

Introduction:

LEA: Simi Valley Unified School District

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LCAP Year: 2016-2017

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions

should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Principal’s Meetings held on 8/26/15, 9/2/15, 9/16/15, 11/4/15, 12/2/15, 1/27/16, 3/2/16, 4/6/16, 5/4/16: Disseminated information regarding implementation of LCAP goals, stakeholder input, new draft goals, and final plan.</p> <p>Teachers: LCAP training and updates given through site-specific staff meetings that included Simi Educator’s Association (SEA) and CSEA, local bargaining units.</p> <p>Parents: LCAP training and updates given through SSC meetings, ELAC, Back to School Nights, and other site meetings.</p> <p>English Learner Parents Committee (ELPAC/DELAC), including reps from every site held on 9/1/15, 10/6/15, 10/12/15, 11/3/15, 12/1/15, 12/7/15, 1/5/16, 2/2/16, 2/22/16, 3/1/16, 4/5/16: LCAP training provided, reviewed 2015-2016 progress, and discussed further needs. Discussed further needs, including strengthening parent involvement. Meetings held in English and Spanish.</p> <p>Parent Advisory Committee (PAC), including reps from every site held on 2/3/16, 3/21/16: LCAP training provided, reviewed 2015-2016 progress, and discussed further needs.</p> <p>District Advisory Committee (DAC) held on 2/1/16, 4/5/16: LCAP training provided, reviewed 2015-2016 progress, and discussed further needs.</p> <p>Student Advisory Committee (SAC) held on 2/8/16, 2/9/16, 2/11/16, 2/12/16, 3/10/16, 5/16/16, 5/17/16, 5/18/16, 5/19/16, 5/26/16: District leadership met with student committees from each secondary school to discuss LCAP and student needs. Meetings held at school sites.</p> <p>School Board meetings held on 8/4/15, 3/8/16, 6/7/16: Reviewed the progress of the 2015-2016 goals and provided opportunity for Board input.</p>	<p>The District Advisory Committee reviewed and synthesized survey and other district data to analyze progress on the 2015-2016 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 defining and evaluating career pathway opportunities. (This goal is the result of survey data, parent and principal input, and district performance data.) 2. SVUSD will fully implement the CA Academic Standards. Teachers will be fully trained and provided with aligned materials; technology integration will also be a focus. (This goal is the result of stakeholder survey, stakeholder input, and district performance data.) 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 in Math and ELD, 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; implementation of a digital citizenship curriculum; and improvement in 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: Update Committee meetings held on 1/14/16, 1/25/16, 4/22/16, 5/6/16, 5/13/16: District staff met to compile data, discuss needs of various stakeholder groups and departments and plan improvements.</p> <p>Principals meetings held on 5/11/16, 5/18/16, 6/8/16: Discussed draft goals and request for input.</p> <p>Surveys issued: LCAP surveys included unique parent survey, employee survey, and student survey. Open from 3/15/16 to 4/22/16. Outreach through social media and mass email. Specific outreach and opportunity for participation through ELPAC. Paper copies available for parent survey. Parent survey available in English and Spanish.</p> <p>DAC meeting held on 5/2/16: Presented LCAP for student review. Discussion and participant input provided.</p> <p>PAC meeting held on 5/5/16: Presentation of 2016-2017 LCAP for student review. Discussion and parent input provided.</p> <p>SAC meetings held on 5/16/16, 5/17/16, 5/18/16, 5/19/16: Presented 2016-2017 LCAP for student review. Discussion and student input provided.</p> <p>ELPAC held on 4/25/16 and 5/3/16: Presented 2016-2017 LCAP for parent review. Discussion and parent input provided.</p> <p>Community Liaisons: reviewed actions and services primarily for EL parent involvement 5/17/16</p> <p>School Board meetings held on 6/7/16 (Draft for 2017-2018 LCAP presented); 6/14/16 (Public Hearing on LCAP); 6/28/16 (Approval of the LCAP and the budget).</p> <p>Draft posted online from 5/28/16-6/7/16. Public comment requested at 6/14/16 board meeting.</p>	<p>Annual Update: Stakeholder groups reviewed and synthesized LCAP metrics, stakeholder group input, and survey data to review progress on the 2015-2016 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 and marketing them to students and the community. The next step will be to define and evaluate each Pathway. In addition, survey data, PAC, and ELPAC input showed that students and parents need more support in fulfilling A-G requirements and CTE. Further implementation of monitoring software will occur in 2016-2017. The district will also offer workshops for college readiness in both English and Spanish. The continuation of the Equal Opportunity Schools and Puente initiatives will improve the subgroup numbers in higher-level courses. 2. SVUSD will pilot ELA/ELD materials and will adopt curriculum for 2017-2018. The pilot will include training and support for successful selection of text. Through the survey and PAC, parents have said that they need workshops to better understand elementary math. Also, the Next Generation Science Standards (NGSS) need to be further addressed for science teachers k-12. Technology integration is a priority for all stakeholder groups. A large rollout of classroom technology will occur in the 2016-2017 school year. Teachers will receive adequate training to infuse technology into high-quality instruction. 3. All stakeholder groups, including parents, teachers, administrators and students, would like to increase intervention services for students struggling in ELA and math. The elementary intervention services will be increased in 2017-2018. Teachers will be trained on tiered intervention. High schools will participate in a RtI pilot. Data from the pilot will be used to decide on a future direction for high school RtI. There is an expressed need by teachers and administrators to create and implement aligned district benchmarks in order to monitor student progress. The benchmarks will be used for formative assessment and intervention services. To ensure successful implementation the district will focus on math, RtI assessments, and secondary ELD for 2016-2017. 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 by all parents. The next step will be to provide technology training for parents and to work with parents on how to effectively monitor their student's progress using the parent-portal. Improved communication
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<p>Superintendent response to written comments posted 6/21/16. No written response requested.</p>	<p>and access to technology will continue to be a priority. Services directed to the Spanish-speaking community will continue as recommended by the ELPAC. The PAC recommended that parent education in math be a priority.</p> <p>5. Bullying continues to be a concern for stakeholders. Improving the information provided to parents and students online will be a continued goal. Schools will also address the issue through assemblies. A webpage with up-to-date information will be established. A new digital citizenship program will be initiated. Student-adult connections will be further developed across schools. Improved mentoring of the student sub-groups will be a priority. District surveys on student connectedness were implemented and areas of need will be addressed.</p>
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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 comprehensive programs 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 _____
Identified Need:	1) Improve Career Pathways opportunities. 2) Increase the percentage of students meeting A-G requirements. 3) Improve other college readiness indicators.	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups: All	
LCAP Year 1: 2016-2017		
Expected Annual Measurable Outcomes:	1.1 Improve career Pathways opportunities: <ul style="list-style-type: none"> i. Number of students in College and Career Seminar (88% of freshman class districtwide; +2% over 2015-2016: local measure). ii. Percentage of Pathways defined for participation and completion (100% of Pathways: local measure). iii. Number of students completing Pathways (88% of students participate; +2% over 2015-2016; local measure). iv. Number of freshman indicating intent to participate in Pathways (30% of freshman districtwide: local measure). 1.2 Increase the percentage of students meeting A-G requirements: <ul style="list-style-type: none"> i. Percentage of students meeting A-G (39% of students meet A-G; +3% over 2014-2015: state measure). 1.3 Improve other college readiness indicators: <ul style="list-style-type: none"> i. Number of AP exams passed with a 3 or above (1,076 exams passed; +2% from 2014-2015; state measure). ii. Enrollment in AP classes (1,808 total district enrollment; +2% over 2015-2016; local measure). iii. Percentage of students demonstrating competence on EAP (64% ELA, 34% math prepared students; +2% from 15-16; state data). iv. Improve API (data not available). 	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 a. Evaluate current Career Pathways to determine sustainability and to define participation and completion. Committee of school-to-career coordinators with \$1,000 stipend.	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:	a. \$3,383: VC Innovates (restricted state funds, certificated salaries)
1.1 b. Develop Connected Learning Programs (CLP) that link Pathways in elementary, middle and high schools. Including FTE at Arroyo Elementary; materials and equipment for all schools.	Secondary schools and Crestview, Arroyo, and Katherine 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. \$145,000 (unrestricted state funds, certificated salary, materials, and equipment)
1.1 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).	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. \$123,750: VC Innovates (restricted state funds, certificated salaries)
1.1 d. Market Pathways to the community through printed and online marketing materials (website, posters, video, and pamphlets), as well as through informational events.	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) \$2,000 (unrestricted state funds, workshop supplies & materials)
1.1 e. 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:	e. \$16,200: VC Innovates (restricted state funds, certificated salaries)

