

Introduction:

The Simi Valley Unified School District is a suburban public school district serving about 125,000 residents of the city of Simi Valley, as well as its surrounding areas. Many of Simi's campuses are recognized as California Distinguished Schools, California Gold Ribbon Schools and National Blue Ribbon schools, and other designations recognizing the quality educational opportunities available to our students.

In 2014-15, the district's enrollment was 17,603 K-12 students at 28 school sites, along with one adult school and one independent study/homeschool program. Since its peak in 2003-2004 of 21,727 students, SVUSD has experienced declining enrollment, caused in large part to a shrinking economy and the closure of several large businesses in the city. Currently, we are the largest employer in Simi Valley.

As the second largest school district in Ventura County, SVUSD offers many different kinds of educational experiences. This year saw the launch of SVUSD Pathways. Funded by more than \$2 million in state grants, SVUSD Pathways are guided courses in specific industries to help nurture a student's passion and future career goals. Most of the courses include college credit and all include direct interaction with industry professionals through internships, field trips, guest speakers and job shadowing opportunities. Next year, the district's three middle schools will begin offering courses to support the SVUSD Pathways.

Other unique high school programs to the district include the Air Force Junior ROTC and the International Baccalaureate Diploma Programme, both at Royal High School; the Academics, Technology and Performing Arts Academies at Santa Susana High School; and the Medical & Health Careers Academy and Advanced Placement Capstone Program at Simi Valley High School. Together, the three main high schools enjoy a graduation rate of 91.1%—higher than the county and state rates.

The continuation school, Apollo High School, is one of only 29 Model Continuation High Schools in California. Next year, we will expand the programs offered at Monte Vista School, the independent study/homeschool academy. Monte Vista School will be relocated to the campus of Lincoln Elementary School, which will close June 30, 2015. Monte Vista will also offer kindergarten for the first time. With the move and the addition of kindergarten to the curriculum at Monte Vista, we are able to offer a complete homeschool program (onsite science labs, computer labs and language teachers), which should bring in families currently attended independent homeschool programs not able to provide these options.

At the middle schools, Hillside Middle School completed its transition into a S.T.E.A.M. school with an emphasis on visual and performing arts, computer science and aerospace. Sinaloa Middle School and Royal High School are partnering to create an International Baccalaureate Middle Years Program for grades 7 to 10. Valley View Middle School is already known for its medical science courses and outstanding music programs.

The 18 elementary schools have diverse programs as well. Four Title 1 schools (Berylwood, Park View Center, Santa Susana Elementary, and Arroyo in 2015-16) enjoy a wealth of additional resources to help their young students. Two fundamental schools—Vista and Hollow Hills Elementary—continue to reinforce strong academic performance among its students, though most of our elementary schools enjoy exceptional academic performance among its students. All of the schools offer before- and/or after-school programs, extracurricular activities and clubs, and several

campuses are the home of Junior and Transitional Kindergarten programs. In the 2015-16 school year, all-day kindergarten will be found in every school. All of our schools have active and supportive Parent-Teacher-Student Associations (PTSAs) that serve the school sites in many supportive ways.

SVUSD is also well-known for the quality of its Special Education programs. About 2,300 children with varying identified disabilities attend SVUSD schools. Special programs, such as Circle of Friends and music therapy, are offered to our Special Education students, and every effort is made to appropriately “mainstream” these students with their typically performing peers.

SVUSD continues to serve a diverse population with 52% of its students and families being white (non-Hispanic), 33% Hispanic, 7.8% Asian, 1.8% Filipino, 1% African American, and with less than 1% including, but not limited to, American Indian and Pacific Islander. More than 30 languages are spoken among SVUSD’s families. Current enrollment of English Language Learners (ELLs) in the district is 1,512 students with 2,562 Fluent English Proficient, for a total of 4,074.

Within the SVUSD there are several group homes that have students enrolled in Simi Valley schools.

This year, the SVUSD Board of Trustees aligned its goals to the current LCAP goals:

1. To produce college and career ready graduates;
2. To fully implement the California Academic Standards;
3. To increase student achievement;
4. To create strong parent partnerships; and
5. To have safe and engaging school environments.

Over the last decade, every campus in the District received technology upgrades and facility modernization through a locally approved \$145 million school bond, Measure C4. The District has aggressively upgraded most of its infrastructure to enable its schools to all become part of the 21st century learning community and to fulfill its mission: To improve the world one student at a time.

LEA: Simi Valley Unified School District, Contact: Dr. Jason Peplinski, Superintendent, jason.peplinski@simivalleyusd.org, 805-306-4500 extension 4001 LCAP Year: 2015-2016

Local Control and Accountability Plan and Annual Update

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Principals Meetings: 8/27/14 and 9/3/14 training and review of LCAP and alignment of SPSA with LCAP. 1/14/15 review of 2014-15 goals and progress toward goals. Mid-year analysis of site SPSA goals in relation to the LCAP. Discussion of further needs. Plan for disseminating LCAP information to site committees, including ELAC and SSC.</p> <p>Teachers: LCAP training and updates through site-specific staff meetings.</p> <p>Parents: LCAP training and updates through SSC meetings.</p>	<p>The District Advisory Committee reviewed and synthesized survey and other district data to analyze progress on the 2014-15 LCAP goals.</p> <p>Goals:</p> <ol style="list-style-type: none"> 1. Secondary schools will provide a comprehensive program to prepare students for college and career. Increased access to A-G coursework will be addressed, as well as career pathway opportunities. (This goal is the result of survey data, parent input, and district performance data.) 2. SVUSD will fully implement the Common Core State Standards (CCSS). Teachers will be fully trained and provided with aligned

<p>School Site Councils: 9/30/14 SPSA training, including a review of district LCAP and the alignment of site plans to the LCAP.</p> <p>English Learner Parent Committee (ELPAC/DELAC) including reps from every school: 10/13/2014, 12/15/14, 1/13/15, 2/9/15, meetings to train on LCAP and review the progress of the 2014-15 goals. Discussion of further needs, including strengthening parent involvement. Meetings held in English and Spanish.</p> <p>Parent Advisory Committee (PAC) including parent reps from every school: 1/27/15 meeting to train on LCAP and review progress on 2014-15 goals.</p> <p>Social media/technology: Information on progress of LCAP goals and community information through Facebook, blog, and district site as provided to parents, teachers, district personnel, administrators, classified staff, bargaining units, and community members.</p> <p>District Advisory Committee (DAC) including principals, teachers, parents, district personnel, and bargaining units: 2/2/15 meeting to train on LCAP and review progress on 2014-15 LCAP goals.</p> <p>Student AC: Met with secondary students to review progress on 2014-15 LCAP goals. Discussion of further needs. 1/21: VMS, 1/22: HMS, 1/27: SMS, 2/3 SSSHS, 2/18 SVHS, 2/11 RHS, 2/12 AHS</p> <p>School Board: 2/10/15, 4/14/15. Presentation reviewing the LCAP's process and update report.</p>	<p>materials; technology integration will also be a focus. (This goal is the result of stakeholder survey and stakeholder input.)</p> <ol style="list-style-type: none"> 3. SVUSD will provide comprehensive programs to improve student performance and address students who are not meeting grade-level standards. CCSS district benchmarks will be established and implemented; a comprehensive RTI program will be initiated; and subgroups will be addressed. (This goal is the result of survey data, performance data, and stakeholder input.) 4. Parents will be active partners with the school district and school sites. The goal will focus on augmenting parent opportunities for involvement; improve communication between the school and home; and improve parents' digital access. Specific attention will be given to EL parents. (This goal is the result of stakeholder input and survey data.) 5. SVUSD will provide a safe and engaging environment for all students. The areas of focus will address bullying among students; implement a digital citizenship curriculum; and improve students' school connectedness. Facility maintenance and improvement is also a focus. (This goal is the result based on survey data, CHKS survey, and stakeholder input.)
<p>Annual Update:</p> <p>District update committee: 1/6/2015. District team meets to begin work on update reports. Initial data and analysis of progress on 2014-15 goals due 1/16/15. Further meetings 2/23/15, 3/16/15, 3/18/15, 3/23/15, 3/25/15, 4/13/15, 4/27/15, 5/11/15, and 6/1/15.</p> <p>ELPAC: 2/23/15 and 4/27/15 meetings to discuss update and survey results. Solicitation of input from EL parents. Meetings held in English and Spanish.</p> <p>Principals Meeting: Principals asked to provide time at their school sites to allow employees to take survey. Review of draft goals with input from principals 5/6/15 and 5/13/15.</p> <p>Survey: LCAP survey available on district website between 2/2/15 and 3/9/15. Outreach through mass email, mass phone call and social media outlets. School leadership asked to do site-based outreach. District website and survey available in English and Spanish and open to parents, teachers, district personnel, administrators, classified staff, bargaining units and community members.</p>	<p>Annual Update:</p> <p>The District Advisory Committee (DAC) reviewed and synthesized LCAP metrics, stakeholder group input and survey data to review progress on the 2014-15 LCAP goals, and to make recommendations for continued progress and additional areas of focus.</p> <ol style="list-style-type: none"> 1. SVUSD made significant progress in creating additional Career Pathways. The next step will be to inform all stakeholders of the new opportunities and encourage greater student participation in the programs, including subgroups. In addition, survey and PAC input showed that students and parents need more support in fulfilling A-G requirements and CTE. A monitoring system for high school progress will be purchased to address the need. In addition, the College and Career Seminar will inform freshmen students of their options and how to access resources, and a mentoring program will be developed for long-term English learners. 2. SVUSD piloted new math materials and will adopt curriculum for 2015-16. The new adoption will include training and support for

<p>Student AC: Met with secondary students to review progress on 2014-15 LCAP goals. Discussion of further needs. 1/21/15: VMS, 1/22/15: HMS, 1/27/15: SMS, 2/3/15 SSSHS, 2/18/15 SVHS, 2/11/15 RHS and 2/12/15 AHS.</p> <p>DAC: Analysis of survey results and committee input 4/14/15. Discussion of 2015-16 LCAP and solicitation of input 5/26/15.</p> <p>PAC: 1/27/15 meeting to review progress on 2014-15 LCAP goals. Discussion of further needs including strengthening parent involvement. Discussion of 2015-16 LCAP and solicitation of input 3/17/15 and 5/18/15.</p> <p>School Board: 4/14/15 presentation of stakeholder input and resulting updates. Presentation of LCAP for 2015-2016 on 6/2/15. Public Hearing on 6/16/15. Final budget and LCAP presented as an Information Item 6/2/15. Final approval of budget and LCAP 6/30/15.</p> <p>Draft posted online from 6/1/15 to 6/16/15 for comments. Superintendent responded to comments in writing from 6/17/15 to 6/20/15.</p>	<p>successful implementation. Through the survey and PAC, parents have said that they need workshops to better understand Common Core math. The ELA/ELD pilot/adoption has been postponed by the state. Teachers will need support ELA/ELD materials and training to continue the CCSS implementation process. Also, the Next Generation Science Standards (NGSS) need to be addressed. Further implementation of ed-tech will facilitate CCSS implementation.</p> <ol style="list-style-type: none"> 3. All stakeholder groups, including parents, teachers, administrators and students, would like to increase intervention services for students struggling in ELA and math. There is an expressed need by teachers and administrators to create and implement CCSS-aligned district benchmarks in order to monitor student progress. The benchmarks will be used for formative assessment and intervention services. 4. Data indicates that although parents have a parent-portal account to access their student's course progress and grades, it is not being used. The next step will be to work with parents on how to effectively monitor their student's progress using the parent-portal. Improved communication and access to technology will continue to be a priority. Services directed to the Spanish-speaking community will continue. The PAC recommended that parent education in math be a priority to complement the new math adoption. 5. Bullying continues to be a concern for stakeholders. The documentation and process for reporting a complaint were updated this year. Improving the information provided to parents and students online will be a continued goal. Student-adult connections will be developed across schools. Improved mentoring of the student sub-groups will be a priority. District surveys on student connectedness will need to be created for more up-to-date data.
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL 1:	Secondary schools will provide a comprehensive program to prepare students for college and career.	Related State and/or Local Priorities: 1__ 2_x 3__ 4_x 5_x 6__ 7_x 8__ COE only: 9__ 10__ Local: Specify _____
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Identified Need:	1) Improve career Pathways opportunities. 2) Increase the percentage of students meeting A-G requirements. 3) Improve other college readiness indicators.
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Goal Applies to:	Schools: Secondary
Applicable Pupil Subgroups:	All

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	1.1 Improve career Pathways opportunities: <ul style="list-style-type: none"> i. Number of Pathways (24 Pathways available among secondary schools) ii. Number of students in College and Career Seminar (90% of freshman class districtwide) iii. Number of students completing Pathways (62 total; +10% over 2015) iv. Number of freshman indicating an intent to participate in Pathways (30% of freshman districtwide) 1.2 Increase the percentage of students meeting A-G requirements: <ul style="list-style-type: none"> i. Percentage of students meeting A-G (36% of students meet A-G; +2% over 2014-15) 1.3 Improve other college readiness indicators: <ul style="list-style-type: none"> i. Number of AP exams passed with a 3 or above (increase by 2% or 25 exams to 1,250) ii. Enrollment in AP classes (1,808 total district enrollment, +2% over 2014-15) iii. Percentage of students demonstrating competence on EAP (# of prepared students increased by 2% to 36%) iv. Improve API (not available)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 a. One teacher from each high school will be appointed as a school-to-career coordinator with a \$1,000 stipend.	High 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"/> RFEP <input type="checkbox"/> Other Subgroups:	a. \$3,383: VC Innovates (restricted state funds, certificated salaries)
1.1 b. Promote Pathways in middle schools by aligning curriculum with high school Pathways: anatomy at VMS, STEAM at HMS, and Middle Years IB at SMS.	Middle 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"/> RFEP <input type="checkbox"/> Other Subgroups:	b. \$150,000: VC Innovates (restricted state funds, certificated salary, materials, and equipment)
1.1	Secondary	<input checked="" type="checkbox"/> ALL	c. \$123,750: VC Innovates (restricted

c. Pathways curriculum and course development: Writing courses, collaborating with other schools, articulation agreements with colleges and universities, and meeting with the Ventura County Workforce Investment Board (WIB).	schools	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	state funds, certificated salaries)
1.1 d. Market Pathways to the community through printed and online marketing materials (website, posters, video, pamphlets).	Secondary 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"/> RFEP <input type="checkbox"/> Other Subgroups:	d. \$5,000: VC Innovates (restricted state funds, advertising and materials)
1.1 e. Host two parent information nights for SVUSD Pathways. Site CTE coordinators to develop and provide workshops.	Secondary 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"/> RFEP <input type="checkbox"/> Other Subgroups:	e. \$2,000 (unrestricted state funds, workshop supplies & materials)
1.1 f. Team with VCOE for training, including articulation meetings.	Secondary 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"/> RFEP <input type="checkbox"/> Other Subgroups:	f. \$16,200: VC Innovates (restricted state funds, certificated salaries)
1.1 g. Purchase consumables for courses.	Secondary 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"/> RFEP <input type="checkbox"/> Other Subgroups:	g. \$90,000 (unrestricted state funds, materials)
1.1 h. Purchase equipment for courses.	Secondary 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"/> RFEP <input type="checkbox"/> Other Subgroups:	h. \$426,000: VC Innovates (restricted state funds, equipment)
1.1	Secondary	<input checked="" type="checkbox"/> ALL	i. \$36,000: VC Innovates (restricted

i. Teachers attend CTE conferences.	schools	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: <input type="checkbox"/> ALL	state funds, certificated salaries)
1.1 j. Hold parent information meetings in Spanish, provided by district leadership and community liaisons. Cost includes extra hours for liaisons and materials.	Secondary schools	OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: <input type="checkbox"/> ALL	j. \$160 (state unrestricted funds, classified salaries) and \$200 (state unrestricted funds, classified salaries)
1.1 k. Provide Pathways information through EL and RFEP monitoring protocol. District develops and prints supporting documentation and materials.	Secondary schools	OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: <input type="checkbox"/> ALL	k. \$100 (state unrestricted funds, printing)
1.1 l. Provide Pathways information through foster youth point person. District develops and prints supporting documentation and materials.	Secondary schools	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups: <input type="checkbox"/> ALL	l. See 3.4 (a) for position expense \$100 (state unrestricted funds, printing)
1.1 m. Implement College to Career Seminar to inform high school freshman of Pathways opportunities and A-G requirements. Materials provided by Moorpark College.	High 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"/> RFEP <input type="checkbox"/> Other Subgroups: <input type="checkbox"/> ALL	m. No additional cost.
1.1 n. Implement Naviance software to assist students in completing course requirements for Pathways. Program provided by county through VC Innovates.	High 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"/> RFEP <input type="checkbox"/> Other Subgroups: <input type="checkbox"/> ALL	n. No additional cost.
1.1	High	<input type="checkbox"/> ALL	o. \$58,602 (state restricted, certificated

