curriculum, recruit parents and implement computer literacy class Federal Funding \$2,000	Parent classes for Digital Literacy are offered every Wednesday night. The classes have been well attended. Childcare is offered so additional costs have been incurred beyond budgeted expenditure.	Parent Class  1000-1999: Certificated Personnel Salaries Federal Funding \$3,500  Parent Class  2000-2999: Classified Personnel Salaries Federal Funding \$500	
Scope of Service	LEA-Wide	Scope of Service	LEA-Wide	
OR:	-----	OR:	-----	
	Low Income pupils		Low Income pupils	

<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)									
7.b. Offer evening courses in English as a Second Language (ESL) for parents.	7.b. Develop curriculum, recruit parents and implement ESL class for parents: Federal Funding \$2,000	Parent classes for ESL are offered every Wednesday night. The classes have been well attended. Childcare is offered so additional costs have been incurred beyond budgeted expenditure.	Included in 7a								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-Wide</td> </tr> <tr> <td colspan="2" style="border-top: 1px dashed black; padding: 2px;"> <input type="checkbox"/> All            OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)         </td> </tr> </table>	Scope of Service	LEA-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-Wide</td> </tr> <tr> <td colspan="2" style="border-top: 1px dashed black; padding: 2px;"> <input type="checkbox"/> All            OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)         </td> </tr> </table>	Scope of Service	LEA-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
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7.c. Provide PD for teachers and administration to enhance communication with non-English speaking parents	7.c. Partner with consultants to assist in providing PD for our certificated and classified staff on understanding culture and enhancing communication with non-English speaking parents; conduct pre-test survey to establish baseline data on parents' perception of school attitude toward parents: Federal Funding \$5,000	Will be implementing Project 2 Inspire in the Fall 2015.	\$00.00								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-Wide</td> </tr> <tr> <td colspan="2" style="border-top: 1px dashed black; padding: 2px;"> <input type="checkbox"/> All            OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English         </td> </tr> </table>	Scope of Service	LEA-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-Wide</td> </tr> <tr> <td colspan="2" style="border-top: 1px dashed black; padding: 2px;"> <input type="checkbox"/> All            OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English         </td> </tr> </table>	Scope of Service	LEA-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English		
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proficient _ Other Subgroups: (Specify)		proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The District continued to support the communication and input from families. The District had four District English Advisory Committee (DELAC) meetings, with fourteen members, four Migrant Parent Advisory Committee (PAC) meetings, with eighteen regular members and two LCAP committee meetings for the LCAP input and consultation process with representatives from site's SSC and DELAC. Changes in actions, services, and expenditures will be made as a result of reviewing past progress in this area. Family engagement services will be expanded with the addition of site bilingual family/school liaisons, participation in Project 2 Inspire to increase family engagement, and an expansion of the parent ESL and computer literacy parent classes.		

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$4,785,500</u>
<p>For the 2015-16 school year, Fillmore Unified School District (FUSD) will receive \$4,785,500 in supplemental and concentration funding based on our 81.5% (3,075 / 3,774) of unduplicated students. The funding will be directed on a district wide basis toward increasing certificated and classified staffing for newly targeted or improved programs and services – Teachers on Special Assignment (TOSAs) serving all grade levels to assist in CCSS curriculum development with a focus on English learners plus instructional and teacher support, newcomer and long-term EL instructional programs ; increased counseling services and staffing for at-risk and foster youth; improved and increased technology in the classroom and sites to meet uniform NETS and CTAP standards; ongoing PD for CCSS, the new ELD standards, implementation of NGSS, new or ongoing program participation with English 3D, the Sobrato Early Academic Language, expansion of AVID and other instructional strategies – focused on increasing measurable academic achievement for all students.</p>	

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

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

17	%
<p>For the 2015-16 school year, an 17% increase in services for unduplicated students will occur in comparison to those provided to all pupils in the LCAP year. These increased or improved services will address goals, actions and services that were prioritized by the FUSD stakeholder groups and recorded in the current plan. In order to achieve an 17% increase in district wide services for LI, EL and FY students, FUSD will be hiring staff, and providing Professional Development that focuses on improving student achievement for these significant subgroups with a focus on engagement strategies, designated and integrated ELD. Actions include Instructional Assistants to help with newcomers, an after school newcomer program, bilingual family/school liaisons at each school, and a focus on early literacy for English learners. Formal services will be provided to increase EL, LI and FY student representation in AP, honors and college prep level courses; and before, during and after school academic intervention. Computer literacy and ESL classes in addition to providing parent education and family engagement with Project 2 Inspire will be provided for parents. Additional counseling services are also planned including dedicated responsibilities for FY students – monitoring progress, providing advisement and acting as a school-home-agency liaison.</p>	



## Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Funding Sources	1,127,396.00	855,100.00	4,121,033.00	4,110,533.00	3,543,972.00	11,775,538.00
	204,000.00	0.00	0.00	83,000.00	0.00	83,000.00
CCSS	127,000.00	40,000.00	0.00	0.00	0.00	0.00
Federal Funding	654,896.00	255,992.00	122,311.00	62,311.00	119,000.00	303,622.00
General Fund	0.00	127,009.00	2,227,522.00	2,179,022.00	1,653,772.00	6,060,316.00
Other	141,500.00	14,000.00	800,000.00	800,000.00	800,000.00	2,400,000.00
Supplemental	0.00	418,099.00	971,200.00	986,200.00	971,200.00	2,928,600.00

Total Expenditures by Object Type						
Object Type	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	638,146.00	855,100.00	4,121,033.00	4,110,533.00	3,543,972.00	11,775,538.00
	49,250.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	588,896.00	0.00	218,520.00	218,520.00	135,520.00	572,560.00
1000-1999: Certificated Personnel Salaries	0.00	289,750.00	1,522,940.00	1,512,940.00	1,233,940.00	4,269,820.00
2000-2999: Classified Personnel Salaries	0.00	50,062.00	767,373.00	742,373.00	728,112.00	2,237,858.00
3000-3999: Employee Benefits	0.00	95,699.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	0.00	97,595.00	616,000.00	616,000.00	528,700.00	1,760,700.00
5000-5999: Services And Other Operating Expenditures	0.00	85,732.00	471,000.00	471,000.00	311,000.00	1,253,000.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	236,262.00	525,200.00	549,700.00	606,700.00	1,681,600.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	All Funding Sources	638,146.00	855,100.00	4,121,033.00	4,110,533.00	3,543,972.00	11,775,538.00
		0.00	0.00	0.00	0.00	0.00	0.00
	Federal Funding	1,250.00	0.00	0.00	0.00	0.00	0.00
	Other	48,000.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted		204,000.00	0.00	0.00	83,000.00	0.00	83,000.00
0000: Unrestricted	Federal Funding	296,396.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	General Fund	0.00	0.00	218,520.00	135,520.00	135,520.00	489,560.00
0000: Unrestricted	Other	88,500.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Federal Funding	0.00	130,970.00	76,000.00	16,000.00	66,000.00	158,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
1000-1999: Certificated Personnel Salaries	General Fund	0.00	65,780.00	950,540.00	985,540.00	671,540.00	2,607,620.00
1000-1999: Certificated Personnel Salaries	Other	0.00	0.00	150,000.00	150,000.00	150,000.00	450,000.00
1000-1999: Certificated Personnel Salaries	Supplemental	0.00	93,000.00	346,400.00	361,400.00	346,400.00	1,054,200.00
2000-2999: Classified Personnel Salaries	Federal Funding	0.00	7,274.00	13,811.00	13,811.00	39,000.00	66,622.00
2000-2999: Classified Personnel Salaries	General Fund	0.00	0.00	301,562.00	301,562.00	237,112.00	840,236.00
2000-2999: Classified Personnel Salaries	Supplemental	0.00	42,788.00	452,000.00	427,000.00	452,000.00	1,331,000.00
3000-3999: Employee Benefits	General Fund	0.00	26,711.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Supplemental	0.00	68,988.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Federal Funding	0.00	26,730.00	4,000.00	4,000.00	4,000.00	12,000.00
4000-4999: Books And Supplies	General Fund	0.00	31,138.00	112,000.00	112,000.00	24,700.00	248,700.00
4000-4999: Books And Supplies	Other	0.00	14,000.00	500,000.00	500,000.00	500,000.00	1,500,000.00
4000-4999: Books And Supplies	Supplemental	0.00	25,727.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Federal Funding	0.00	20,168.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	General Fund	0.00	0.00	221,000.00	221,000.00	161,000.00	603,000.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	0.00	150,000.00	150,000.00	150,000.00	450,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental	0.00	65,564.00	100,000.00	100,000.00	0.00	200,000.00
5800: Professional/Consulting Services And Operating Expenditures	CCSS	0.00	40,000.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Federal Funding	0.00	70,850.00	28,500.00	28,500.00	10,000.00	67,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
5800: Professional/Consulting Services And Operating Expenditures	General Fund	0.00	3,380.00	423,900.00	423,400.00	423,900.00	1,271,200.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	0.00	122,032.00	72,800.00	97,800.00	172,800.00	343,400.00

**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).