<p>1.1 f. Purchase consumable instructional materials that include supplementary curriculum.</p>	<p>Secondary schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <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>f. \$90,000 (unrestricted state funds, materials)</p>
<p>1.1 g. Purchase equipment for courses.</p>	<p>Secondary schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <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>g. \$426,000: VC Innovates (restricted state funds, equipment)</p>
<p>1.1 h. Teachers attend CTE conferences.</p>	<p>Secondary schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <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>h. \$36,000: VC Innovates (restricted state funds, certificated salaries)</p>
<p>1.1 i. Provide Pathways and A-G information through EL, RFEP, and Foster Youth monitoring protocol. District develops and prints supporting documentation and materials.</p>	<p>Secondary schools</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>i. \$100 (state unrestricted funds, printing)</p>
<p>1.1 j. Sustain College to Career Seminar to inform high school freshman of Pathways opportunities and A-G requirements. Materials provided by Moorpark College.</p>	<p>High schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>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>j. No additional cost.</p>

<p>1.1 k. Implement Naviance software to assist students in completing course requirements for Pathways and A-G. Program partially provided by county through VC Innovates. Maintain Naviance Coordinator position (15% of counselor salary).</p>	<p>Secondary schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <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>k. \$71,300: VC Innovates; \$19,000 (unrestricted state funds, license fee); \$16,926 (restricted federal funds, certificated salary)</p>
<p>1.1 l. Continue Workability program to provide opportunities for SPED students in career readiness.</p>	<p>High schools</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>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:</p>	<p>l. \$58,602 (state restricted, certificated salaries, classified salaries, materials, and services)</p>
<p>1.2 a. Create task force to evaluate courses that meet A-G requirements and graduation requirements. Five teachers for two days, subs provided for each task force.</p>	<p>High schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <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>a. \$2,200 (state unrestricted, subs)</p>
<p>1.3 a. Continue Equal Opportunity Schools (EOS) Initiative by partnering with EOS, training teachers, and providing student support.</p>	<p>High schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <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>a. \$65,000 (unrestricted state funds)</p>
<p>1.3 b. Expand International Baccalaureate (IB) program participation including teacher training.</p>	<p>Secondary schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <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>b. \$60,000 (unrestricted state funds, materials, certificated salaries, materials)</p>