o. Continue Workability program to provide opportunities for SPED students in career readiness.	schools	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input checked="" type="checkbox"/> Other Subgroups:	salaries, classified salaries, materials, and services)
1.2 a. Support science teachers in differentiation to accommodate more 9 th graders in College Preparation Science through teacher training. Twelve teachers attend National Conference on Differentiated Instruction.	High 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"/> RFEP <input type="checkbox"/> Other Subgroups:	a. \$12,000 (federal restricted funds, travel and conference)
1.2 b. Align courses to A-G requirements. Submit course outlines for approval.	High 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"/> RFEP <input type="checkbox"/> Other Subgroups:	b. No additional cost.
1.2 c. Implement Naviance software to assist students in completing course A-G requirements.	High 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"/> RFEP <input type="checkbox"/> Other Subgroups:	c. See 1.1 (n.)
1.2 d. Increase parent involvement/education in A-G through workshops and communication.	High 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"/> RFEP <input type="checkbox"/> Other Subgroups:	d. \$250 (unrestricted state funds workshop supplies, and materials)
1.2 e. Host parent workshop series in Spanish for college-bound students and their parents, including three workshops and two university visits, with the assistance of the community liaisons.	High schools	<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"/> RFEP <input type="checkbox"/> Other Subgroups:	e. \$1,000 (federal restricted funds, classified salaries) and \$250 (federal restricted funds, materials).
1.2	High	<input type="checkbox"/> ALL	f. \$100 (state unrestricted funds,

f. Provide information on A-G courses through EL and RFEP monitoring program. District provides monitoring materials and supplies.	schools	OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	printing)
1.2 g. Change SDAIE for A-G approval.	High schools	<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"/> RFEP <input type="checkbox"/> Other Subgroups:	g. No additional cost.
1.2 h. Three teachers to receive a stipend to monitor long-term English Learners monthly for academic success.	High schools	<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"/> RFEP <input type="checkbox"/> Other Subgroups:	h. \$1,500 (state unrestricted funds, certificated salaries)
1.2 i. Appoint an on-site foster youth point person to monitor foster youth quarterly.	High schools	<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"/> RFEP <input type="checkbox"/> Other Subgroups:	i. See 1.1 (l) and 3.4 (a) for cost
1.2 j. Eliminate foreign language prerequisites to improve access to courses and completion of A-G requirements.	High 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"/> RFEP <input type="checkbox"/> Other Subgroups:	j. No additional cost.
1.3 a. Implement Honors Science to increase access to high-level science classes, including AP.	High 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"/> RFEP <input type="checkbox"/> Other Subgroups:	a. No additional cost.
1.3	High	<input checked="" type="checkbox"/> ALL	b. No additional cost

b. Increase participation in AP by changing access requirements.	schools	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	
1.3 c. Increase IB course offerings and train IB teachers.	Secondary 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"/> RFEP <input type="checkbox"/> Other Subgroups:	c. \$16,000 (restricted, federal funds)

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	1.1 Improve career Pathways opportunities: <ul style="list-style-type: none"> i. Number of Pathways (30 Pathways available among secondary schools) ii. Number of students in College and Career Seminar (90% of freshman class districtwide) iii. Number of students completing Pathways (66 total; +5% over 2016) iv. Number of freshman indicating an intent to participate in Pathways (30% of freshman districtwide) 1.2 Improve the percentage of students meeting A-G requirements: <ul style="list-style-type: none"> i. Percentage of students meeting A-G (38% of students meet A-G; +2% over 2015-16) 1.3 Improve other college readiness indicators: <ul style="list-style-type: none"> i. Number of AP exams passed with a 3 or above (increase by 2% or 25 exams to 1,275) ii. Enrollment in AP classes (1,844 total district enrollment, +2% over 2015-16) iii. Percentage of students demonstrating competence on EAP (# of prepared students increased by 2% to 38%) iv. Improve API (not available)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 a. One teacher from each high school will be appointed as a school-to-career coordinator with a \$1,000 stipend.	High 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"/> RFEP <input type="checkbox"/> Other Subgroups:	a. \$3,383: VC Innovates (restricted state funds, certificated salaries)
1.1 b. Promote Pathways in middle schools by aligning curriculum with high school Pathways: anatomy at VMS, STEAM at HMS, and Middle years IB at SMS.	Middle 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"/> RFEP <input type="checkbox"/> Other Subgroups:	b. \$150,000: VC Innovates (restricted state funds, certificated salary, materials, and equipment)
1.1	Secondary	<input checked="" type="checkbox"/> ALL	c. \$123,750: VC Innovates (restricted

c. Pathways curriculum and course development: Writing courses, collaborating with other schools, articulating agreements with colleges and universities, and meeting with WIB.	schools	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	state funds, certificated salaries)
1.1 d. Market Pathways to the community through printed and online marketing materials (website, posters, video, pamphlets).	Secondary 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"/> RFEP <input type="checkbox"/> Other Subgroups:	d. \$5,000: VC Innovates (restricted state funds, advertising and materials)
1.1 e. Host two parent information nights for SVUSD Pathways. Site CTE coordinators develop and provide workshops.	Secondary 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"/> RFEP <input type="checkbox"/> Other Subgroups:	e. \$2,000 (unrestricted state funds, workshop supplies, and materials)
1.1 f. Team with VCOE for training, including articulation meetings.	Secondary 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"/> RFEP <input type="checkbox"/> Other Subgroups:	f. \$16,200: VC Innovates (restricted state funds, certificated salaries)
1.1 g. Purchase consumables for courses.	Secondary 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"/> RFEP <input type="checkbox"/> Other Subgroups:	g. \$90,000 (unrestricted state funds, materials)
1.1 h. Purchase equipment for courses.	Secondary 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"/> RFEP <input type="checkbox"/> Other Subgroups:	h. \$426,000: VC Innovates (restricted state funds, equipment)
1.1	Secondary	<input checked="" type="checkbox"/> ALL	i. \$36,000: VC Innovates (restricted

i. Teachers attend CTE conferences.	schools	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	state funds, certificated salaries)
1.1 j. Host parent information meetings in Spanish, provided by district leadership and community liaisons. Cost includes extra hours for liaisons and materials.	Secondary schools	<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"/> RFEP <input type="checkbox"/> Other Subgroups:	j. \$160 (state unrestricted funds, classified salaries) and \$200 (state unrestricted funds, classified salaries).
1.1 k. Develop and provide Pathways information through EL and RFEP monitoring protocol. District develops and prints supporting documentation and materials.	Secondary schools	<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"/> RFEP <input type="checkbox"/> Other Subgroups:	k. \$100 (state unrestricted funds, printing)
1.1 l. Provide Pathways information through foster youth point person. District develops and prints supporting documentation and materials.	Secondary schools	<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"/> RFEP <input type="checkbox"/> Other Subgroups:	l. See 3.4 (a) for position expense \$100 (state unrestricted funds, printing)
1.1 m. Implement College to Career Seminar to inform high school freshman of Pathways opportunities and A-G requirements.	High 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"/> RFEP <input type="checkbox"/> Other Subgroups:	m. No additional cost.
1.1 n. Implement Naviance software to assist students in completing course requirements for Pathways.	High 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"/> RFEP <input type="checkbox"/> Other Subgroups:	n. No additional cost.
1.1	High	<input checked="" type="checkbox"/> ALL	o. \$58,602 (state restricted, certificated

o. Continue Workability program to provide opportunities for SPED students in the career readiness.	schools	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	salaries, classified salaries, materials, and services)
1.2 a. Support science teachers in differentiation to accommodate more 9 th graders in CP Science through teacher training. Twelve teachers attend National Conference on Differentiated Instruction.	High 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"/> RFEP <input type="checkbox"/> Other Subgroups:	a. \$12,000 (federal restricted funds, travel, and conference)
1.2 b. Align courses to A-G requirements. Submit course outlines for approval.	High 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"/> RFEP <input type="checkbox"/> Other Subgroups:	b. No additional cost
1.2 c. Implement Naviance software to assist students in completing course A-G requirements.	High 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"/> RFEP <input type="checkbox"/> Other Subgroups:	c. See 1.1 (n.)
1.2 d. Increase parent involvement/education in A-G through workshops and communication.	High 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"/> RFEP <input type="checkbox"/> Other Subgroups:	d. \$250 (unrestricted state funds, workshop supplies and materials)
1.2 e. Host parent workshop series in Spanish for college-bound students and their parents, including three workshops and two university visits, with the assistance of the community liaisons.	High schools	<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"/> RFEP <input type="checkbox"/> Other Subgroups:	e. \$1,000 (federal restricted funds, classified salaries) and \$250 (federal restricted funds, materials).
1.2	High	<input type="checkbox"/> ALL	f. \$100 (state unrestricted funds,

f. Provide information on A-G courses through EL and RFEP monitoring program. District provides monitoring materials and supplies.	schools	OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	printing)
1.2 g. Change SDAIE for A-G approval.	High schools	<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"/> RFEP <input type="checkbox"/> Other Subgroups:	g. No additional cost.
1.2 h. Three teachers to receive a stipend to monitor long-term English Learners monthly for academic success.	High schools	<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"/> RFEP <input type="checkbox"/> Other Subgroups:	h. \$1,500 (state unrestricted funds, certificated salaries)
1.2 i. Site foster youth point person will monitor foster youth quarterly.	High schools	<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"/> RFEP <input type="checkbox"/> Other Subgroups:	i. See 1.1 (l) and 3.4 (a) for cost
1.2 j. Improve access to foreign language prerequisites to improve completion of A-G requirements.	High 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"/> RFEP <input type="checkbox"/> Other Subgroups:	j. No additional cost.
1.3 a. Continue to implement Honors Science to increase access to high-level science classes, including AP.	High 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"/> RFEP <input type="checkbox"/> Other Subgroups:	a. No additional cost.
1.3	High	<input checked="" type="checkbox"/> ALL	b. No additional cost.

b. Continue to increase participation in AP by changing access requirements.	schools	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	
1.3 c. Increase IB course offerings and train IB teachers.		<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"/> RFEP <input type="checkbox"/> Other Subgroups:	c. \$16,000 (restricted, federal funds)

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	1.1 Improve career Pathways opportunities: <ul style="list-style-type: none"> i. Number of Pathways (30 Pathways available among secondary schools) ii. Number of students in College and Career Seminar (90% of freshman class districtwide) iii. Number of students completing Pathways (70 total; +5% over 2017) iv. Number of freshman indicating an intent to participate in Pathways (30% of freshman districtwide) 1.2 Improve the percentage of students meeting A-G requirements: <ul style="list-style-type: none"> b. Percentage of students meeting A-G (40% of students meet A-G; +2% over 2016-17) 1.3 Improve other college readiness indicators: <ul style="list-style-type: none"> i. Number of AP exams passed with a 3 or above (increase by 2% or 25 exams to 1,300) ii. Enrollment in AP classes (1,900 total district enrollment, +2% over 2016-17) iii. Percentage of students demonstrating competence on EAP (# of prepared students increased by 2% to 40%) iv. Improve API (not available)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 a. One teacher from each high school will be appointed as school-to-career coordinator with a \$1,000 stipend	High 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"/> RFEP <input type="checkbox"/> Other Subgroups:	a. \$3,383: VC Innovates (restricted state funds, certificated salaries)
1.1 b. Promote Pathways in middle schools by aligning curriculum with high school Pathways: anatomy at VMS, STEAM at HMS, and Middle years IB at SMS.	Middle 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"/> RFEP <input type="checkbox"/> Other Subgroups:	b. \$150,000: VC Innovates (restricted state funds, certificated salary, materials, and equipment)
1.1	Secondary	<input checked="" type="checkbox"/> ALL	c. \$123,750: VC Innovates (restricted

c. Pathways curriculum and course development.	schools	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	state funds, certificated salaries)
1.1 d. Market Pathways to the community through printed and online marketing materials (website, posters, video, pamphlets).	Secondary 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"/> RFEP <input type="checkbox"/> Other Subgroups:	d. \$5,000: VC Innovates (restricted state funds, advertising and materials)
1.1 e. Host two parent information nights for SVUSD Pathways. Site CTE coordinators develop and provide workshops.	Secondary 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"/> RFEP <input type="checkbox"/> Other Subgroups:	e. \$2,000 (unrestricted state funds, workshop supplies & materials)
1.1 f. Team with VCOE for training, including articulation meetings.	Secondary 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"/> RFEP <input type="checkbox"/> Other Subgroups:	f. \$16,200: VC Innovates (restricted state funds, certificated salaries)
1.1 g. Purchase consumables for courses.	Secondary 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"/> RFEP <input type="checkbox"/> Other Subgroups:	g. \$90,000 (unrestricted state funds, materials)
1.1 h. Purchase equipment for courses.	Secondary 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"/> RFEP <input type="checkbox"/> Other Subgroups:	h. \$426,000: VC Innovates (restricted state funds, equipment)
1.1	Secondary	<input checked="" type="checkbox"/> ALL	i. \$36,000: VC Innovates (restricted

i. Teachers attend CTE conferences	schools	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	state funds, certificated salaries)
1.1 j. Host parent information meetings in Spanish, provided by district leadership and community liaisons. Cost includes extra hours for liaisons and materials.	Secondary schools	OR: <input type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	j. \$160 (state unrestricted funds, classified salaries) and \$200 (state unrestricted funds, classified salaries)
1.1 k. Provide Pathways information through EL and RFEP monitoring protocol. District develops and prints supporting documentation and materials.	Secondary schools	OR: <input type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	k. \$100 (state unrestricted funds, printing)
1.1 l. Pathways information through foster youth point person. District develops and prints supporting documentation and materials.	Secondary schools	OR: <input type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	l. See 3.4 (a) for position expense \$100 (state unrestricted funds, printing)
1.1 m. Implement College to Career Seminar to inform high school freshman of Pathways opportunities and A-G requirements.	High 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"/> RFEP <input type="checkbox"/> Other Subgroups:	m. No additional cost.
1.1 n. Implement Naviance software to assist students in completing course requirements for Pathways. Program funded through the county.	High 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"/> RFEP <input type="checkbox"/> Other Subgroups:	n. No additional cost.
1.1	High	<input checked="" type="checkbox"/> ALL	o. \$58,602 (state restricted, certificated

o. Continue Workability program to provide opportunities for SPED students in career readiness.	schools	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	salaries, classified salaries, materials, and services)
1.2 a. Support science teachers in differentiation to accommodate more 9 th graders in CP Science through teacher training. Twelve teachers attend National Conference on Differentiated Instruction.	High 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"/> RFEP <input type="checkbox"/> Other Subgroups:	a. \$12,000 (federal restricted funds, travel and conference)
1.2 b. Align courses to A-G requirements. Submit course outlines for approval.	High 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"/> RFEP <input type="checkbox"/> Other Subgroups:	b. No additional cost.
1.2 c. Implement Naviance software to assist students in completing course A-G requirements.	High 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"/> RFEP <input type="checkbox"/> Other Subgroups:	c. See 1.1 (n.)
1.2 d. Increase parent involvement/education in A-G requirements through workshops and communication.	High 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"/> RFEP <input type="checkbox"/> Other Subgroups:	d. \$250 (unrestricted state funds workshop supplies & materials)
1.2 e. Host a parent workshop series in Spanish for college-bound students and their parents, including three workshops and two university visits, with the assistance of the community liaisons.	High schools	<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"/> RFEP <input type="checkbox"/> Other Subgroups:	e. \$1,000 (federal restricted funds, classified salaries) and \$250 (federal restricted funds, materials)
1.2	High	<input type="checkbox"/> ALL	f. \$100 (state unrestricted funds,

f. Create and provide information on A-G courses through EL and RFEP monitoring program. District provides monitoring materials and supplies.	schools	OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	printing)
1.2 g. Change SDAIE for A-G approval.	High schools	<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"/> RFEP <input type="checkbox"/> Other Subgroups:	g. No additional cost.
1.2 h. Three teachers receive a stipend to monitor long-term English Learners monthly for academic success.	High schools	<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"/> RFEP <input type="checkbox"/> Other Subgroups:	h. \$1,500 (state unrestricted funds, certificated salaries)
1.2 i. Onsite foster youth point person will monitor foster youth quarterly.	High schools	<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"/> RFEP <input type="checkbox"/> Other Subgroups:	i. See 1.1 (l) and 3.4 (a) for cost
1.2 j. Improve access to foreign language prerequisites to improve completion of A-G requirements.	High 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"/> RFEP <input type="checkbox"/> Other Subgroups:	j. No additional cost.
1.3 a. Implement Honors Science to increase access to high-level science classes, including AP.	High 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"/> RFEP <input type="checkbox"/> Other Subgroups:	a. No additional cost.
1.3	High	<input checked="" type="checkbox"/> ALL	b. No additional cost.

b. Increase participation in AP by changing access requirements.	schools	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	
1.3 c. Increase IB course offerings and train IB teachers.	Secondary 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"/> RFEP <input type="checkbox"/> Other Subgroups:	c. \$16,000 (restricted, fed funds)

GOAL: 2	SVUSD will fully implement the Common Core State Standards (CCSS). Teachers will be fully trained and provided with aligned material; technology integration will also be a focus.	Related State and/or Local Priorities: 1__ 2_X 3__ 4_X 5_X 6__ 7_X 8_X COE only: 9__ 10__ Local: Specify _____
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Identified Need:	1) Provide Professional Development (PD) for teachers. 2) Provide materials aligned to the CCSS for core subjects. 3) Improve technology integration for teachers and students. 4) Maintain Highly Qualified Teachers (HQT).
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	2.1 Provide PD for teachers: i. Hours of PD (3 days of PD for every teacher) ii. Number of teachers trained in ELD (additional 46 teachers for a total of 110 trained ELD teachers) 2.2 Provide materials aligned to the CCSS for core subjects: i. Percentage of teachers using aligned materials in math, ELA, ELD (100% of math is aligned to CCSS; 50% ELA and ELD) 2.3 Improve technology integration for teachers and students: ii. Percentage of pilot teachers using technology daily (50% of pilot teachers report using devices 4-5 days per week) iii. Schools with computer labs (100% of schools have computer labs) iv. Site time using Chromebooks (sites average 15 hours of instructional Chromebook use per week) v. Passage of a technology bond (develop implementation plan) 2.4 Maintain Highly Qualified Teachers (HQT): i. Rate of HQ assignment (maintain current levels >99%)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1	All	<input checked="" type="checkbox"/> ALL	a. \$984,000 (state unrestricted funds,

a. Hold three full days of CCSS professional development for all teachers: August, January, and March.		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	certificated salaries)
2.1 b. Teachers on Special Assignment (TOSAs) provide one full day of pullout professional development related to data analysis of district benchmarks, data related to the elementary report card, and CCSS.	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"/> RFEP <input type="checkbox"/> Other Subgroups:	b. See 3.2 (b)
2.1 c. TOSAs provide one full day of pullout professional development related to data analysis of district benchmark, formative assessment and differentiation for at-risk and SPED students. Substitutes provided for teachers.	Secondary 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"/> RFEP <input type="checkbox"/> Other Subgroups:	c. See 3.2 (c)
2.1 d. Elementary principals will receive training from a VCOE consultant on instructional leadership and data analysis.	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"/> RFEP <input type="checkbox"/> Other Subgroups:	d. \$2,500 (unrestricted state funds, consultant)
2.1 e. Secondary principals will receive training on instructional leadership and observation protocol, including the purchase of walk-through software.	Secondary 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"/> RFEP <input type="checkbox"/> Other Subgroups:	e. \$17,000 (unrestricted state funds, materials)
2.1 f. Secondary math teachers (65 total) will receive one full day of professional development for observations focused on differentiation and formative assessment. Substitutes provided for teachers.	Secondary 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"/> RFEP <input type="checkbox"/> Other Subgroups:	f. \$7,345 (restricted federal funds, certificated salaries)
2.1	Secondary	<input checked="" type="checkbox"/> ALL	g. \$3,400 (restricted federal funds,

g. Secondary science teachers (61 total) will receive one full day pullout focused on NGSS, differentiation, content literacy and formative assessment. Substitutes provided for teachers.	schools	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	certificated salaries)
2.1 h. Secondary history teachers (54 total) will receive one full day pullout focused on differentiation, content literacy and formative assessment. Substitutes provided for teachers.	Secondary 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"/> RFEP <input type="checkbox"/> Other Subgroups:	h. \$6,102 (restricted federal funds, certificated salaries)
2.1 i. One full day pullout for 60 kindergarten teachers. Substitutes provided for teachers.	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"/> RFEP <input type="checkbox"/> Other Subgroups:	i. \$6,780 (restricted federal funds, certificated salaries)
2.1 j. TOSAs provide professional development at staff meetings for elementary teachers related to math practices.	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"/> RFEP <input type="checkbox"/> Other Subgroups:	j. No additional cost.
2.1 k. Four-day training for 6 secondary SDAIE teachers in CALL training through the California Reading and Literature Project. Substitutes provided for teachers.	Secondary 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"/> RFEP <input type="checkbox"/> Other Subgroups:	k. \$6,700 (state unrestricted funds, certificated salaries and travel)
2.1 l. One full day and two half-day pullouts for 40 elementary teachers on 2012 ELD Standards. Substitutes provided for teachers.	Elementary schools	<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"/> RFEP <input type="checkbox"/> Other Subgroups:	l. \$10,000 (state unrestricted funds, certificated salaries and materials)
2.1	Elementary	<input type="checkbox"/> ALL	m. \$1,500 (restricted federal funds,

m. One full day training for 14 elementary teachers on 2012 ELD Standards. Substitutes provided for teachers.	schools	OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	certificated salaries and materials)
2.1 n. Twelve teachers to attend National California Association of Bilingual Education conference to increase knowledge on English language acquisition and EL students.	All	<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"/> RFEP <input type="checkbox"/> Other Subgroups:	n. \$10,000 (state unrestricted funds, certificated salaries and travel)
2.1 o. Two full day pullout for 24 secondary ELD department teachers to articulate cross-content language skills. Substitutes provided for teachers.	Secondary schools	<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"/> RFEP <input type="checkbox"/> Other Subgroups:	o. \$5,424 (state unrestricted funds, certificated salaries)
2.1 p. One full day pullout for 20 secondary teachers to see ELD instruction. Substitutes provided for teachers.	Secondary schools	<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"/> RFEP <input type="checkbox"/> Other Subgroups:	p. \$2,260 (restricted federal funds, certificated salaries)
2.1 q. Two half-day trainings for paraprofessionals on 2012 ELD standards and best practices. No substitutes needed.	All	<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"/> RFEP <input type="checkbox"/> Other Subgroups:	q. No additional cost
2.2 a. Implement CCSS-aligned ELA curriculum, including site-based training provided by the ELA TOSA, ELD TOSA, and principals.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	a. No additional cost.
2.2	All	<input checked="" type="checkbox"/> ALL	b. No additional cost.

b. Provide supplemental science materials aligned to CCSS and approved by Curriculum Council. Materials will replace the current purchase of consumables with no additional cost.		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	
2.2 c. Purchase supplemental ELD materials that are aligned to ELA CCSS for rigor and relevance.	Secondary schools	<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"/> RFEP <input type="checkbox"/> Other Subgroups:	c. \$10,000 (unrestricted state funds, materials)
2.2 d. Purchase supplemental ELD materials for elementary classrooms that provide instruction for CELDT Levels 1-3.	Elementary schools	<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"/> RFEP <input type="checkbox"/> Other Subgroups:	d. \$4,000 (unrestricted state funds, materials)
2.3 a. Incorporate technology into classrooms by continuing 1-to-1 pilot with 55 classroom teachers. Pullout collaboration time for pilot teachers. Substitutes provided for teachers.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	a. \$6,202 (unrestricted state funds, certificated salaries)
2.3 b. Maintain onsite computer labs installed in all SVUSD campuses in 2013-2014 for student instruction, including use of district software purchase of MobyMax and Math 180.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	b. No additional cost.
2.3 c. Continue using Chromebooks (bought in 2013-2014) in classrooms to incorporate educational technology into instruction.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	c. No additional cost.
2.3	All	<input checked="" type="checkbox"/> ALL	d. \$5,650 (unrestricted state funds,

d. One full day pullout training of 50 teachers on Google classroom technology. Substitutes provided for teachers.

OR:
 Low Income pupils
 English Learners
 Foster Youth
 RFEP
 Other Subgroups:

certificated salaries)

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:

- 2.1 Provide PD for teachers:
 - i. Hours of PD (3 days of PD for every teacher)
 - ii. Number of teachers trained in ELD (additional 46 teachers for a total of 156 trained)
- 2.2 Provide materials aligned to the CCSS for core subjects:
 - i. Percentage of teachers using aligned materials in math, ELA, ELD (100% of math is aligned CCSS, 100% ELA and ELD)
- 2.3 Improve technology integration for teachers and students:
 - ii. Percentage of pilot teachers using technology daily (60% of pilot teachers report using devices 4-5 days per week)
 - iii. Schools with computer labs (100% of schools have computer labs)
 - iv. Site time using Chromebooks (sites average 15 hours of instructional Chromebook use per week)
 - v. Passage of technology bond (develop implementation plan)
- 2.4 Maintain Highly Qualified Teachers (HQT)
 - i. Rate of HQ assignment (maintain current levels >99%)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 a. Hold three full days of CCSS professional development: August, January, and March.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	a. \$984,000 (state unrestricted funds, certificated salaries)
2.1 b. TOSAs to provide professional development at elementary staff meetings related to data analysis of district benchmarks.	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"/> RFEP <input type="checkbox"/> Other Subgroups:	b. See 3.2 (b)
2.1 c. TOSAs to provide professional development related to data analysis of district benchmarks, formative assessment and differentiation at staff meetings.	Secondary 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"/> RFEP <input type="checkbox"/> Other Subgroups:	c. No additional cost.
2.1	Elementary	<input checked="" type="checkbox"/> ALL	d. \$2,500 (unrestricted state funds,

d. Elementary principals will implement instructional leadership and data analysis.	schools	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	consultant)
2.1 e. Secondary principals will implement training on instructional leadership and observation protocol, including the purchase of walk-through software.	Secondary 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"/> RFEP <input type="checkbox"/> Other Subgroups:	e. \$17,000 (unrestricted state funds, materials)
2.1 f. Secondary math teachers (65 total) will receive one full pullout day of professional development for observations focused on differentiation and formative assessment. Substitutes provided for teachers.	Secondary 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"/> RFEP <input type="checkbox"/> Other Subgroups:	f. \$7,345 (unrestricted state funds, certificated salaries)
2.1 g. Secondary science teachers (61 total) will receive one full day pullout focused on NGSS, differentiation, content literacy and formative assessment. Substitutes provided for teachers.	Secondary 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"/> RFEP <input type="checkbox"/> Other Subgroups:	g. \$3,400 (restricted funds, certificated salaries)
2.1 h. Secondary history teachers (54 total) will receive one half-day pullout focused on differentiation, content literacy and formative assessment. Substitutes provided for teachers.	Secondary 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"/> RFEP <input type="checkbox"/> Other Subgroups:	h. \$3,000 (restricted funds, certificated salaries)
2.1 i. One full day pullout for 60 kindergarten teachers. Substitutes provided for teachers.	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"/> RFEP <input type="checkbox"/> Other Subgroups:	i. \$6,780 (restricted fed funds, certificated salaries)
2.1	Elementary	<input checked="" type="checkbox"/> ALL	j. \$31,301 (restricted funds, certificated

j. One full day pullout for 1 st through 5 th grade teachers (277 total), focused on CCSS. Substitutes provided for teachers.	schools	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	salaries)
2.1 k. Four-day training for 6 secondary SDAIE teachers in CALL training through the California Reading and Literature Project. Substitutes provided for teachers.	Secondary 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"/> RFEP <input type="checkbox"/> Other Subgroups:	k. \$6,700 (state unrestricted funds, certificated salaries and travel)
2.1 l. One full day and two half day pullouts for 40 elementary teachers on 2012 ELD Standards. Substitutes provided for teachers.	Elementary schools	<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"/> RFEP <input type="checkbox"/> Other Subgroups:	l. \$10,000 (state unrestricted funds, certificated salaries and materials)
2.1 m. One full day training for 28 elementary teachers on 2012 ELD. Substitutes provided for teachers.	Elementary schools	<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"/> RFEP <input type="checkbox"/> Other Subgroups:	m. \$3,080 (restricted federal funds, certificated salaries, and materials)
2.1 n. Twelve teachers to attend National California Association of Bilingual Education conference to increase knowledge on English language acquisition and EL students.	All	<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"/> RFEP <input type="checkbox"/> Other Subgroups:	n. \$10,000 (state unrestricted funds, certificated salaries and travel)
2.1 o. Two full day pullout for 24 secondary ELD department teachers to articulate cross-content language skills. Substitutes provided for teachers.	Secondary schools	<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"/> RFEP <input type="checkbox"/> Other Subgroups:	o. \$5,424 (state unrestricted funds, certificated salaries)
2.1	Secondary	<input type="checkbox"/> ALL	p. \$2,260 (restricted federal funds,

p. One full day pullout for 20 secondary teachers to see ELD instruction. Substitutes provided for teachers.	schools	OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	certificated salaries)
2.1 Two half day trainings for paraprofessionals on 2012 ELD standards and best practices. No substitutes needed.	All	<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"/> RFEP <input type="checkbox"/> Other Subgroups:	q. No additional cost.
2.2 a. Implement CCSS-aligned ELA/ELD curriculum, including site-based training provided by TOSAs and principals.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	a. No additional cost.
2.2 b. Adopt ELA/ELD materials aligned to CCSS.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	b. \$1,000,000 (unrestricted state funds, materials)
2.2 c. Purchase supplemental ELD materials aligned to ELA CCSS for rigor and relevance.	Secondary schools	<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"/> RFEP <input type="checkbox"/> Other Subgroups:	c. \$10,000 (unrestricted state funds, materials)
2.2 d. Purchase supplemental ELD materials for elementary classrooms that provides instruction for CELDT Levels 1-3.	Elementary schools	<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"/> RFEP <input type="checkbox"/> Other Subgroups:	d. \$4,000 (unrestricted state funds, materials)
2.3	All	<input checked="" type="checkbox"/> ALL	a. \$6,202 (unrestricted state funds,

a. Incorporate technology into classrooms by continuing 1-to-1 pilot with 55 classroom teachers. Pullout collaboration time for pilot teachers. Substitutes provided for teachers.		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	certificated salaries)
2.3 b. Maintain onsite computer labs installed in all SVUSD campuses in 2013-2014 for student instruction, including use of district software purchase of MobyMax and Math 180.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	b. No additional cost.
2.3 c. Continue using Chromebooks (bought in 2013-14) in classrooms to incorporate educational technology into instruction.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	c. No additional cost.