<p>1.3 c. Develop Puente Program to increase subgroup participation in higher-level courses. Train teachers.</p>	<p>Secondary schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <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>c. \$15,000 (restricted federal funds, travel and conference, consultant)</p>
<p>1.3 d. Purchase software for intervention and credit recovery (SHMOOP).</p>	<p>Secondary schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <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>d. \$95,000 (state unrestricted, licenses)</p>

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	<p>1.1 Improve career Pathways opportunities:</p> <ul style="list-style-type: none"> i. Number of students in College and Career Seminar (90% of freshman class districtwide; +2% over 2015-2016: local measure). ii. Percentage of Pathways defined for participation and completion (100% of Pathways: local measure). iii. Number of students completing Pathways (90% of students participate; +2% over 2016-2017; local measure). iv. Number of freshman indicating intent to participate in Pathways (32% of freshman districtwide: local measure). <p>1.2 Increase the percentage of students meeting A-G requirements:</p> <ul style="list-style-type: none"> i. Percentage of students meeting A-G (40% of students meet A-G; +4% over 2014-15: state measure). <p>1.3 Improve other college readiness indicators:</p> <ul style="list-style-type: none"> i. Number of AP exams passed with a 3 or above (1,140 exams passed; +2% from 2014-15; state measure). ii. Enrollment in AP classes (1,850 total district enrollment; +2% over 2016-2017; local measure). iii. Percentage of students demonstrating competence on EAP (66% ELA, 36% math prepared students; +2% from 2016-2017; state data). iv. Improve API (data 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. Continue to evaluate Career Pathways to determine sustainability and to define participation and completion for any new programs. Committee of school-to-career coordinators with \$1,000 stipend.	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:	a. \$3,383: VC Innovates (restricted state funds, certificated salaries)
1.1 b. Continue Connected Learning Programs (CLP) that link Pathways in elementary, middle and high schools, including FTE at Arroyo Elementary, materials, and equipment for all schools.	Secondary schools and Crestview, Arroyo, and Katherine 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. \$145,000 (unrestricted state funds, certificated salary, materials, and equipment)
1.1 c. Continue 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).	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	c. \$123,750: VC Innovates (restricted state funds, certificated salaries)

		<input type="checkbox"/> Other Subgroups:	
1.1 d. Continue to market Pathways to the community through printed and online marketing materials (website, posters, video, and pamphlets), as well as through informational events.	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); \$2,000 (unrestricted state funds, workshop supplies & materials)
1.1 e. Continue to 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:	e. \$16,200: VC Innovates (restricted state funds, certificated salaries)
1.1 f. Continue to purchase consumable instructional materials that include supplementary curriculum.	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. \$90,000 (unrestricted state funds, materials)
1.1 g. Continue to 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:	g. \$426,000: VC Innovates (restricted state funds, equipment)
1.1 h. Continue to support teachers attending CTE conferences.	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. \$36,000: VC Innovates (restricted state funds, certificated salaries)

<p>1.1 i. Continue to provide Pathways and A-G information through EL, RFEP, and Foster Youth monitoring protocol. District develops and prints supporting documentation and materials.</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 checked="" type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>i. \$100 (state unrestricted funds, printing)</p>
<p>1.1 j. Continue to sustain College to Career Seminar course to inform high school freshman of Pathways opportunities and A-G requirements. Materials provided by Moorpark College.</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. No additional cost.</p>
<p>1.1 k. Continue implementation of Naviance software to assist students in completing course requirements for Pathways and A-G. Program partially provided by county through VC Innovates. Maintain Naviance Coordinator position (15% of counselor salary).</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>k. \$75,000: VC Innovates; \$88,124 (unrestricted state funds, license fee); \$16,926 (restricted federal funds, certificated salary)</p>
<p>1.1 l. Continue Workability program to provide opportunities for SPED students in career readiness.</p>	<p>High schools</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:</p>	<p>l. \$58,602 (state restricted, certificated salaries, classified salaries, materials, and services)</p>
<p>1.2 a. Continue to monitor implementation of courses that meet A-G requirements and graduation requirements. Five teachers for two days, subs provided for each task force.</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>a. \$2,200 (state unrestricted, subs)</p>

<p>1.3 a. Continue Equal Opportunity Schools (EOS) Initiative by partnering with EOS, training teachers, and providing student support.</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>a. \$65,000 (unrestricted state funds)</p>
<p>1.3 b. Continue to expand International Baccalaureate (IB) program participation including teacher training.</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>b. \$60,000 (unrestricted state funds, materials, certificated salaries, materials)</p>
<p>1.3 c. Continue to develop Puente Program to increase subgroup participation in higher-level courses. Train teachers.</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. \$8,000 (restricted federal funds, travel and conference, consultant)</p>
<p>1.3 d. Continue to promote the use of purchased software for intervention and credit recovery (SHMOOP).</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>d. \$95,000 (state unrestricted, licenses)</p>