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	2.1 Provide PD for teachers: i. Hours of PD (3 days of PD for every teacher) ii. Number of teachers trained in ELD (additional 50 teachers for a total of 300 trained) 2.2 Provide materials aligned to the CCSS for core subjects: i. Percentage of teachers using aligned materials in math, ELA, ELD (100% of math is aligned CCSS, 100% ELA and ELD) 2.3 Improve technology integration for teachers and students: i. Percentage of pilot teachers using tech daily (60% of pilot teachers report using devices 4-5 days per week) ii. Schools with computer labs (100% of schools have computer labs) iii. Site time using Chromebooks (sites average 15 hours of instructional Chromebook use per week) iv. Passage of technology bond (develop implementation plan) 2.4 Maintain Highly Qualified Teachers (HQT): i. Rate of HQ assignment (maintain current levels >99%)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 a. Three full days of CCSS Professional development: August, January, and March.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	a. \$984,000 (state unrestricted funds, certificated salaries)
2.1	Elementary	<input checked="" type="checkbox"/> ALL	b. See 3.2 (b)

b. TOSAs to provide professional development at elementary staff meetings related to data analysis of district benchmarks.	schools	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	
2.1 c. TOSAs to provide professional development for one full day pullout related to CCSS.	Secondary 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"/> RFEP <input type="checkbox"/> Other Subgroups:	c. See 3.2 (c)
2.1 d. Elementary principals to implement training from a VCOE consultant on instructional leadership and data analysis.	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"/> RFEP <input type="checkbox"/> Other Subgroups:	d. No additional cost.
2.1 e. Secondary principals to implement training on instructional leadership and observation protocol, including the purchase of walk-through software.	Secondary 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"/> RFEP <input type="checkbox"/> Other Subgroups:	e. \$17,000 (unrestricted state funds, materials)
2.1 Secondary math teachers (65 total) will receive one full day pullout for observations focused on differentiation and formative assessment. Substitutes provided for teachers.	Secondary 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"/> RFEP <input type="checkbox"/> Other Subgroups:	f. \$7,345 (unrestricted state funds, certificated salaries)
2.1 g. Secondary science teachers (61 total) will receive one half day pullout focused on NGSS, differentiation, content literacy and formative assessment. Substitutes provided for teachers.	Secondary 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"/> RFEP <input type="checkbox"/> Other Subgroups:	g. \$3,400 (restricted funds, certificated salaries)
2.1	Secondary	<input checked="" type="checkbox"/> ALL	h. \$6,102 (restricted funds, certificated

h. Secondary history teachers (54 total) will receive one full day pullout focused on differentiation, content literacy and formative assessment. Substitutes provided for teachers.	schools	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	salaries)
2.1 i. One full day pullout for 1 st through 5 th grade teachers (277 total) focused on CCSS performance tasks in ELA and math. Substitutes provided for teachers.	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"/> RFEP <input type="checkbox"/> Other Subgroups:	j. \$31,301 (restricted funds, certificated salaries)
2.1 j. Four-day training for 6 secondary SDAIE teachers in CALL training through California Reading and Literature Project. Substitutes provided for teachers.	Secondary 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"/> RFEP <input type="checkbox"/> Other Subgroups:	j. \$6,700 (state unrestricted funds, certificated salaries and travel)
2.1 k. One full day and two half day pullouts for 40 elementary teachers on 2012 ELD Standards. Substitutes provided for teachers.	Elementary schools	<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"/> RFEP <input type="checkbox"/> Other Subgroups:	k. \$10,000 (state unrestricted funds, certificated salaries and materials)
2.1 l. One day training for 28 elementary teachers on 2012 ELD Standards. Substitutes provided for teachers.	Elementary schools	<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"/> RFEP <input type="checkbox"/> Other Subgroups:	l. \$3,080 (restricted federal funds, certificated salaries and materials)
2.1 m. Twelve teachers to attend National California Association of Bilingual Education conference to increase knowledge on English language acquisition and EL students.	All	<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"/> RFEP <input type="checkbox"/> Other Subgroups:	m. \$10,000 (state unrestricted funds, certificated salaries and travel)
2.1	Secondary	<input type="checkbox"/> ALL	n. \$5,424 (state unrestricted funds,

n. Two full day pullout for 24 secondary ELD department teachers to articulate cross-content language skills. Substitutes provided for teachers.	schools	OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	certificated salaries)
2.1 o. One full day pullout for 20 teachers to see ELD instruction. Substitutes provided for teachers.	Secondary schools	<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"/> RFEP <input type="checkbox"/> Other Subgroups:	o. \$2,260 (restricted federal funds, certificated salaries)
2.1 p. Two half day trainings for paraprofessionals on 2012 ELD standards and best practices. No substitutes needed.	All	<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"/> RFEP <input type="checkbox"/> Other Subgroups:	p. No additional cost.
2.2 a. Implement CCSS-aligned ELA/ELD curriculum, including site-based training provided by the math TOSA and principals.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	a. No additional cost.
2.2 b. Provide supplemental science materials aligned to CCSS and approved by Curriculum Council. Materials will replace the current purchase of consumables with no additional cost.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	b. No additional cost.
2.2 c. Purchase supplemental ELD materials aligned to ELA CCSS for rigor and relevance.	Secondary schools	<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"/> RFEP <input type="checkbox"/> Other Subgroups:	c. \$10,000 (unrestricted state funds, materials)
2.2	Elementary	<input type="checkbox"/> ALL	d. \$4,000 (unrestricted state funds,

d. Purchase supplemental ELD materials for elementary classrooms that provides instruction for CELDT Levels 1-3	schools	OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	materials)
2.3 a. Incorporate technology into classrooms by continuing 1-to-1 pilot with 55 classroom teachers. Pullout collaboration time for pilot teachers. Substitutes provided for teachers.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	a. \$6,202 (unrestricted state funds, certificated salaries)
2.3 a. Maintain onsite computer labs installed in all SVUSD campuses in 2013-2014 for student instruction, including use of district software purchase of MobyMax and Math 180.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	b. No additional cost.
2.3 b. Continue using Chromebooks (bought in 2013-14) in classrooms to incorporate educational technology into instruction.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	c. No additional cost.

GOAL 3:	SVUSD will provide comprehensive programs to improve student performance and address students who are not meeting grade-level standards. Common Core State Standards-aligned district benchmarks will be established and implemented; a comprehensive Response to Intervention (RTI) program will be initiated and subgroups will be addressed.	Related State and/or Local Priorities: 1__ 2_x 3__ 4_x 5_x 6__ 7__ 8_x COE only: 9__ 10__ Local: Specify _____
Identified Need:	1) Develop districtwide intervention programs 2) Improve performance on districtwide benchmarks 3) Improve percentage of EL students advancing or becoming English proficient 4) Support academic progress of foster youth	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups: All	
LCAP Year 1: 2015-2016		
Expected Annual Measurable	3.1 Develop districtwide intervention programs: i. Develop districtwide intervention protocol (100% of schools have intervention for math and ELA)	

Outcomes:	<ul style="list-style-type: none"> ii. Set and pursue district benchmarks (implement 1st quarter district benchmarks for math and ELA and establish establish baseline) iii. Improve high school graduation rate (overall: 86%; SPED: 69% EL: 48%) 3.2 Improve performance on districtwide benchmarks: <ul style="list-style-type: none"> i. District benchmarks (implement 1st quarter district benchmarks for ELA/math and establish baseline) ii. CAASP (no data) 3.3 Improve percentage of EL students advancing or becoming English proficient: <ul style="list-style-type: none"> i. AMAOs 1, 2a, 2b: (1: 58.5%, 2a: 23%, 2b: 48.5%) ii. Reclassification rate (maintain at 12.6%) iii. Improve performance on district benchmarks (establish baseline) 3.4 Support academic progress of foster youth: <ul style="list-style-type: none"> i. District benchmarks for foster youth (establish baseline) ii. Number of sites with foster youth point person (maintain at 100%) 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 a. Hire 8 part-time intervention specialists (September to May, 3.5 hours/day) at every elementary school site for Tier 2 intervention in ELA. District to provide salaries.	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"/> RFEP <input type="checkbox"/> Other Subgroups:	a. \$225,000 (state unrestricted funds, certificated salaries)
3.1 b. Provide 2 PTE intervention specialists for Crestview Elementary and Mountain View Elementary Schools for Tier 2 intervention. District to provide salaries.	Mountain View and Crestview 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"/> RFEP <input type="checkbox"/> Other Subgroups:	b. \$100,000 (state unrestricted funds, certificated salaries)
3.1 c. Maintain 3 full-time intervention specialists at every middle school site for Tier 2 intervention in ELA. District to provide salaries.	Middle 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"/> RFEP <input type="checkbox"/> Other Subgroups:	c. \$270,000 (state unrestricted funds, certificated salaries)
3.1 d. Purchase research-based intervention programs for elementary ELA (SIPPS/SOARS). District provides supplemental intervention materials.	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"/> RFEP <input type="checkbox"/> Other Subgroups:	d. \$5,000 (state unrestricted funds, materials & supplies)

<p>3.1 e. All schools will develop and implement an intervention schedule.</p>	<p>All</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>e. No additional cost.</p>
<p>3.1 f. Elementary schools will use the BRI for entrance and exit criteria, and the middle schools will use the IRI. All data will be recorded in Aeries and an intervention folder. BRI and IRI purchased in 2014-15.</p>	<p>Elementary and middle schools</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>f. Intervention folders, \$300 (unrestricted state funds, materials)</p>
<p>3.1 g. Purchase 2014-15 CCSS-aligned math software program to facilitate elementary/middle school RTI math and ELA (MobyMax).</p>	<p>All</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>g. No additional cost.</p>
<p>3.1 h. Two half day pullouts to train 36 elementary teachers to use math software (MobyMax) for intervention. Substitutes provided for teachers.</p>	<p>Elementary school</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>h. \$4,068 (unrestricted state funds, certificated salaries)</p>
<p>3.1 i. Provide two sections of math RTI at the three middle schools. Includes use of research-based math software (Math 180) and PD on the software. Three-year purchase of Math 180 in 2014-15. Three teachers for 2 classes at each site plus 2 substitute days for PD</p>	<p>Middle schools</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>i. \$60,000 (unrestricted state funds, certificated staff) and \$678 (unrestricted state funds, certificated staff)</p>
<p>3.1 j. Provide after-school intervention sessions at high schools based on school need. \$10,000 per high school.</p>	<p>High schools</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>j. \$40,000 (unrestricted state funds, certificated salaries)</p>

<p>3.1 k. RTI workshops/conferences for teacher leaders K-12, provided by outside organizations including VCOE. Substitutes provided for teachers.</p>	<p>All</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>k. \$5,000 (restricted federal funds, travel conferences, certificated salaries)</p>
<p>3.1 l. Develop districtwide practices and documentation to standardize intervention and Student Study Team protocol that align with Special Education Department.</p>	<p>High schools</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>l. \$1,000 (unrestricted state funds, materials)</p>
<p>3.2 a. Implement CCSS-aligned district benchmarks K-12 for math and ELA for 1st quarter using School City/Measured Progress.</p>	<p>All</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>3.2 a. No additional cost.</p>
<p>3.2 b. One full day pullout for 277 1st through 5th grade teachers to review benchmark data, train on report cards and Tier 1 intervention. Substitutes provided by district.</p>	<p>Elementary schools</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>b. \$31,301 (restricted Federal funds, certificated salaries)</p>
<p>3.2 c. One full day pullout for 219 6th through 10th grade math and ELA teachers to review benchmark data, train on differentiation and Tier 1 intervention. Substitutes provided by district.</p>	<p>Secondary schools</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>c. \$24,747 (restricted fed funds, certificated salaries)</p>
<p>3.3 a. District personnel to provide professional development for site ELD administrators on 2012 ELD Standards, program administration, EL/RFEP monitoring and EL parent involvement.</p>	<p>All</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>a. No additional cost.</p>

<p>3.3 b. Continue to implement administrator's checklist.</p>	<p>All</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>b. No additional cost.</p>
<p>3.3 c. Form ELD departments, with a department chair, at all secondary schools. Stipend for the 5 department chairs.</p>	<p>Secondary schools</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>c. \$6,000 (unrestricted state funds, certificated salaries)</p>
<p>3.3 d. Host LTEL mentoring at secondary schools, including monthly check-in, to support academic and behavioral success.</p>	<p>Secondary schools</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>d. See 1.2 (i)</p>
<p>3.3 e. Host elementary/secondary teacher training on ELD Standards and ELD implementation.</p>	<p>All</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>e. See 2.1</p>
<p>3.3 f. Hold EL paraprofessional training on 2012 ELD Standards and instructional strategies.</p>	<p>All</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>f. See 2.1 (r)</p>
<p>3.3 g. Offer CAHSEE support after school for ELs and RFEP.</p>	<p>High schools</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>g. \$1,500 (unrestricted state funds, certificated salaries)</p>

3.4 a. Maintain a point person for foster youth at each secondary site with \$1,000 stipend.	Secondary schools	<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"/> RFEP <input type="checkbox"/> Other Subgroups:	a. \$7,893 (unrestricted state funds, other certificated salaries)
3.4 b. Implement a protocol of support for foster youth.	All	<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"/> RFEP <input type="checkbox"/> Other Subgroups:	b. Develop districtwide protocol, no additional cost.
3.4 c. Offer ongoing and expanded professional development for foster youth point person. Substitutes provided for teachers.	All	<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"/> RFEP <input type="checkbox"/> Other Subgroups:	c. \$1,000 (unrestricted state funds, other certificated salaries and travel)

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	3.1 Develop districtwide intervention programs: i. Develop districtwide intervention (100% of schools have intervention for math and ELA) ii. Set and pursue district benchmarks (implement 1 st quarter district benchmark for math and ELA, increase performance 2% over 2015-2016) iii. Improve high school graduation rate (overall: 87%; SPED: 70% EL: 49%) 3.2 Improve performance on districtwide benchmarks: i. District benchmarks for ELA and math (increase performance 2% over 2015-2016) ii. CAASP (increase performance 2% over 2015-2016) 3.3 Improve percentage of EL students advancing or becoming English proficient: i. AMAOs 1, 2a, 2b: (1: 60%, 2a: 25%, 2b: 50%) ii. Reclassification rate (maintain at 12.6%) iii. Improve performance on district benchmarks (increase performance 2% over 2015-2016) 3.4 Support academic progress of foster youth i. District benchmarks for foster youth (increase performance 2% over 2015-2016) ii. Number of sites with foster youth point person (maintain at 100%)				
	3.1	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>a. Increase number of part-time intervention specialists to 12 (from 8) at every elementary school site for Tier 2 intervention in ELA (September to May, 3.5 hours/day). District to provide salaries.</p>	<p>schools</p>	<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>certificated salaries)</p>
<p>3.1 b. Maintain 2 PTE intervention specialists for Crestview and Mountain View for Tier 2 intervention</p>	<p>Crestview and Mountain View Elementary Schools</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>b. \$100,000 (state unrestricted funds, certificated salaries)</p>
<p>3.1 c. Maintain 3 full-time intervention specialists at every middle school site for Tier 2 intervention in ELA. District to provide salaries.</p>	<p>Middle schools</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>c. \$270,000 (state unrestricted funds, certificated salaries)</p>
<p>3.1 d. Implement research-based intervention programs for elementary ELA (SIPPS/SOARS). District provides supplemental intervention materials.</p>	<p>Elementary schools</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>d. No additional cost.</p>
<p>3.1 e. All schools will develop an intervention schedule.</p>	<p>All</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>e. No additional cost.</p>
<p>3.1 f. Elementary schools will use the BRI for entrance and exit criteria and the middle schools will use the IRI. All data will be recorded in Aeries and an intervention folder. BRI and IRI purchased in 2014-15.</p>	<p>Elementary and middle schools</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>f. Intervention folders, \$300 (unrestricted state funds, materials)</p>

<p>3.1 g. Implement 2014-15 purchase of a CCSS-aligned math software program to facilitate elementary/middle school RTI math and ELA (MobyMax).</p>	<p>All</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>g. No additional cost.</p>
<p>3.1 h. Two half day pullouts to train 36 elementary teachers to use math software (MobyMax) for intervention. Substitutes provided for teachers.</p>	<p>Elementary schools</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>h. \$4,068 (unrestricted state funds, certificated salaries)</p>
<p>3.1 j. Provide one section of math RTI at the three middle schools. Includes use of research-based math software (Math 180) and PD on the software. Three-year purchase of Math 180 in 2014-2015. Three teachers for 2 classes at each site plus 2 substitute days for PD.</p>	<p>Middle schools</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>i. \$30,000 (unrestricted state funds, certificated staff) and \$678 (unrestricted state funds, certificated staff)</p>
<p>3.1 j. Provide after-school intervention sessions at high schools based on school need. \$10,000 per high school.</p>	<p>High schools</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>j. \$40,000 (unrestricted state funds, certificated salaries)</p>
<p>3.1 k. RTI workshops/conferences for teacher leaders K-12, provided by outside organizations including VCOE. Substitutes provided for teachers.</p>	<p>All</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>k. \$5,000 (restricted federal funds, travel conferences, certificated salaries)</p>
<p>3.1 l. Develop districtwide practices and documentation to standardize intervention and Student Study Team protocol that align with Special Education Department.</p>	<p>High schools</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>l. \$1,000 (unrestricted state funds, materials)</p>

<p>3.2 a. Implement CCSS-aligned district benchmarks K-12 for math and ELA for 1st quarter using School City/Measured Progress.</p>	<p>All</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>a. No additional cost.</p>
<p>3.2 b. At elementary staff meetings, review benchmark data with teachers. Train on differentiation and Tier 1 intervention.</p>	<p>Elementary schools</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>b. No additional cost.</p>
<p>3.2 c. At secondary staff meetings, review benchmark data. Train on differentiation and Tier 1 intervention.</p>	<p>Secondary schools</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>c. No additional cost.</p>
<p>3.3 a. District personnel to provide professional development for site ELD administrators on 2012 ELD Standards, program administration, EL/RFEP monitoring, and EL parent involvement.</p>	<p>All</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>a. No additional cost.</p>
<p>3.3 b. Continue to implement administrator's checklist.</p>	<p>All</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>b. No additional cost.</p>
<p>3.3 c. Maintain ELD departments with a department chair at all secondary schools. Stipend for the 5 department chairs.</p>	<p>Secondary schools</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>c. \$6,000 (unrestricted state funds, certificated salaries)</p>

<p>3.3 d. Host LTEL mentoring at secondary schools, including monthly check-in, to support academic and behavioral success</p>	<p>Secondary schools</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>d. See 1.2 (i)</p>
<p>3.3 e. Host elementary/secondary teacher training on ELD Standards and ELD implementation.</p>	<p>All</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>e. See 2.1</p>
<p>3.3 f. Hold EL paraprofessional training on 2012 ELD Standards and instructional strategies.</p>	<p>All</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>f. See 2.1 (r)</p>
<p>3.3 g. Offer CAHSEE support after-school for ELs and RFEP.</p>	<p>High schools</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>g. \$1,500 (unrestricted state funds, certificated salaries)</p>
<p>3.4 a. Maintain a point person for foster youth at each secondary site with \$1,000 stipend.</p>	<p>Secondary schools</p>	<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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>a. \$7,893 (unrestricted state funds, other certificated salaries)</p>
<p>3.4 b. Implement a protocol of support for foster youth.</p>	<p>All</p>	<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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>b. No additional cost.</p>

3.4 c. Offer ongoing and expanded professional development for foster youth point person. Substitutes provided for teachers.	All	<input type="checkbox"/> ALL	c. \$1,000 (unrestricted state funds, other certificated salaries and travel)
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	3.1 Develop districtwide intervention programs: i. Develop districtwide intervention protocol (100% of schools have intervention for math and ELA) ii. Set and pursue district benchmarks (implement 1 st quarter district benchmark for math and ELA, increase performance 2% over 2016-2017) iii. Improve high school graduation rate (overall: 88%; SPED: 71% EL: 50%)
	3.2 Improve performance on districtwide benchmarks: i. District benchmarks for ELA and math (implement 1 st quarter district benchmark, increase performance 2% over 2016-2017) ii. CAASP (no data)
	3.3 Improve percentage of EL students advancing or becoming English proficient: i. AMAOs 1, 2a, 2b: (1: 61%, 2a: 26%, 2b: 51%) ii. Reclassification rate (maintain at 12.6%) iii. Improve performance on district benchmarks (increase performance 2% over 2016-2017)
	3.4 Support academic progress of foster youth: i. District benchmarks for foster youth (increase performance 2% over 2016-2017) ii. Number of sites with foster youth point person (maintain at 100%)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 a. Increase number of part-time intervention specialists to 15 (from 12) at every elementary school site for Tier 2 intervention in ELA (September to May, 3.5 hours/day). District to provide salaries.	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"/> RFEP <input type="checkbox"/> Other Subgroups:	a. \$325,000 (state unrestricted funds, certificated salaries)
3.1 b. Maintain 3 full-time intervention specialists at every middle school site for Tier 2 intervention in ELA. District to provide salaries.	Middle 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"/> RFEP <input type="checkbox"/> Other Subgroups:	b. \$270,000 (state unrestricted funds, certificated salaries)
3.1 c. Purchase replacement research-based intervention programs for elementary ELA (SIPPS/SOARS). District provides supplemental intervention materials	Elementary schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	c. \$5,000 (state unrestricted funds, materials & supplies)

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	
3.1 d. All schools will develop and implement an intervention schedule.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	d. No additional cost.
3.1 e. Elementary schools will use the BRI for entrance and exit criteria and the middle schools will use the IRI. All data will be recorded in Aeries and an intervention folder. BRI and IRI purchased in 2014-15	Elementary and middle 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"/> RFEP <input type="checkbox"/> Other Subgroups:	e. Intervention folders, \$300 (unrestricted state funds, materials)
3.1 f. Implement 2014-15 purchase of a CCSS-aligned math software program to facilitate elementary/middle school RTI math and ELA (MobyMax).	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	f. No additional cost.
3.1 g. Two half day pullouts to train 36 elementary teachers on use of math software (MobyMax) for intervention. Substitutes provided for teachers.	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"/> RFEP <input type="checkbox"/> Other Subgroups:	g. \$4,068 (unrestricted state funds, certificated salaries)
3.1 h. Provide one section of math RTI at the three middle schools. Includes use of research-based math software (Math 180) and PD on the software. Three-year purchase of Math 180 in 2014-2015. Three teachers for 2 classes at each site plus 2 substitute days for PD.	Middle 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"/> RFEP <input type="checkbox"/> Other Subgroups:	h. \$30,000 (unrestricted state funds, certificated staff) and \$678 (unrestricted state funds, certificated staff)
3.1 i. Provide after-school intervention sessions at high schools based on school need. \$10,000 per high school.	High schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	i. \$40,000 (unrestricted state funds, certificated salaries)

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	
3.1 j. RTI workshops/conferences for teacher leaders K-12, provided by outside organizations including VCOE. Substitutes provided for teachers.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	j. \$5,000 (restricted federal funds, travel conferences, certificated salaries)
3.1 k. Develop districtwide practices and documentation to standardize intervention and Student Study Team protocol that align with Special Education Department.	High 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"/> RFEP <input type="checkbox"/> Other Subgroups:	k. \$1,000 (unrestricted state funds, materials)
3.2 a. Implement CCSS-aligned district benchmarks K-12 for math and ELA for 1 st quarter using School City/Measured Progress	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	a. No additional cost.
3.2 b. At elementary staff meetings, review benchmark data with teachers. Train on differentiation and Tier 1 intervention.	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"/> RFEP <input type="checkbox"/> Other Subgroups:	b. No additional cost.
3.2 c. One full day pullout for 219 6 th through 10 th grade math and ELA teachers to review State Standards in ELA and math.	Secondary 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"/> RFEP <input type="checkbox"/> Other Subgroups:	c. \$24,747 (restricted state funds, certificated salaries)
3.3 a. District personnel to provide PD for site ELD administrators on 2012 ELD Standards, program administration, EL/RFEP monitoring, and EL parent involvement.	All	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	a. No additional cost.

		<input checked="" type="checkbox"/> RFEF <input type="checkbox"/> Other Subgroups:	
3.3 b. Continue to implement administrator's checklist.	All	<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"/> RFEF <input type="checkbox"/> Other Subgroups:	b. No additional cost.
3.3 c. Maintain ELD departments with a department chair at all secondary schools. Stipend for the 5 department chairs.	Secondary schools	<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"/> RFEF <input type="checkbox"/> Other Subgroups:	c. \$6,000 (unrestricted state funds, certificated salaries)
3.3 d. Host LTEL mentoring at secondary schools, including monthly check-in, to support academic and behavioral success.	Secondary schools	<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"/> RFEF <input type="checkbox"/> Other Subgroups:	d. See 1.2 (i)
3.3 e. Host elementary/secondary teacher training on ELD Standards and ELD implementation.	All	<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"/> RFEF <input type="checkbox"/> Other Subgroups:	e. See 2.1
3.3 f. Hold EL paraprofessional training on 2012 ELD Standards and instructional strategies.	All	<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"/> RFEF <input type="checkbox"/> Other Subgroups:	f. See 2.1 (r)
3.3 g. Offer CAHSEE support after-school for ELs and RFEF.	High schools	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	g. \$1,500 (unrestricted state funds, certificated salaries)

		<input checked="" type="checkbox"/> RFEF <input type="checkbox"/> Other Subgroups:	
3.4 a. Maintain a point person for foster youth at each secondary site with \$1,000 stipend.	Secondary schools	<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"/> RFEF <input type="checkbox"/> Other Subgroups:	a. \$7,893 (unrestricted state funds, other certificated salaries)
3.4 b. Implement a protocol of support for foster youth.	All	<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"/> RFEF <input type="checkbox"/> Other Subgroups:	b. No additional cost.
3.4 c. Offer ongoing and expanded professional development for foster youth point person. Substitutes provided for teachers.	All	<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"/> RFEF <input type="checkbox"/> Other Subgroups:	c. \$1,000 (unrestricted state funds, other certificated salaries and travel)

GOAL 4:	Parents will be active partners with the school district and school sites. The focus will be to augment parent opportunities for involvement; improve the communication between school and home; and improve parent digital access. Specific attention will be given to EL parents.	Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5_x 6_x 7__ 8__ COE only: 9__ 10__ Local: Specify _____
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Identified Need:	1) Increase campus activities for parents 2) Improve school/parent communication 3) Improve digital access for parents 4) Improve parent participation in advisory committees 5) Improve community outreach
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	4.1 Increase campus activities for parents: i. Issue district survey for parents (increase satisfaction by 2% over baseline from 2014-2015 survey) 4.2 Improve school/parent communication: i. Issue district survey for parents (increase satisfaction by 2% over baseline from 2014-2015 survey) 4.3 Improve digital access for parents: ii. Increase the percentage of parents with Aeries account (increase by 2% to 94%) iii. Increase the percentage of parents accessing Aeries parent portal during grading periods (increase by 5% to 73%) 4.4 Improve parent participation in advisory committees: i. Issue district survey for parents (increase satisfaction by 2% over baseline from 2014-2015 survey) ii. Participation in ELAC, PTSA, SSC (increase satisfaction by 2% over baseline participation numbers from 2014-2015) 4.5 Improve Community Outreach i. Issue district survey at large (parents, community, students, staff) (increase satisfaction by 2% over baseline from 2014-2015 survey)
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	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 a. Every school develops a parent involvement plan at the beginning of the school year.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	a. No additional cost.
4.1 b. Provide parent education workshops at the district level, including CCSS, college and career readiness, child development, and social media.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	b. \$500 (state unrestricted funds, materials)

<p>4.1 c. Attend Family Involvement Network workshops at VCOE with district personnel, parents, and liaisons.</p>	<p>All</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>c. \$600 (state unrestricted funds, travel)</p>
<p>4.1 d. Provide parent education workshops in Spanish for college and career readiness (see 1.2 (e)), Aeries, and child development.</p>	<p>All</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>d. \$600 (unrestricted state funds, classified salaries, materials)</p>
<p>4.1 e. Organize two district events for Spanish-speaking parents.</p>	<p>All</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>e. \$400 (restricted federal funds, materials, classified salaries)</p>
<p>4.2 a. Train school staff on information technology.</p>	<p>All</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>a. No additional cost.</p>
<p>4.2 b. Improve district's social media outreach.</p>	<p>All</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>b. \$500 (state, unrestricted funds)</p>
<p>4.2 c. One half day pullout for 20 teachers in Aeries training. Substitutes provided for teachers.</p>	<p>All</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>c. \$2,260 (state, unrestricted funds)</p>

<p>4.2 d. Every teacher will use Aeries for reporting on grades and discipline issues.</p>	<p>All</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>d. No additional cost.</p>
<p>4.2 e. Develop and implement a teacher-training plan for teacher-parent communication enhancement.</p>	<p>All</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>e. No additional cost.</p>
<p>4.2 f. Train principals on using electronic newsletters for school-parent-student communication needs.</p>	<p>All</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>f. No additional cost.</p>
<p>4.3 a. Schools will provide Aeries Parent Portal workshops for parents.</p>	<p>All</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>a. \$200 supporting materials (state unrestricted funds, materials)</p>
<p>4.3 b. Schools will maintain dedicated computers for parents to access Aeries and other needs. (These computers were installed in the 2014-2015 school year at every campus.)</p>	<p>All</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>b. No additional cost.</p>
<p>4.4 a. The district will hold Single Plan for Student Achievement (SPSA) and School Site Council (SSC) training provided for all School Site Council teams</p>	<p>All</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>a. No additional cost.</p>

<p>4.4 b. Develop and implement a template for ELAC meetings with all required topics.</p>	<p>All</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>b. No additional cost.</p>
<p>4.4 c. Special Education parents to participate in Community Advisory Committee (CAC) at VCOE to advise district on SPED needs.</p>	<p>all</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"/> RFEP <input checked="" type="checkbox"/> Other Subgroups: SPED</p>	<p>c. No additional cost.</p>
<p>4.5 a. Participate in the Simi Valley Street Fair for community outreach.</p>	<p>All</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>a. \$1,500 (state unrestricted funds)</p>
<p>4.5 b. Present annual State of Our Schools presentation to the community.</p>	<p>All</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>b. \$100 (state unrestricted funds, classified)</p>
<p>4.5 c. Create and publish newspaper ads supporting SVUSD programs and its successes.</p>	<p>All</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>c. \$10,000 (state unrestricted funds)</p>
<p>4.5 d. Investigate federal Green Ribbon School designation for the SVUSD.</p>	<p>All</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>d. \$300 (state unrestricted funds)</p>

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	4.1 Increase campus activities for parents: i. Issue district survey for parents (increase satisfaction by 2% over 2015-2016)		
	4.2 Improve school/parent communication: i. Issue district survey for parents (increase satisfaction by 2% over 2015-2016)		
	4.3 Improve digital access for parents: i. Increase the percentage of parents with an Aeries account (increase by 2% to 96%) ii. Increase the percentage of parents accessing Aeries Parent Portal during grading periods (increase by 5% to 78%)		
	4.4 Improve parent participation in advisory committees: i. Issue district survey for parents (increase satisfaction by 2% over 2015-2016) ii. Increase participation in ELAC, PTSA, SSC (increase satisfaction by 2% over 2015-2016)		
	4.5 Improve Community Outreach i. Issue district survey to parents (increase satisfaction by 2% over 2015-2016)		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 a. Every school develops a parent involvement plan at the beginning of the year	All	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ RFEP ___ Other Subgroups:	a. No additional cost.
4.1 b. Provide parent education workshops at a district level, including CCSS, college and career readiness, child development, and social media	All	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ RFEP ___ Other Subgroups:	b. \$500 (state unrestricted funds, materials)
4.1 c. Attend Family Involvement Network workshops at VCOE with district personnel, parents, and liaisons.	All	___ ALL OR: ___ Low Income pupils <input checked="" type="checkbox"/> English Learners ___ Foster Youth <input checked="" type="checkbox"/> RFEP ___ Other Subgroups:	c. \$600 (state unrestricted funds, travel)
4.1 d. Provide parent education workshops in Spanish for college and career readiness (see 1.2 (e)), Aeries, and child development.	All	___ ALL OR: ___ Low Income pupils <input checked="" type="checkbox"/> English Learners ___ Foster Youth <input checked="" type="checkbox"/> RFEP ___ Other Subgroups:	d. \$600 (unrestricted state funds, classified salaries, materials)

4.1 e. Organize two district events for Spanish-speaking parents	All	<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"/> RFEP <input type="checkbox"/> Other Subgroups:	e. \$400 (restricted federal funds, materials and classified salaries)
4.2 a. Train school staff on information technology.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	a. No additional cost.
4.2 b. Improve district's social media outreach.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	b. \$500 (state, unrestricted funds)
4.2 c. One half day pullout for 10 teachers in Aeries training. Substitutes provided by district.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	c. \$1,130 (state, unrestricted funds)
4.2 d. Every teacher will use Aeries for reporting on grades and discipline issues.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	d. No additional cost.
4.2 e. Develop and implement a teacher-training plan for teacher-parent communication enhancement.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	e. No additional cost.