LCAP Year 3: 2018-2019

<p>Expected Annual Measurable Outcomes:</p>	<p>1.1 Improve career Pathways opportunities:</p> <ul style="list-style-type: none"> i. Number of students in College and Career Seminar (90% of freshman class districtwide; local measure). ii. Percentage of Pathways defined for participation and completion (100% of Pathways: local measure). iii. Number of students completing Pathways (90% of students participate; local measure). iv. Number of freshman indicating intent to participate in Pathways (32% of freshman districtwide: local measure). <p>1.2 Increase the percentage of students meeting A-G requirements:</p> <ul style="list-style-type: none"> i. Percentage of students meeting A-G (41% of students meet A-G; +4% over 2015-2016: state measure). <p>1.3 Improve other college readiness indicators:</p> <ul style="list-style-type: none"> i. Number of AP exams passed with a 3 or above (1,162 exams passed; +2% from 2015-2016; state measure). ii. Enrollment in AP classes (1,887 total district enrollment; +2% over 2017-18; local measure). iii. Percentage of students demonstrating competence on EAP (68% ELA, 38% math prepared students; +2% from 2017-2018; state data). iv. Improve API (data 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. Continue to evaluate current Career Pathways to determine sustainability and to define participation and completion for any new programs. Committee of school-to-career coordinators with \$1,000 stipend.	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:	a. \$3,383: VC Innovates (restricted state funds, certificated salaries)
1.1 b. Continue Connected Learning Programs (CLP) that link Pathways in elementary, middle and high schools. Including FTE at Arroyo Elementary; materials and equipment for all schools.	Secondary schools and Crestview, Arroyo, and Katherine 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. \$145,000 (unrestricted state funds, certificated salary, materials, and equipment)
1.1 c. Continue 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).	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. \$123,750: VC Innovates (restricted state funds, certificated salaries)

<p>1.1 d. Continue to market Pathways to the community through printed and online marketing materials (website, posters, video, and pamphlets), as well as through informational events.</p>	<p>Secondary schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input 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. \$5,000: VC Innovates (restricted state funds, advertising and materials); \$2,000 (unrestricted state funds, workshop supplies & materials)</p>
<p>1.1 e. Continue to team with VCOE for training, including articulation meetings.</p>	<p>Secondary schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input 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. \$16,200: VC Innovates (restricted state funds, certificated salaries)</p>
<p>1.1 f. Continue to purchase consumable instructional materials that include supplementary curriculum.</p>	<p>Secondary schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input 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. \$90,000 (unrestricted state funds, materials)</p>
<p>1.1 g. Continue to purchase equipment for courses.</p>	<p>Secondary schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input 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. \$426,000: VC Innovates (restricted state funds, equipment)</p>
<p>1.1 h. Continue to support teachers attending CTE conferences.</p>	<p>Secondary schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP</p>	<p>h. \$36,000: VC Innovates (restricted state funds, certificated salaries)</p>

		<input type="checkbox"/> Other Subgroups:	
1.1 i. Continue to provide Pathways and A-G information through EL, RFEP, and Foster Youth monitoring protocol. District develops and prints supporting documentation and materials.	Secondary schools	<input type="checkbox"/> ALL <hr/> 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:	i. \$100 (state unrestricted funds, printing)
1.1 j. Continue to sustain College to Career Seminar course to inform high school freshman of Pathways opportunities and A-G requirements. Materials provided by Moorpark College.	High schools	<input checked="" type="checkbox"/> ALL <hr/> OR: <input 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.
1.1 k. Continue to sustain Naviance software to assist students in completing course requirements for Pathways and A-G. Program partially provided by county through VC Innovates. Maintain Naviance Coordinator position (15% of counselor salary).	Secondary schools	<input checked="" type="checkbox"/> ALL <hr/> OR: <input 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. \$75,000: VC Innovates; \$88,124 (unrestricted state funds, license fee); \$16,926 (restricted federal funds, certificated salary)
1.1 l. Continue Workability program to provide opportunities for SPED students in career readiness.	High schools	<input type="checkbox"/> ALL <hr/> 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:	l. \$58,602 (state restricted, certificated salaries, classified salaries, materials, and services)
1.2 a. Continue to monitor implementation of courses that meet A-G requirements and graduation requirements. Five teachers for two days, subs provided for each task force.	High schools	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	a. \$2,200 (state unrestricted, subs)

		<input type="checkbox"/> RFEF <input type="checkbox"/> Other Subgroups:	
1.3 a. Continue Equal Opportunity Schools (EOS) Initiative by partnering with EOS, training teachers, and providing student support.	High schools	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEF <input type="checkbox"/> Other Subgroups:	a. \$65,000 (unrestricted state funds)
1.3 b. Continue to expand International Baccalaureate (IB) program participation including teacher training.	Secondary schools	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEF <input type="checkbox"/> Other Subgroups:	b. \$60,000 (unrestricted state funds, materials, certificated salaries, materials)
1.3 c. Continue to develop Puente Program to increase subgroup participation in higher-level courses. Train teachers.	Secondary schools	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEF <input type="checkbox"/> Other Subgroups:	c. \$8,000 (restricted federal funds, travel and conference, consultant)
1.3 d. Continue to promote the use of purchased software for intervention and credit recovery (SHMOOP).	Secondary schools	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEF <input type="checkbox"/> Other Subgroups:	d. \$95,000 (state unrestricted, licenses)

GOAL: 2	SVUSD will fully implement the California State Standards (CSS). Teachers will be fully trained and provided with aligned material; technology integration will also be a focus.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___ 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 CSS 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: 2016-2017

Expected Annual Measurable Outcomes:	2.1 Provide PD for teachers: i. Hours of PD (3 days of PD for every teacher each year). ii. Percentage of teachers who attend additional training offered through the district (100% science, 100% secondary ELD, 100% elementary intervention teachers). iii. Percentage of teachers who attend voluntary training (10% of teaching staff). 2.2 Provide materials aligned to the CSS for core subjects: i. Percentage of teachers using aligned materials in math (100% of math is aligned to CSS). ii. Percentage of teachers using aligned materials in ELA/ELD (pilot, adopt and purchase ELA/ELD curriculum). 2.3 Improve technology integration for teachers and students: i. Percentage of teachers receiving Chromebooks and participating in Digital Educator Institute (100%). ii. Percentage of teachers with Chromebooks using technology 3-5 days per week (50% of teachers report using devices 3-5 days per week). iii. Percentage of teachers with Chromebook carts who attend a minimum of one additional training session (50%). iv. Passage of a technology bond to meet ongoing and future technology needs (develop implementation plan). 2.4 Maintain Highly Qualified Teachers (HQT): i. Rate of HQT assignments (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. Hold three full days of CSS PD for all teachers: August, September, and April.	All 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. \$1,100,000 (state unrestricted funds, certificated salaries)

<p>2.1 b. Elementary science teachers receive one day of PD related to integration of science and ELA/ELD. Subs provided for teachers. PD led by science consultant.</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. \$45,000 (restricted state funds, certificated salaries, consultant)</p>
<p>2.1 c. Secondary science teachers receive two days of PD related to development of authentic assessment and differentiation.</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. \$100,000 (restricted state funds, certificated salaries, consultant)</p>
<p>2.1 d. Train teachers on Classroom Instruction that Works. Four days of training, plus consultant fee for elementary and an additional four days for secondary.</p>	<p>All 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. \$116,000 (restricted state funds, certificated salaries, and consultant)</p>
<p>2.1 e. Align use of walk-through software with best practices based on Classroom Instruction that Works. Software purchased in 2015-2016 for five years.</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>e. No additional cost.</p>
<p>2.1 f. Secondary math teachers will attend math conference and PD focused on CSS and differentiation.</p>	<p>All 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</p>	<p>f. \$20,000 (restricted federal funds, certificated salaries and travel and conference)</p>

		<input type="checkbox"/> Other Subgroups:	
2.1 g. Kindergarten and JK/TK teachers attend Kindergarten conference.	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. \$12,000 (restricted federal funds, certificated salaries, travel and conference)
2.1 h. TOSAs provide PD for elementary teachers related to best instructional practices during staff meetings and push-in coaching.	All 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. No additional cost.
2.1 i. Four-day training for six secondary EL teachers in CALL training through the California Reading and Literature Project or other training. 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:	i. \$6,700 (state unrestricted funds, certificated salaries and travel)
2.1 j. 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:	j. \$10,000 (state unrestricted funds, certificated salaries and materials)
2.1 k. Twelve teachers to attend National California Association of Bilingual Education conference to increase knowledge on English language acquisition and EL students.	All 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 travel)

<p>2.1 l. Two full-day pullouts for 24 secondary ELD department teachers to articulate cross-content language skills. Substitutes provided for teachers.</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 checked="" type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>l. \$5,424 (state unrestricted funds, certificated salaries)</p>
<p>2.1 m. One full-day pullout for 20 secondary teachers to see ELD instruction. Substitutes provided for teachers.</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 checked="" type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>m. \$2,260 (restricted federal funds, certificated salaries)</p>
<p>2.1 n. Half-day pullout training and full-day workshop for secondary ELD teachers on How Language Works. Includes purchase of books.</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 checked="" type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>n. \$5,000 (unrestricted state funds, certificated salaries, travel and conference, materials)</p>
<p>2.1 o. Two half-day trainings for paraprofessionals on 2012 ELD standards and best practices. No substitutes needed.</p>	<p>All 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>o. No additional cost.</p>
<p>2.1 p. Ten elementary principals attend ELITE at VCOE.</p>	<p>Elementary 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>p. \$5,000 (federal restricted, travel and conference)</p>

<p>2.2 a. Pilot and adopt ELA/ELD curriculum. Includes two pullout days for the Adoption Committee and the Pilot Committee. Subs provided for 78 teachers.</p>	<p>All 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>a. \$18,000 (restricted federal funds, certificated salaries)</p>
<p>2.2 b. Provide supplemental science materials aligned to CSS and approved by Curriculum Council. Materials will replace the current purchase of consumables with no additional cost.</p>	<p>All 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>2.2 c. Purchase supplemental ELD materials that are aligned to ELA CSS for rigor and relevance.</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 checked="" type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>c. \$10,000 (unrestricted state funds, materials)</p>
<p>2.2 d. Purchase supplemental ELD materials for classrooms that provide instruction for CELDT Levels 1-3.</p>	<p>All 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>d. \$4,000 (unrestricted state funds, materials)</p>
<p>2.2 e. Purchase ELA/ELD materials for K-12.</p>	<p>All 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>d. \$3,000,000 (restricted state funds, unrestricted state funds, materials)</p>