<p>4.2 f. Train principals on using electronic newsletters for school-parent-student communication.</p>	<p>All</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>f. No additional cost.</p>
<p>4.3 a. Schools will provide Aeries Parent Portal workshops for parents.</p>	<p>All</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>a. \$200 supporting materials (state unrestricted funds, materials)</p>
<p>4.3 b. Schools will maintain dedicated computers for parents to access Aeries and other needs.</p>	<p>All</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>b. No additional cost.</p>
<p>4.4 a. The district will hold SPSA and SSC training provided for all SSC teams.</p>	<p>All</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>a. No additional cost.</p>
<p>4.4 b. Schools use district template for ELAC meetings with all required topics.</p>	<p>All</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>b. No additional cost.</p>
<p>4.4 c. SPED parents participate in CAC at VCOE to advise district on SPED needs</p>	<p>All</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"/> RFEP <input checked="" type="checkbox"/> Other Subgroups: SPED</p>	<p>c. No additional cost.</p>

4.5 a. Participate in the Simi Valley Street Fair for community outreach.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	d. \$1,500 (state unrestricted funds)
4.5 b. Present the annual State of Our Schools presentation to the community.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	b. \$100 (state unrestricted funds, classified)
4.5 c. Create and publish newspaper ads supporting SVUSD programs and its successes.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	c. \$10,000 (state unrestricted funds)
4.5 d. Pursue federal Green Ribbon School designation for SVUSD.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	d. \$300 (state unrestricted funds)

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	4.1 Increase campus activities for parents: ii. Issue district survey for parents (increase satisfaction by 2% over 2016-2017) 4.2 Improve school/parent communication: ii. Issue district survey for parents (increase satisfaction by 2% over 2016-2017) 4.3 Improve digital access for parents: iii. Increase the percentage of parents with an Aeries account (increase by 2% to 98%) iv. Increase the percentage of parents accessing Aeries Parent Portal during grading periods (increase by 5% to 83%) 4.4 Improve parent participation in advisory committees: iii. Issue district survey for parents (increase satisfaction by 2% over 2016-2017) iv. Increase participation in ELAC, PTSA, SSC (increase satisfaction by 2% over 2016-2017) 4.5 Improve Community Outreach i. Issue district survey to all stakeholders: parents, community, students, staff (increase satisfaction by 2% over 2016-2017)		
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service

<p>4.1 a. Every school develops a parent involvement plan at the beginning of the year.</p>	<p>All</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>a. No additional cost.</p>
<p>4.1 b. Provide parent education workshops at the district level, including CCSS, college and career readiness, child development, and social media.</p>	<p>All</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>b. \$500 (state unrestricted funds, materials)</p>
<p>4.1 c. Attend Family Involvement Network workshops at VCOE with district personnel, parents, and liaisons.</p>	<p>All</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>c. \$600 (state unrestricted funds, travel)</p>
<p>4.1 d. Provide parent education workshops in Spanish for college and career readiness (see 1.2 (e)), Aeries, and child development.</p>	<p>All</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>d. \$600 (unrestricted state funds, classified salaries, materials)</p>
<p>4.1 e. Organize two district events for Spanish-speaking parents.</p>	<p>All</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>e. \$400 (restricted fed funds, materials and classified salaries)</p>
<p>4.2 a. Train school staff on information technology.</p>	<p>All</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>a. No additional cost.</p>

4.2 b. Improve district's social media outreach.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	b. \$500 (state, unrestricted funds)
4.2 c. One half day pullout for 10 teachers in Aeries training. Substitutes provided for teachers.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	c. \$1,130 for (state, unrestricted funds)
4.2 d. Every teacher will use Aeries for reporting grades and discipline issues.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	d. No additional cost.
4.2 e. Develop and implement teacher-training plan for teacher-parent communication enhancement.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	e. No additional cost.
4.2 f. Train principals on using electronic newsletters for school-parent-student communication needs.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	f. No additional cost.
4.3 a. Schools will provide Aeries Parent Portal workshops for parents.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	a. \$200 supporting materials (state unrestricted funds, materials)

<p>4.3 b. Schools will maintain dedicated computers for parents to access Aeries and other needs.</p>	<p>All</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>b. No additional cost.</p>
<p>4.4 a. The district will hold SPSA and SSC training provided for all SSC teams.</p>	<p>All</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>a. No additional cost.</p>
<p>4.4 b. School sites use district template for ELAC meetings with all required topics.</p>	<p>All</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>b. No additional cost.</p>
<p>4.4 c. SPED parents participate in CAC at VCOE to advise district on SPED needs.</p>	<p>All</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"/> RFEP <input checked="" type="checkbox"/> Other Subgroups: SPED</p>	<p>c. No additional cost.</p>
<p>4.5 a. Participate in the Simi Valley Street Fair for community outreach.</p>	<p>All</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>a. \$1,500 (state unrestricted funds)</p>
<p>4.5 b. Present annual State of Our Schools presentation to the community.</p>	<p>All</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>b. \$100 (state unrestricted funds, classified)</p>

4.5 c. Create and publish newspaper ads supporting SVUSD programs and its successes.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	c. \$10,000 (state unrestricted funds)
4.5 d. Pursue federal Green Ribbon School designation for SVUSD.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	d. \$300 (state unrestricted funds)

GOAL 5:	SVUSD will provide a safe and engaging environment for students. The areas of focus will be to address bullying and to implement a digital citizenship curriculum, as well as to improve student connectedness to school. Facilities maintenance will also be a focus.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local: Specify _____
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Identified Need:	<ol style="list-style-type: none"> 1) Address bullying 2) Implement digital citizenship curriculum at all grades 3) Improve student perception of school connectedness 4) Maintain safe, attractive and functional facilities
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups:	All
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LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	<p>5.1 Address bullying:</p> <ol style="list-style-type: none"> i. Decrease expulsion rate (reduce by 2% over 2014-2015 baseline) ii. Decrease suspension rate (reduce by 2% over 2014-2015 baseline) iii. Decrease the number of bullying and cyberbullying incidents at the schools sites (establish baseline) <p>5.2 Implement digital citizenship curriculum:</p> <ol style="list-style-type: none"> i. Percentage of students completing curriculum (100% of students receive and complete instruction in digital citizenship) <p>5.3 Improve student perception of school connectedness:</p> <ol style="list-style-type: none"> i. California Healthy Kids Survey (no data) ii. District survey to students (establish baseline) iii. Decrease attendance rate/chronic absenteeism (reduce rate from 7% to 6.5%) iv. Decrease the high school drop-out rate (reduce to 9%) v. Decrease the middle school drop-out rate (reduce to .8%) <p>5.4 Maintain safe, attractive and functional facilities:</p> <ol style="list-style-type: none"> i. Facilities maintenance (TBD)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>5.1 a. Continue curriculum for bullying and cyberbullying prevention.</p>	<p>All</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>a. \$500 (state unrestricted funds, materials)</p>
<p>5.1 b. District website provides information and resources on bullying for students, parents, and community.</p>	<p>All</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>b. No additional cost.</p>
<p>5.1 c. Educate stakeholders on bullying through district run workshops.</p>	<p>All</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>c. \$500 (state unrestricted funds, materials)</p>
<p>5.2 a. Implement digital citizenship curriculum in K-12.</p>	<p>All</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>a. No additional cost.</p>
<p>5.2 b. District will support and train teachers on implementation of digital citizenship curriculum.</p>	<p>All</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>b. No additional cost.</p>
<p>5.2 c. District will hold three parent workshops on digital citizenship.</p>	<p>All</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>c. \$500 (state unrestricted funds, materials)</p>

<p>5.3 a. Develop systems for promoting student-adult communication.</p>	<p>All</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>a. No additional cost.</p>
<p>5.3 b. Develop a program to mentor LTEL students at secondary schools.</p>	<p>Secondary schools</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>b. See 3.3</p>
<p>5.3 c. Support school site clubs and student organizations.</p>	<p>All</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>c. \$203,000 (state unrestricted funds, other certificated salaries)</p>
<p>5.3 d. Expand the buddy system program in elementary schools.</p>	<p>Elementary schools</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>d. No additional cost.</p>
<p>5.3 e. Create and implement two safety assemblies to be held at all elementary schools.</p>	<p>Elementary schools</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>e. No additional cost.</p>
<p>5.4 a. Create facilities' project list and prioritize needs.</p>	<p>All</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"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>a. No additional cost.</p>

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	<p>5.1 Address bullying:</p> <ul style="list-style-type: none"> i. Decrease expulsion rate (reduce by 2% over 2015-2016) ii. Decrease suspension rate (reduce by 2% over 2015-2016) iii. Decrease the number of bullying and cyberbullying incidents at the schools sites (reduce by 2% over 2015-2016) <p>5.2 Implement digital citizenship curriculum:</p> <ul style="list-style-type: none"> i. Percentage of students completing curriculum (100% of students receive and complete instruction in digital citizenship) <p>5.3 Improve student perception of school connectedness:</p> <ul style="list-style-type: none"> i. California Healthy Kids Survey (no data) ii. District survey to students (establish baseline) iii. Decrease attendance rate/chronic absenteeism (reduce rate from 6.5% to 6%) iv. Decrease the high school drop-out rate (reduce to 8%) v. Decrease the middle school drop-out rate (reduce to .7%) <p>5.4 Maintain safe, attractive and functional facilities:</p> <ul style="list-style-type: none"> i. Facilities maintenance (TBD)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 a. Continue curriculum for bullying and cyberbullying prevention.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	a. \$500 (state unrestricted funds, materials)
5.1 b. District website provides updated information and resources on bullying for students, parents, and community.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	b. No additional cost.
5.1 c. Educate stakeholders on bullying through district run workshops.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	c. \$500 (state unrestricted funds, materials)
5.2 a. Implement digital citizenship curriculum in K-12.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	a. No additional cost.

		<input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	
5.2 b. District will support and train teachers on implementation of digital citizenship curriculum.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	b. No additional cost.
5.2 c. District will hold three parent workshops on digital citizenship.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	c. \$500 (state unrestricted funds, materials)
5.3 a. Develop systems for promoting student-adult communication.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	a. No additional cost.
5.3 b. Develop a program to mentor LTEL students at secondary schools.	Secondary schools	<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"/> RFEP <input type="checkbox"/> Other Subgroups:	b. See 3.3
5.3 c. Support school site clubs and student organizations.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	b. \$203,000 (state unrestricted funds, other certificated salaries)
5.3 d. Expand the buddy system program in elementary schools.	Elementary schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	d. No additional cost.

		<input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	
5.3 e. Create and implement two safety assemblies to be held at all elementary schools.	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"/> RFEP <input type="checkbox"/> Other Subgroups:	e. No additional cost.
5.4 a. Create facilities' project list and prioritize needs.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	a. No additional cost.

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	5.1 Address bullying: <ul style="list-style-type: none"> i. Decrease expulsion rate (reduce by 2% over 2016-2017) ii. Decrease suspension rate (reduce by 2% over 2016-2017) iii. Decrease the number of bullying and cyberbullying incidents at the schools sites (reduce by 2% over 2016-2017)
	5.2 Implement digital citizenship curriculum: <ul style="list-style-type: none"> i. Percentage of students completing curriculum (100% of students receive and complete instruction in digital citizenship)
	5.3 Improve student perception of school connectedness: <ul style="list-style-type: none"> i. California Healthy Kids Survey (no data) ii. District survey to students (establish baseline) iii. Decrease attendance rate/chronic absenteeism (reduce rate from 6% to 5.5%) iv. Decrease the high school drop-out rate (reduce to 7%) v. Decrease the middle school drop-out rate (reduce to .6%)
	5.4 Maintain safe, attractive and functional facilities: <ul style="list-style-type: none"> i. Facilities maintenance (TBD)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 a. Continue curriculum for bullying and cyberbullying prevention.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	a. \$500 (state unrestricted funds, materials)
5.1	All	<input checked="" type="checkbox"/> ALL	b. No additional cost.

b. District website provides updated information and resources on bullying for students, parents, and community.		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	
5.1 c. Educate stakeholders on bullying through district run workshops.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	c. \$500 (state unrestricted funds, materials)
5.2 a. Implement digital citizenship curriculum in K-12.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	a. No additional cost.
5.2 b. District will support and train teachers on implementation of digital citizenship curriculum.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	b. No additional cost.
5.2 c. District will hold three parent workshops on digital citizenship.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	c. \$500 (state unrestricted funds, materials)
5.3 a. Develop systems for promoting student-adult communication.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	a. No additional cost.
5.3	Secondary	<input type="checkbox"/> ALL	b. See 3.3

b. Develop a program to mentor LTEL students at secondary schools.	schools	OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	
5.3 c. Support school site clubs and student organizations.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	b. \$203,000 (state unrestricted funds, other certificated salaries)
5.3 d. Expand the buddy system program in elementary schools.	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"/> RFEP <input type="checkbox"/> Other Subgroups:	d. No additional cost.
5.3 e. Create and implement two safety assemblies to be held at all elementary schools.	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"/> RFEP <input type="checkbox"/> Other Subgroups:	e. No additional cost.
5.4 a. Create facilities' project list and prioritize needs.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	a. No additional cost.

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:	Secondary schools will provide a comprehensive program to prepare students for college and career.	Related State and/or Local Priorities: 1__ 2_x 3__ 4_x 5_x 6__ 7_x 8__ COE only: 9__ 10__ Local: Specify _____
Goal Applies to:	Schools: Secondary Schools Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	1.1 Improve career Pathways: i. Number of Pathways (8 Pathways available among secondary schools) ii. Number of students completing Pathways (increase by 10% over 2013-2014) 1.2 Improve percent of students meeting A-G requirements i. Percentage of students meeting A-G (33% of students meet A-G; +2% over 2013-2014) 1.3 Improve other college readiness indicators i. Number of AP exams passed with a 3 or above (increase by 2% or 25 exams to 1,250) ii. Percentage of students demonstrating competence on EAP (number of prepared students increase by 3% to 34%)	Actual Annual Measurable Outcomes: 1.1 Improve career Pathways: i. 20 Pathways available or in development among secondary schools ii. 3,411 students currently participating in CTE (data from 2012-2013 unavailable) 1.2 Improve percent of students meeting A-G requirements i. 34% of students graduated with A-G requirements 1.3 Improve other college readiness indicators i. Not available until 7/2015 ii. Not available until 7/2015

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
1.1 Create school-to-career coordinator positions	1.1 Provide stipend to site coordinator, \$3,383 Stipend (unrestricted state funds, other certificated salaries)	1.1 School-to-career coordinators established.	1.1 No General Funds expended. CA Pathway Trust Grant funded expenses
Scope of service: Secondary schools		Scope of service: Secondary schools	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ RFEP ___ Other Subgroups:		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ RFEP ___ Other Subgroups:	
1.1 Promote Pathways in middle schools by aligning curriculum to high schools.	1.1 Develop and provide workshop materials, \$750 (unrestricted state funds, workshop supplies & materials)	1.1 Hillside STEAM Pathway aligned with Santa Susana High School. Other middle school Pathways under development.	1.1 No General Funds expended. CA Pathway Trust Grant funded expenses.
Scope of service: Middle schools		Scope of service: Middle schools	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ RFEP ___ Other Subgroups:		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ RFEP ___ Other Subgroups:	
1.1 Expand CTE Pathways courses by developing and submitting curriculum for 8 additional Pathways.	1.1 No additional cost.	1.1 Teachers wrote courses for 20 CTE Pathways.	1.1 No General Funds expended. CA Pathway Trust Grant funded expenses.
Scope of service: Secondary schools		Scope of service: Secondary schools	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ RFEP		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ RFEP	

___ Other Subgroups:		___ Other Subgroups:	
1.1 Host parent information nights.	1.1 Develop and provide workshop materials, \$250, (unrestricted state funds, workshop supplies & materials)	1.1 Parent outreach plan in development.	1.1 TBD
Scope of service:	Secondary schools	Scope of service:	Secondary schools
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ RFEP ___ Other Subgroups:		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ RFEP ___ Other Subgroups:	
1.1 SVUSD team to meet to articulate Pathways courses with county and community colleges.	1.1 \$3,383 (federal restricted funds, other certificated salaries)	1.1 SVUSD team met to articulate Pathways courses with county and community colleges.	1.1 No General Funds expended. CA Pathway Trust Grant funded expenses.
Scope of service:	Secondary schools	Scope of service:	Secondary schools
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ RFEP ___ Other Subgroups:		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ RFEP ___ Other Subgroups:	
1.1 Hold parent meetings in Spanish on CTE Pathways information. Provide Spanish interpreter for four meetings at 2 hours/meeting.	1.1 \$160 (state unrestricted funds, classified salaries)	1.1 No action taken.	1.1 No action taken. Funds were not expended.
Scope of service:	Secondary schools	Scope of service:	Secondary schools
___ ALL		___ ALL	
OR: ___ Low Income pupils <input checked="" type="checkbox"/> English Learners ___ Foster Youth <input checked="" type="checkbox"/> RFEP ___ Other Subgroups:		OR: ___ Low Income pupils <input checked="" type="checkbox"/> English Learners ___ Foster Youth <input checked="" type="checkbox"/> RFEP ___ Other Subgroups:	
1.2 Develop and provide supporting	1.2 \$100 (state unrestricted funds,	1.2 No action taken.	1.2 No action taken. Funds were not

materials for site staff on EL monitoring protocol.		printing)		expended.
Scope of service:	Secondary schools		Scope of service:	Secondary schools
<input type="checkbox"/> ALL			<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"/> RFEP <input type="checkbox"/> Other Subgroups:			OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	
1.2 Develop and provide supporting materials for foster youth point person.	1.2 \$100 (state unrestricted funds, printing)	1.2 Site specific, district protocol in development.	1.2 No action taken. Funds were not expended.	
Scope of service:	Secondary schools		Scope of service:	Secondary schools
<input type="checkbox"/> ALL			<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"/> RFEP <input type="checkbox"/> Other Subgroups:			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	
1.2 Increase number of students in 9 th grade College Prep Science and decrease number of students in 9 th grade general science.	1.2 No additional cost.	1.2 9 th grade science in 2015-2016 A-G approved with the exception of SDAIE and SPED. Science teachers trained in NGSS through two days of Professional Development.	1.2 NGSS secondary teacher training: \$21,000 (restricted state funds, certificated personnel)	
Scope of service:	Secondary schools		Scope of service:	Secondary schools
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	
1.2 Increase number of A-G approved courses available.	1.2 \$5,000 for curriculum (unrestricted state funds)	1.2 All new courses submitted to Secondary Curriculum Council must also be submitted for A-G approval.	1.2 No action taken. Funds were not expended.	