<p>2.3 a. Teachers receiving classroom Chromebooks attend Digital Educator Institute. Includes teacher salary and TOSA time.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input 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. \$75,000 (restricted state funds, certificated salaries)</p>
<p>2.3 b. Purchase Chromebooks and carts for technology rollout.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input 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. \$1,636,000 (restricted state funds, equipment); \$2,000,000 (unrestricted state funds, equipment)</p>
<p>2.3 c. One full-day pullout training for 50 teachers on Google technology. Substitutes provided for teachers.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input 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. \$5,650 (restricted state funds, certificated salaries)</p>
<p>2.4 a. Provide induction for candidates clearing their administrative credential.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input 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. \$104,000 (state restricted)</p>
<p>2.4 b. Provide induction services for new teacher candidates. Expense includes the salary of a BTSA provider.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input 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. \$116,000 (federal restricted, certificated salaries)</p>

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	2.1 Provide PD for teachers: <ul style="list-style-type: none"> i. Hours of PD (3 days of PD for every teacher each year). ii. Percentage of teachers who attend additional training offered through the district (100% science, 100% secondary ELD, 100% elementary intervention teachers). iii. Percentage of teachers who attend voluntary training (10% of teaching staff). 2.2 Provide materials aligned to the CSS for core subjects: <ul style="list-style-type: none"> i. Percentage of teachers using aligned materials in math (100% of math is aligned to CSS). ii. Percentage of teachers using aligned materials in ELA/ELD (100%). 2.3 Improve technology integration for teachers and students: <ul style="list-style-type: none"> i. Percentage of teachers receiving Chromebooks and participating in Digital Educator Institute (100%). ii. Percentage of teachers with Chromebooks using technology 3-5 days per week (60% of teachers report using devices 3-5 days per week). iii. Percentage of teachers with Chromebook carts who attend a minimum of one additional training session (50%). iv. Passage of a technology bond to meet ongoing and future technology needs (pass bond). 2.4 Maintain Highly Qualified Teachers (HQT): <ul style="list-style-type: none"> i. Rate of HQT assignments (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. Continue to offer three full days of CSS PD for all teachers: August, September, and April.	All 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. \$1,100,000 (state unrestricted funds, certificated salaries)
2.1 b. Continue to offer elementary science teachers one day of PD related to integration of science and ELA/ELD. Subs provided for teachers. PD led by science consultant.	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. \$45,000 (restricted state funds, certificated salaries, consultant)
2.1 c. Continue to offer secondary science teachers two days of PD related to development of authentic assessment and differentiation.	Secondary schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	c. \$100,000 (restricted state funds, certificated salaries, consultant)

		<input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	
2.1 d. Continue to train additional teachers on Classroom Instruction that Works. Additional days of training, plus consultant fee.	All 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. \$116,000 (restricted state funds, certificated salaries, and consultant)
2.1 e. Continue to align use of walk-through software with best practices based on Classroom Instruction that Works. Software purchased in 2015-2016 for five years.	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. No additional cost.
2.1 f. Continue to support secondary math teachers attending math conference and PD focused on CSS and differentiation.	All 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. \$20,000 (restricted federal funds, certificated salaries and travel and conference)
2.1 g. History teachers attend conference.	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. \$12,000 (restricted federal funds, certificated salaries, travel and conference)
2.1 h. Continue to have TOSAs provide PD for elementary teachers related to best instructional practices during staff meetings and push-in coaching.	All 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. No additional cost.

<p>2.1 i. Continue to provide four-day training for six secondary EL teachers in CALL training through the California Reading and Literature Project or other training. Substitutes provided for teachers.</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>i. \$6,700 (state unrestricted funds, certificated salaries and travel)</p>
<p>2.1 j. Continue to provide one full-day and two half-day pullouts for 40 elementary teachers on 2012 ELD Standards. Substitutes provided for teachers.</p>	<p>Elementary 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>j. \$10,000 (state unrestricted funds, certificated salaries and materials)</p>
<p>2.1 k. Continue to support twelve teachers to attend National California Association of Bilingual Education conference to increase knowledge on English language acquisition and EL students.</p>	<p>All 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>k. \$10,000 (state unrestricted funds, certificated salaries and travel)</p>
<p>2.1 l. Continue to offer two full-day pullouts for 24 secondary ELD department teachers to articulate cross-content language skills. Substitutes provided for teachers.</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 checked="" type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>l. \$5,424 (state unrestricted funds, certificated salaries)</p>
<p>2.1 m. Continue to offer one full-day pullout for 20 secondary teachers to see ELD instruction. Substitutes provided for teachers.</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 checked="" type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>m. \$2,260 (restricted federal funds, certificated salaries)</p>