Scope of service: High schools		Scope of service: High schools	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	
1.2 Develop 8 th grade to 9 th grade transition/orientation workshops to increase student awareness.	1.2 Workshop materials, \$250 (unrestricted state funds workshop supplies & materials)	1.2 No action taken.	1.2 No action taken. Funds were not expended.
Scope of service: Secondary schools		Scope of service: Secondary schools	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	
1.2 Increase parent involvement/education in A-G through workshops and communication.	1.2 Workshop materials, \$250 (unrestricted state funds workshop supplies & materials)	1.2 Parent information evenings held at all high schools.	1.2 No action taken. Funds were not expended.
Scope of service: Secondary schools		Scope of service: High schools	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	
1.2 High schools provide planning, curriculum, and support for A-G success.	1.2 No additional cost.	1.2 High schools offered site-specific student assistance. District protocol in development.	1.2 No additional cost.
Scope of service: High schools		Scope of service: High schools	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	
1.2 Establish committee to provide teacher Professional Development for transformation.	1.2 \$676 (federal restricted funds, other certificated salaries)	1.2 No action taken.	1.2 No action taken. Funds were not expended.
Scope of service: Secondary 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"/> RFEP <input type="checkbox"/> Other Subgroups:		Scope of service: Secondary 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"/> RFEP <input type="checkbox"/> Other Subgroups:	
1.2 Hold 8 th grade parent workshops in Spanish.	1.2 Spanish interpreter for four meetings at 2 hours each, \$168 (state unrestricted funds, classified salaries)	1.2 Four parent workshops in Spanish held that focused on secondary school information.	1.2 \$300 (state unrestricted, classified salaries)
Scope of service: Middle schools <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"/> RFEP <input type="checkbox"/> Other Subgroups:		Scope of service: Middle schools <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"/> RFEP <input type="checkbox"/> Other Subgroups:	
1.2 Develop and provide supporting materials through EL monitoring program.	1.2 \$100 (state unrestricted funds printing)	1.2 No action taken.	1.2 No action taken. Funds were not expended.
Scope of service: Secondary schools <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth		Scope of service: Secondary schools <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"/> RFEP <input type="checkbox"/> Other Subgroups:			<input checked="" type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:		
1.2 Change SDAIE for A-G approval.		1.2 No additional cost.	1.2 No action taken.		1.2 No additional cost.
Scope of service:	High schools		Scope of service:	High schools	
<input type="checkbox"/> ALL			<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"/> RFEP <input type="checkbox"/> Other Subgroups:			OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:		
1.2 Monitor recent RFEPs (less than 2 years) at each quarter through site coordinator.		1.2 No additional cost.	1.2 No action taken.		1.2 No additional cost.
Scope of service:	Secondary schools		Scope of service:	Secondary schools	
<input type="checkbox"/> ALL			<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"/> RFEP <input type="checkbox"/> Other Subgroups:			OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:		
1.3 Appoint a foster youth point person to monitor foster youth quarterly.		1.3 See 3.1 RTI FY	1.3 Point person established at each secondary school.		1.3 See 3.1 RTI FY
Scope of service:	Secondary schools		Scope of service:	Secondary schools	
<input type="checkbox"/> ALL			<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"/> RFEP <input type="checkbox"/> Other Subgroups:			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:		
1.3 No action taken.		1.3 No additional cost.	1.3 No action taken.		1.3 No additional cost.
Scope of service:	Secondary schools		Scope of service:	Secondary schools	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The VC Innovates grants increased resources to the Career-Technical Education (CTE) Pathways program, allowing for a far greater expansion of programs than anticipated when the district established the LCAP. The focus this year changed due to the impact of grant funds, and actions relating to outreach were delayed. The next step will be to continue working with the county in 2015-2016 to fully implement Pathways and to improve outreach and marketing. Our stakeholders are not always aware of the new programs offered. A-G graduation rates will continue to improve as we implement the LCAP goals. It will take four years for the students in the new science Pathways to graduate with A-G approved coursework. There will need to be support for science teachers throughout the change. There is also a need to add more consistency across the district as to the A-G supports; this includes parent outreach and student support. The implementation of a complete support system will be implemented in 2015-2016, and includes a digital monitoring system and a freshman college and career readiness course. Data needs to be collected to analyze the participation and success of subgroups with each sub-goal.		
Original GOAL 2 from prior year LCAP:	SVUSD will fully implement the Common Core State Standards (CCSS). Teachers will be fully trained and be provided with aligned materials; technology integration will also be a focus.		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 type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: Specify _____
Goal Applies to:	Schools:	All	Applicable Pupil Subgroups: All

<p>Expected Annual Measurable Outcomes :</p>	<p>2.1 Provide Professional Development for teachers.</p> <ul style="list-style-type: none"> i. Number of hours of PD (800 hours formal and informal PD by TOSAs) ii. Number of hours received per teacher (20 hours per teacher) iii. Number of teachers trained in ELD (additional 40 teachers for a total of 64 trained) <p>2.2 Provide materials aligned to the CCSS for core subjects</p> <ul style="list-style-type: none"> i. Percentage of teachers using aligned materials in math, ELA, ELD (50% of materials aligned to CCSS) <p>2.3 Improve technology integration for teachers and students</p> <ul style="list-style-type: none"> i. Percentage of pilot teachers using technology daily (40% of pilot teachers report using devices 4-5 days per week) ii. Percentage of schools with computer labs (100% of schools have computer labs) iii. Site time using Chromebooks (sites average 10 hours of instructional Chromebook use per week) iv. Passage of technology bond (SVUSD will investigate options for funding tech) <p>2.4 Maintain Highly Qualified Teachers (HQT)</p> <ul style="list-style-type: none"> i. Percentage of HQT assignment (maintain current levels greater than 99%) 	<p>Actual Annual Measurable Outcomes:</p>	<p>2.1 Provide Professional Development for teachers.</p> <ul style="list-style-type: none"> i. Professional Development made up 25% of TOSA time (hours not tracked) ii. Full days for all teachers including standards-based grading, measured progress, NGSS, and math iii. 64 teachers trained in ELD <p>2.2 Provide materials aligned to the CCSS for core subjects.</p> <ul style="list-style-type: none"> i. 15% of teachers currently piloting math materials <p>2.3 Improve technology integration for teachers and students.</p> <ul style="list-style-type: none"> i. Chromebook and iPad 55%, Chromebook only 50%, iPad only 85% ii. 100% of schools have computer labs iii. Site time using Chromebooks (sites average 12 hours of instructional Chromebook use per week) iv. Investigation underway for 2016 bond initiative <p>2.4 Maintain Highly Qualified Teachers (HQT)</p> <ul style="list-style-type: none"> i. Rate of HQ assignment (maintain current levels greater than 99% of teachers are HQT)
<p>2.1 Provide three full days of Professional Development on Common Core implementation.</p>	<p>2.1 \$981,912 (restricted state funds, certificated salaries)</p>	<p>2.1 Provided three full days of Professional Development on Common Core implementation.</p>	<p>2.1 \$981,912 (restricted state funds, certificated salaries)</p>
<p>Scope of service: All</p>		<p>Scope of service: All</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"/> RFEF</p> <p><input type="checkbox"/> Other Subgroups:</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"/> RFEF</p> <p><input type="checkbox"/> Other Subgroups:</p>	
<p>2.1 Teachers on Special Assignment (TOSAs) provide Professional Development at staff meetings.</p>	<p>2.1 No additional cost.</p>	<p>2.1 TOSAs presented at staff meetings based on request.</p>	<p>2.1 No additional cost.</p>
<p>Scope of service: All</p>		<p>Scope of service: All</p>	
<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p>	

<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	
2.1 Provide classroom-embedded Professional Development and support for teachers through demo lessons and coaching.	2.1 \$45,100 (state unrestricted funds, other certificated salaries)	2.1 Provided classroom-embedded Professional Development and support for teachers provided through demo lessons and coaching.	2.1 \$45,100 (state unrestricted funds, certificated salaries)
Scope of service: All		Scope of service: All	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	
2.1 District staff and TOSAs develop and provide trainings via pullout days for SDAIE teachers on the ELD standards.	2.1 \$7,893 (federal restricted funds, other certificated salaries)	2.1 Provided half day training for history and social science teachers.	2.1 \$904 (state unrestricted funds, certificated salaries). Reduced number of teachers participated in trainings than anticipated.
Scope of service: Secondary schools		Scope of service: Secondary schools	
<input type="checkbox"/> ALL		<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"/> RFEP <input type="checkbox"/> Other Subgroups:		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	
2.1 District staff and TOSAs to develop and provide ELD trainings via pullout days for elementary teachers.	2.1 \$2,255 (federal restricted funds, other certificated salaries)	2.1 One full day pullout for 50 teachers provided	2.1 \$5,650 (state unrestricted funds, certificated salaries). Increased number of teachers participated in trainings than anticipated
Scope of service: Elementary schools		Scope of service: Elementary schools	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	

<input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> RFEF <input type="checkbox"/> Other Subgroups:		<input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> RFEF <input type="checkbox"/> Other Subgroups:	
2.1 Provide ELD steering committee pullout days to review and discuss developments in the district's program.	2.1 \$2,255 (federal restricted funds, other certificated salaries)	2.1 One full day pullout provided for 12 teachers, 8 elementary and 4 secondary teachers.	2.1 \$1,356 (federal restricted funds, other certificated salaries). Reduced number of days needed for pullout than anticipated.
Scope of service: All		Scope of service: All	
<input type="checkbox"/> ALL		<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"/> RFEF <input type="checkbox"/> Other Subgroups:		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> RFEF <input type="checkbox"/> Other Subgroups:	
2.1 District staff trains and provides support for site administration on effective monitoring of ELD program.	2.1 No additional cost.	2.1 Three meetings held during the year on monitoring of ELs and RFEPS.	2.1 No additional cost.
Scope of service: All		Scope of service: All	
<input type="checkbox"/> ALL		<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"/> RFEF <input type="checkbox"/> Other Subgroups:		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> RFEF <input type="checkbox"/> Other Subgroups:	
2.1 District staff and teachers attend annual CAFE conference on best practices in ELD.	2.1 \$10,148 (federal restricted funds, other certificated salaries)	2.1 District coordinator and 11 teachers attended CAFE.	2.1 \$9,055 in conference registration and travel expenses (state unrestricted funds, certificated salaries and travel expenses)
Scope of service: All		Scope of service: All	
<input type="checkbox"/> ALL		<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"/> RFEF <input type="checkbox"/> Other Subgroups:		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> RFEF <input type="checkbox"/> Other Subgroups:	
2.2 Pilot CCSS-aligned math curriculum.	2.2 No additional cost.	2.2 Piloted new CCSS math curriculum with 15% of math teachers.	2.2 No additional cost.

Scope of service:	All		Scope of service:	All	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:		
2.2 Adopt CCSS-aligned math curriculum.		2.2 No additional cost.	2.2 Adoption for 2015-2016 Professional Development for math adoption provided to all district math teachers.		2.2 No action; no cost for adoption. \$28,000 for Professional Development (restricted state funds, certificated salaries)
Scope of service:	All		Scope of service:	All	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:		
2.2 Pilot CCSS-aligned ELA curriculum in 2015-2016.		2.2 No additional cost.	2.2 State delayed pilot to 2016-2017. Supplemental materials offered to replace consumables for ELA.		2.2 \$54,382 (state restricted funds, materials)
Scope of service:	All		Scope of service:	All	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:		
2.2 Adopt CCSS-aligned ELA in 2016-2017.		2.2 No additional cost.	2.2 State delayed adoption to 2017-2018. No action taken.		2.2 No additional cost.
Scope of service:	All		Scope of service:	All	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR:			OR:		

<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	
2.2 Adopt curriculum that has an ELD component in 2016-2017.	2.2 No additional cost.	2.2 State delayed adoption to 2017-2018. No action taken.	2.2 No additional cost.
Scope of service: All		Scope of service: All	
<input type="checkbox"/> ALL		<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"/> RFEP <input type="checkbox"/> Other Subgroups:		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	
2.2 Purchase supplemental ELD curriculum materials as deemed necessary by ELD Steering Committee.	2.2 \$10,000 (state unrestricted funds, materials & supplies)	2.2 Purchased Carousel of Ideas kits for elementary sites.	2.2 \$7,309.40 (state unrestricted funds, materials)
Scope of service: Elementary schools		Scope of service: Elementary schools	
<input type="checkbox"/> ALL		<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"/> RFEP <input type="checkbox"/> Other Subgroups:		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	
2.3 Pilot 1-to-1 devices with 55 teachers.	2.3 Paid for in 2013-2014 from Measure C4 bond funds.	2.3 55 teachers piloted Chromebooks and iPads throughout the district.	2.3 No additional cost.
Scope of service: All		Scope of service: All	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	

2.3 Provide one full day pullout for technology pilot teachers to collaborate on pilot.	2.3 \$6,202 (federal restricted, other certificated salaries)	2.3 Provided five half day pullouts to review progress and establish best practices for tech use.	2.3 \$559.78 (restricted federal funds, certificated salaries)
Scope of service: All		Scope of service: All	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	
2.3 Computer labs will be installed in all schools by the 2014-2015 school year.	2.3 Paid for from Measure C4 bond funds.	2.3 Installation of computer labs at all schools completed on time.	2.3 Measure C4 bond funds.
Scope of service: All		Scope of service: All	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	
2.3 Continued use of Chromebooks at school sites and classrooms for testing, instruction and district assessments.	2.3 No additional cost; paid for in 2013-2014 (state restricted funds)	2.3 Chromebooks used 12 hours per week.	2.3 No additional cost.
Scope of service: All		Scope of service: All	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	
2.4 Maintain hiring policies.	2.4 No additional cost.	2.4 Continued hiring policy.	2.4 No additional cost.