<p>2.1 n. Continue to offer half-day pullout training and full-day workshop for secondary ELD teachers on How Language Works. Includes purchase of books.</p>	<p>Secondary schools</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><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>n. \$5,000 (unrestricted state funds, certificated salaries, travel and conference, materials)</p>
<p>2.1 o. Continue to offer two half-day trainings for paraprofessionals on 2012 ELD standards and best practices. No substitutes needed.</p>	<p>All schools</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><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>o. No additional cost.</p>
<p>2.1 p. Continue to support ten elementary principals attending ELITE at VCOE.</p>	<p>Elementary schools</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><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>p. \$5,000 (federal restricted, travel and conference)</p>
<p>2.2 a. Continue teacher training on adopted ELA/ELD curriculum. Includes two pullout days for the Adoption Committee and the Pilot Committee. Subs provided for 78 teachers.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input 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. \$18,000 (restricted federal funds, certificated salaries)</p>
<p>2.2 b. Continue to provide supplemental science materials aligned to CSS and approved by Curriculum Council. Materials will replace the current purchase of consumables with no additional cost.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input 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>2.2 c. Continue to offer purchasing supplemental ELD materials that are aligned to ELA CSS for rigor and relevance.</p>	<p>Secondary schools</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><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. \$10,000 (unrestricted state funds, materials)</p>
<p>2.2 d. Continue to offer purchasing supplemental ELD materials for classrooms that provide instruction for CELDT Levels 1-3.</p>	<p>All schools</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><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. \$4,000 (unrestricted state funds, materials)</p>
<p>2.3 a. Continue to offer the opportunity for teachers to receive classroom Chromebooks attend Digital Educator Institute. Includes teacher salary and TOSA time.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input 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. \$22,000 (restricted state funds, certificated salaries)</p>
<p>2.3 b. Continue to purchase Chromebooks and carts for technology rollout.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input 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. \$1,636,000 (restricted state funds, equipment); \$2,000,000 (unrestricted state funds, equipment)</p>
<p>2.3 c. Continue to offer one full-day pullout training for 50 teachers on Google technology. Substitutes provided for teachers.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input 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. \$5,650 (restricted state funds, certificated salaries)</p>

<p>2.4 a. Continue to provide induction for candidates clearing their administrative credential.</p>	<p>All 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>a. \$104,000 (state restricted)</p>
<p>2.4 b. Continue to provide induction services for new teacher candidates. Expense includes the salary of a BTSA provider.</p>	<p>All 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. \$116,000 (federal restricted, certificated salaries)</p>

LCAP Year 3: 2018-2019

<p>Expected Annual Measurable Outcomes:</p>	<p>2.1 Provide PD for teachers: i. Hours of PD (3 days of PD for every teacher each year). ii. Percentage of teachers who attend additional training offered through the district (100% science, 100% secondary ELD, 100% elementary intervention teachers). iii. Percentage of teachers who attend voluntary training (10% of teaching staff). 2.2 Provide materials aligned to the CSS for core subjects: i. Percentage of teachers using aligned materials in math (100% of math is aligned to CSS). ii. Percentage of teachers using aligned materials in ELA/ELD (100%). 2.3 Improve technology integration for teachers and students: i. Percentage of teachers receiving Chromebooks and participating in Digital Educator Institute (100%). ii. Percentage of teachers with Chromebooks using technology 3-5 days per week (60% of teachers report using devices 3-5 days per week). iii. Percentage of teachers with Chromebook carts who attend a minimum of one additional training session (50%). iv. Passage of a technology bond to meet ongoing and future technology needs (pass bond). 2.4 Maintain Highly Qualified Teachers (HQT): ii. Rate of HQT assignments (maintain current levels >99%).</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.1 a. Continue to offer three full days of CSS PD for all teachers: August, September, and April.</p>	<p>All 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</p>	<p>a. \$1,100,000 (state unrestricted funds, certificated salaries)</p>

		<input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	
2.1 b. Continue to offer elementary history teachers one day of PD related to integration of science and ELA/ELD. Subs provided for teachers. PD led by science consultant.	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. \$45,000 (restricted state funds, certificated salaries, consultant)
2.1 c. Continue to offer secondary history teachers two days of PD related to development of authentic assessment and differentiation.	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. \$100,000 (restricted state funds, certificated salaries, consultant)
2.1 d. Maintain teacher implementation of Classroom Instruction that Works.	All 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. Continue to align use of walk-through software with best practices based on Classroom Instruction that Works. Software purchased in 2015-2016 for five years.	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. No additional cost.
2.1 f. Continue to support secondary math teachers attending math conference and PD focused on CSS and differentiation.	All 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. \$20,000 (restricted federal funds, certificated salaries and travel and conference)

<p>2.1 g. Continue to support history teachers attending conference.</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>g. \$12,000 (restricted federal funds, certificated salaries, travel and conference)</p>
<p>2.1 h. Continue to have TOSAs provide PD for elementary teachers related to best instructional practices during staff meetings and push-in coaching.</p>	<p>All 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. No additional cost.</p>
<p>2.1 i. Continue to provide four-day training for six secondary EL teachers in CALL training through the California Reading and Literature Project or other training. Substitutes provided for teachers.</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>i. \$6,700 (state unrestricted funds, certificated salaries and travel)</p>
<p>2.1 j. Continue to provide one full-day and two half-day pullouts for 40 elementary teachers on 2012 ELD Standards. Substitutes provided for teachers.</p>	<p>Elementary 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>j. \$10,000 (state unrestricted funds, certificated salaries and materials)</p>
<p>2.1 k. Continue to support twelve teachers attending National California Association of Bilingual Education conference to increase knowledge on English language acquisition and EL students.</p>	<p>All 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>k. \$10,000 (state unrestricted funds, certificated salaries and travel)</p>