Scope of service:	All		Scope of service:	All	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The new math adoption will move teachers to full implementation of Common Core State Standards (CCSS) in math. Teachers will need continued support to transition completely, both in terms of curriculum as well as class structure and assessment. The delay in the English-Language Arts/English Language Development (ELA/ELD) curriculum pilot and adoption will increase the need for teacher support in CCSS implementation. A Professional Development plan as well as supplemental materials will be needed. All teachers K-12 will need support in effective Tier I teaching. Continued rollout of the ELD standards will be needed, as well as teacher and administrator support for the EL program at all schools. Next Generation Science Standards (NGSS) will need to be incorporated into the LCAP. Technology implementation is on track. SVUSD improved education technology through the installation of presentation systems in all classrooms.			
Original GOAL 3 from prior year LCAP:	SVUSD will provide comprehensive programs to improve student performance and address students who are not meeting grade-level standards. Common Core State Standards-aligned district benchmarks will be established and implemented; a comprehensive Response to Intervention (RTI) program will be initiated; and subgroups will be addressed.			Related State and/or Local Priorities: 1__ 2_x 3__ 4_x 5_x 6__ 7__ 8_x COE only: 9__ 10__ Local: Specify _____	
Goal Applies to:	Schools:	All			
	Applicable Pupil Subgroups:	All			

<p>Expected Annual Measurable Outcomes :</p>	<p>3.1 Develop districtwide intervention programs:</p> <ul style="list-style-type: none"> i. Develop districtwide intervention (100% of schools have intervention teacher) ii. District benchmarks--establish baselines iii. Reduce high school dropout rate (reduce dropout rate from 9.6% to 9%) iv. Reduce middle school dropout rate (reduce rate from 1.1% to .8%) <p>3.2 Improve performance on districtwide assessments:</p> <ul style="list-style-type: none"> i. District benchmarks--establish baselines ii. CAASPP (no data) <p>3.3 Improve percent of English Language (EL) students advancing or becoming English proficient:</p> <ul style="list-style-type: none"> i. AMAOs 1, 2a, 2b: (1: 57.5%, 2a: 21.4%, 2b: 47%) ii. Reclassification rate (maintain at 12.6%) <p>3.4 Support academic progress of foster youth:</p> <ul style="list-style-type: none"> i. District benchmarks--establish baselines ii. Provide all secondary school sites with foster youth point person 	<p>Actual Annual Measurable Outcomes:</p>	<p>3.1 Develop districtwide intervention programs:</p> <ul style="list-style-type: none"> i. Develop districtwide intervention (100% of schools have intervention teacher) ii. District benchmarks (no action taken) iii. Reduce high school dropout rate: Data not yet available iv. Reduce middle school dropout rate: Data not yet available <p>3.2 Improve performance on districtwide assessments:</p> <ul style="list-style-type: none"> i. District benchmarks (no action taken) ii. CAASPP (no data) <p>3.3 Improve percent of EL students advancing or becoming English proficient:</p> <ul style="list-style-type: none"> i. AMAOs 1, 2a, 2b: (1: 60.5%, 2a: 24.2%, 2b: 50.9%) ii. Reclassification rate (unavailable) <p>3.4 Support academic progress of foster youth:</p> <ul style="list-style-type: none"> i. District benchmark (no action) ii. Number of sites with foster youth point person (100% of secondary sites have point person)
<p>3.1 Hire intervention specialists at every elementary and middle school site for Tier 2. Provide salaries for 24 intervention specialists (3 FTE middle school, 21 PTE elementary schools).</p>	<p>3.1 \$389,418 (state unrestricted funds, certificated & other certificated salaries)</p>	<p>3.1 24 teachers hired (3 FTE middle school and 21 PTE elementary schools)</p>	<p>3.1 \$472,200 (state unrestricted funds)</p>
<p>Scope of service: Elementary and middle schools</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"/> RFEP</p> <p><input type="checkbox"/> Other Subgroups:</p>		<p>Scope of service: Elementary and middle schools</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"/> RFEP</p> <p><input type="checkbox"/> Other Subgroups:</p>	
<p>3.1 District evaluates and provides supplemental intervention materials at school sites.</p>	<p>3.1 \$5,000 (state unrestricted funds, materials & supplies)</p>	<p>3.1 Purchased Scholastic Short Reads supplementary materials for middle school.</p>	<p>3.1 \$1,998 (state unrestricted, materials)</p>
<p>Scope of service: Middle schools</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p>		<p>Scope of service: Middle schools</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p>	

<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:			<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:		
3.1 All schools will develop and implement an intervention schedule.		3.1 No additional cost.	3.1 All schools developed an intervention schedule.		3.1 No additional cost.
Scope of service:	All		Scope of service:	All	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:		
3.1 All schools will develop an intervention protocol for entrance and exit.		3.1 No additional cost.	3.1 Protocol established for assessment and documentation. Folders for cum files purchased. BRI purchased for elementary schools.		3.1 \$1,600 (state unrestricted, materials)
Scope of service:	All		Scope of service:	All	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:		
3.4 Establish a point person at each secondary school site for foster youth.		3.4 \$1,000+ ancillary costs for each point person; .1 FTE counselor at each secondary school, totaling \$7,893 (unrestricted state funds, other certificated salaries)	3.4 A point person was established at all secondary schools: 3 middle and 4 high schools		3.4 \$7,000 (unrestricted state funds, other certificated salaries)
Scope of service:	Secondary schools		Scope of service:	Secondary schools	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth		

<input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:			<input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:		
3.4 Develop and implement support protocol for foster youth.		3.4 No additional cost.	3.4 In development.		3.4 No additional cost.
Scope of service:	All		Scope of service:	All	
<input type="checkbox"/> ALL			<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"/> RFEP <input type="checkbox"/> Other Subgroups:			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:		
3.4 Provide ongoing and expanded Professional Development for foster youth point person.		3.4 No additional cost.	3.4 No action taken.		3.4 No additional cost.
Scope of service:	Secondary schools		Scope of service:	Secondary schools	
<input type="checkbox"/> ALL			<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"/> RFEP <input type="checkbox"/> Other Subgroups:			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:		
3.2 Implement district benchmarks: Purchase electronic assessment program.		3.2 \$150,000 (state restricted funds – Year 1)	3.2 Purchased system and trained teachers in half day pullout.		3.2 \$202,000 for three years (state restricted funds) and \$65,000 for pullout PD (state restricted funds, certificated salaries)
Scope of service:	All		Scope of service:	All	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:		
3.1 District staff provides three days of		3.1 No additional cost.	3.1 See 2.1		3.1 No additional cost.

districtwide Professional Development, onsite staff meetings, and classroom-embedded Professional Development, which include support for effective, tiered intervention.			
Scope of service: All		Scope of service: All	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	
3.2 Through pullout trainings, teachers will have collaboration time to focus on improving and supporting student achievement.	3.2 \$113,878 (state restricted funds, other certificated salaries)	3.2 Pullout trainings held on an as-needed basis.	3.2 \$287,000 (restricted federal funds)
Scope of service: All		Scope of service: All	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	
3.3 Develop and implement a newcomer class for ELD.	3.3 No additional cost.	3.3 SVUSD data considered. Visitation planned.	3.3 No additional cost.
Scope of service: All		Scope of service: All	
<input type="checkbox"/> ALL		<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"/> RFEP <input type="checkbox"/> Other Subgroups:		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	
3.3 District staff develops and offers	3.3 \$564 (state unrestricted funds, other	3.3 Documentation and monitoring	3.3 No action taken. Funds were not

Professional Development and documentation and monitoring protocols as targeted support for Long-Term English Learners in secondary schools.	certificated salaries)	provided through site coordinators. Professional Development held at ELD SAC meeting and principal meetings.	expended.
Scope of service: Secondary schools		Scope of service: Secondary schools	
<input type="checkbox"/> ALL		<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"/> RFEP <input type="checkbox"/> Other Subgroups:		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	
3.3 District staff provides and supports sites in presenting informational material to EL learners before CELDT administration in the fall.	3.3 No additional cost.	3.3 Site coordinators provided with materials.	3.3 No additional cost.
Scope of service: All		Scope of service: All	
<input type="checkbox"/> ALL		<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"/> RFEP <input type="checkbox"/> Other Subgroups:		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	
3.4 Monitor foster youth progress quarterly through point person.	3.4 No additional cost.	3.4 Monitored foster youth progress quarterly through point person.	3.4 No additional cost.
Scope of service: All		Scope of service: All	
<input type="checkbox"/> ALL		<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"/> RFEP <input type="checkbox"/> Other Subgroups:		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The middle schools have established a Response to Intervention (RTI) English-Language Arts (ELA) program. The next steps will be to formalize the recommendation protocol, documentation, assessment, and implication on Special Education (SPED). The elementary programs will need to be formalized, including curriculum, assessment, and documentation. Increasing the funding for elementary needs will be considered. Math RTI will also need to be addressed in K-12. The assessment system has been purchased and new district benchmarks will be established over the summer. The rollout of the assessments will happen in the 2015-2016 school year. The monitoring system for all subgroups will need to be improved. English Language (EL) students needs, both long-term ELs and newcomers, should be further addressed.	
Original GOAL 4 from prior year LCAP:	Parents will be active partners with the school district and school sites. The focus will be augmenting parent opportunities for involvement, improving the communication between school and home, and improving digital access for parents. Specific attention will be given to English Language (EL) parents.	Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5_x 6_x 7__ 8__ COE only: 9__ 10__ Local: Specify _____	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	4.1 Increase campus activities for parents: i. Issue district survey to parents: establish baseline for parent satisfaction with campus activities 4.2 Improve school/parent communication: i. Issue district survey to parents: establish baseline for parent satisfaction with communication 4.3 Improve digital access for parents: i. Increase the percentage of parents with an Aeries account by 30%.	Actual Annual Measurable Outcomes:	4.1 Increase campus activities for parents: i. Issued district survey to parents regarding campus activities; no data available yet 4.2 Improve school/parent communication: i. Issued district survey to parents regarding communication; no data available yet 4.3 Improve digital access for parents: i. Number of unduplicated parents with an Aeries account is increased from 5,148 to 12,159 parents (42% increase).
4.1 & 4.2 Every school develops a parent involvement plan by the beginning of the school year.	4.1 & 4.2 No additional cost.	4.1 & 4.2 Inconsistent, but ongoing implementation at school sites.	4.1 & 4.2 No additional cost.
Scope of service: All		Scope of service: All	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ RFEP ___ Other Subgroups:		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ RFEP ___ Other Subgroups:	
4.2 District staff provides school site training on communication technology.		4.2 No additional cost.	

Scope of service: All		Scope of service: All	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	
4.2 Schools will use digital communication methods to reach out to parents.	4.2 No additional cost.	4.2 Webinars made available to all staff on use of ParentLink, the district's phone and email communication system.	4.2 No additional cost.
Scope of service: All		Scope of service: All	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	
4.2 The district will improve social media communication and outreach through advertising, blogging, establishing and maintaining social media accounts.	4.2 \$2,000 (state unrestricted funds, media services)	4.2 District improved social media outreach through blog, Facebook, Twitter, advertising, and other methods. Developed districtwide social media policy for school sites.	4.2 \$299 for blog (state unrestricted funds, media services)
Scope of service: All		Scope of service: All	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	
4.2 Provide additional training for teachers on Aeries.	4.2 \$7,893 (federal restricted funds, other certificated salaries)	4.2 Staff provided training at Core Connections, site training, and support through SBG training.	4.2 No action taken. Funds were not expended.
Scope of service: All		Scope of service: All	

<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	
4.2 All teachers will use Aeries for reporting grades and discipline issues; district staff will train teachers.	4.2 No additional cost.	4.2 All teachers reported semester grades using Aeries	4.2 No additional cost.
Scope of service: All		Scope of service: All	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	
4.3 Schools will provide Aeries Parent Portal instruction at Back to School Nights; district staff will develop supporting materials.	4.3 \$200 (state unrestricted funds, instructional materials)		No action taken. Funds were not expended.
Scope of service: All		Scope of service: All	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	
4.3 Every school will have dedicated computers for parent/guardian access; district to purchase and install computer kiosks at each site.	4.3 \$30,000 (unrestricted state funds)	4.3 Every school was provided with two additional Chromebooks for parent use.	4.3 \$18,000 (unrestricted state funds, technology)
Scope of service: All		Scope of service: All	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:				OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:			
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Parent Advisory Committee (PAC) has indicated a need for parent workshops on the new math adoption. District-run parent information meetings should be increased. English Language (EL) parents would like to continue with district trainings in Spanish. The percentage of parents with an Aeries Parent Portal account is high, but their use of the system is low. The next step will be to improve parent knowledge on how to use the system. Further training on the capabilities of Aeries for communication is needed for school sites. A parent and student Needs Assessment should be conducted and data should be used at all school sites to inform site decisions and site plans. Continued community outreach is needed to improve the community's knowledge of district decisions.					
Original GOAL 5 from prior year LCAP:		SVUSD will provide a safe and engaging environment for students. The areas of focus will be addressing bullying, implementing a digital citizenship curriculum, and improving student-school connectedness. Facility maintenance will also be a focus.				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 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					
		Applicable Pupil Subgroups: All					
Expected Annual Measurable Outcomes:		5.1 Address bullying: i. Reduce expulsion rate 5% ii. Reduce suspension rate by 5% 5.2 Implement a digital citizenship curriculum in every school: i. All students to complete digital citizenship curriculum 5.3 Improve student perception of school connectedness: i. California Healthy Kids Survey: establish baseline of positive responses ii. Issue district survey and establish baseline (increase by 2% school connectedness) iii. Reduce non-attendance rate/chronic absenteeism from 7.8% to 7% iv. Increase high school graduation rate from 84.6% to 86% 5.4 Maintain facilities i. Create a facilities project list		Actual Annual Measurable Outcomes:		5.1 Address bullying: i. 37 students expelled in 13-14; 29 students expelled in 14-15 ii. 664 students suspended in 13-14; 636 students suspended in 14-15. 5.2 Implement a digital citizenship curriculum in every school: i. Percentage of students completing curriculum (90% of students received instruction in digital citizenship) 5.3 Improve student perception of school connectedness i. California Healthy Kids Survey (no data) ii. District survey implemented in May 2015: Data not yet available. iii. Reduce non-attendance rate/chronic absenteeism: Data not yet available. iv. Increase high school graduation rate: Data not yet available. 5.4 Maintain facilities i. Facilities maintenance project list created	
5.1 Develop curriculum for cyberbullying.		5.1 No additional cost.		5.1 Curriculum training provided.		5.1 No additional cost.	
Scope of service: All				Scope of service: All			
<input checked="" type="checkbox"/> ALL				<input checked="" type="checkbox"/> ALL			
OR:				OR:			

<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	
5.1 District staff will develop and maintain web presence for understanding and responding to bullying.	5.1 No additional cost.	5.1 Web page established; needs updating.	5.1 No additional cost
Scope of service: All		Scope of service: All	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	
5.1 District to hold a workshop on bullying for stakeholders.	5.1 \$250 (unrestricted state funds, workshop materials & supplies)	5.1 No action taken.	5.1 No action taken. Funds not expended.
Scope of service: All		Scope of service: All	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	
5.2 Implement digital citizenship curriculum in K-12 classrooms.	5.2 No additional cost.	5.2 Curriculum provided in K-12 classrooms.	5.2 No additional cost.
Scope of service: All		Scope of service: All	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	

5.2 Train and support teachers regarding best practices through ongoing site-based Professional Development.	5.2 No additional cost.	5.2 Lessons modeled at 10 elementary sites by district personnel.	5.2 No additional cost.
Scope of service: All		Scope of service: All	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	
5.2 District to hold parent workshops on digital citizenship.	5.2 \$250 (unrestricted state funds, workshop materials & supplies)	5.2 Three workshops held on social media awareness.	5.2 \$131 for flyers (state unrestricted, materials)
Scope of service: All		Scope of service: All	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	
5.3 Develop systems for promoting student-adult communication in secondary schools; Provide training and support for advisory or other non-scholastic support from site staff.	5.3 \$564 (unrestricted state funds, other certificated salaries)	5.3 Site specific, district protocol in development.	5.3 No action taken. Funds not expended.
Scope of service: Secondary schools		Scope of service: Secondary schools	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	
5.3 Support site-based student clubs and provide stipends for advisors of	5.3 \$203,000 (unrestricted state funds, other certificated salaries)	5.3 All secondary schools provided stipends for teacher advisors to	5.3 \$203,000 (unrestricted state funds, other certificated salaries)

student clubs.		clubs.	
Scope of service: Secondary schools		Scope of service: Secondary schools	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	
5.4 Create facilities maintenance project list and prioritize projects.	5.4 No additional costs.	5.4 No action taken.	5.4 No additional costs.
Scope of service: All		Scope of service: All	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The implementation of the digital citizenship curriculum is underway. A system for collecting data on the implementation should be developed. The UCP protocol, including bullying, was updated this year. Principals and office managers were trained. The next step will be to offer more parent and student information workshops. The website will need to be updated. Internal surveys will need to be established to provide up-to-date data on bullying. The state information on student connectedness and well-being is delayed, and does not allow for immediate feedback. The next steps will be to collect and use the student survey data for site and district decisions.		

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:	\$5.3 million
<p>Simi Valley Unified School District has 5,293 unduplicated pupils in the LCFF subgroups representing 32% of the student body. In the school year 2015-2016, supplemental/concentration funding will be about \$5.3 million. The funds expended from the supplemental funding sources align with all the goals of the LCAP. Funds will be used for the implementation of a comprehensive intervention program; increased monitoring and counseling of students; implementation of targeted programs for long-term ELs; ongoing teacher Professional Development on ELD Standards and effective instructional strategies; the purchase of ELD materials and resources; the promotion of parent involvement through workshops and information meetings; and increased parental digital access. These programs and services are principally directed to address the needs of the unduplicated students, including English Language Learners, low-income pupils, Reclassified English Proficient Students, and foster youth.</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.

4	%	<p>The percent by which the services will be improved or increased and principally directed for the specified subgroups, including English Language Learners, low-income pupils, Reclassified English Proficient Students, and foster youth, will be 4% compared to all students. By providing intervention for targeted subgroups, student performance will improve and the achievement gap will be reduced. Materials for ELD will include aligned -instruction to the ELD Standards and link instruction to the Common Core State Standards. Student and parent workshops will increase awareness of and access to services, including A-G coursework, academic success, and other school-based resources for which subgroup participation is under-representative of the total population. By embedding focus on best practices for our subgroups in all ongoing Professional Development, teachers and administrators will be better prepared to respond to the needs of said subgroups, thereby increasing and improving services.</p>
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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).