<p>2.1 l. Continue to provide two full-day pullouts for 24 secondary ELD department teachers to articulate cross-content language skills. Substitutes provided for teachers.</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 checked="" type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>l. \$5,424 (state unrestricted funds, certificated salaries)</p>
<p>2.1 m. Continue to provide one full-day pullout for 20 secondary teachers to see ELD instruction. Substitutes provided for teachers.</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 checked="" type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>m. \$2,260 (restricted federal funds, certificated salaries)</p>
<p>2.1 n. Continue to provide half-day pullout training and full-day workshop for secondary ELD teachers on How Language Works. Includes purchase of books.</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 checked="" type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:</p>	<p>n. \$5,000 (unrestricted state funds, certificated salaries, travel and conference, materials)</p>
<p>2.1 o. Continue to provide two half-day trainings for paraprofessionals on 2012 ELD standards and best practices. No substitutes needed.</p>	<p>All 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>o. No additional cost.</p>
<p>2.1 p. Continue to support ten secondary administrators attend ELITE at VCOE.</p>	<p>Elementary 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>p. \$5,000 (federal restricted, travel and conference)</p>

<p>2.2 a. Continue to support ELA/ELD rollout with TOSA coaching.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input 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>2.2 b. Continue to provide supplemental science materials aligned to CSS and approved by Curriculum Council. Materials will replace the current purchase of consumables with no additional cost.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input 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>2.2 c. Continue to offer purchasing supplemental ELD materials that are aligned to ELA CSS for rigor and relevance.</p>	<p>Secondary schools</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><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. \$10,000 (unrestricted state funds, materials)</p>
<p>2.2 d. Continue to offer purchasing supplemental ELD materials for classrooms that provide instruction for CELDT Levels 1-3.</p>	<p>All schools</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><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. \$4,000 (unrestricted state funds, materials)</p>
<p>2.3 a. Continue to offer the opportunity for teachers to receive classroom Chromebooks attend Digital Educator Institute. Includes teacher salary and TOSA time.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input 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. \$22,000 (restricted state funds, certificated salaries)</p>

<p>2.3 b. Continue to purchase Chromebooks and carts for technology rollout.</p>	<p>All 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. \$1,636,000 (restricted state funds, equipment); \$2,000,000 (unrestricted state funds, equipment)</p>
<p>2.3 c. Continue to provide one full-day pullout training for 50 teachers on Google technology. Substitutes provided for teachers.</p>	<p>All 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. \$5,650 (restricted state funds, certificated salaries)</p>
<p>2.4 a. Continue to provide induction for candidates clearing their administrative credential.</p>	<p>All 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>a. \$104,000 (state restricted)</p>
<p>2.4 b. Continue to provide induction services for new teacher candidates. Expense includes the salary of a BTSA provider.</p>	<p>All 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. \$116,000 (federal restricted, certificated salaries)</p>

<p>GOAL 3:</p>	<p>SVUSD will provide comprehensive programs to improve student performance and address students who are not meeting grade-level standards. California State Standards-aligned (CSS) district benchmarks will be established and implemented. A comprehensive Response to Intervention (RtI) program will be initiated and subgroups will be addressed.</p>	<p>Related State and/or Local Priorities: 1__ 2_x 3__ 4_x 5_x 6__ 7__ 8_x COE only: 9__ 10__ Local: Specify _____</p>
<p>Identified Need:</p>	<ol style="list-style-type: none"> 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: 2016-2017

Expected Annual Measurable Outcomes:	<p>3.1 Develop districtwide intervention programs:</p> <ul style="list-style-type: none"> i. Pilot high school intervention for Algebra 1 and Biology students (decrease the percentage of students receiving Ds and Fs by 2%). ii. Set and pursue district benchmarks (implement district benchmarks for math K-12, ELD Secondary; K-2 Phonics: establish baseline). iii. Improve high school graduation rates (Overall 86%, SPED 68%, EL 59%: +1% from 2014-2015). <p>3.2 Improve performance on local and state assessments:</p> <ul style="list-style-type: none"> i. Develop district benchmarks K-12 for math, 6-12 ELD (establish baseline). ii. CAASPP (overall: 53% at/or exceeding standard for ELA and 42% at/or exceeding standard for math, improve +2% over 2014-2015, state data). iii. Increase performance on intervention assessments from entrance to exit (1.2 year grade level increase in BRI and IRI; 10% increase in BPST; 10% increase in math). <p>3.3 Improve percentage of EL students advancing or becoming English proficient:</p> <ul style="list-style-type: none"> i. AMAOs 1, 2a, 2b (1: 61%, 2a: 25%, 2b: 50% +2 from 2015-2016 state data). ii. Reclassification rate (maintain at 10%). iii. Improve performance on ADEPT (80% of students improve 1 level). iv. Improve performance on district benchmarks (establish baseline). <p>3.4 Support academic progress of Foster Youth:</p> <ul style="list-style-type: none"> i. District benchmarks for Foster Youth (establish baseline). ii. Increase GPA by 2% (establish baseline-local measure).
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 a. Hire eight 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. \$250,000 (state unrestricted funds, certificated salaries)
3.1 b. Provide two part-time 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)

<p>3.1 c. Maintain three 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. Purchase 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. \$6,000 (state unrestricted funds, materials & supplies)</p>
<p>3.1 e. Pilot intervention protocol in Algebra 1 and Biology, including the use of concept recovery and credit recovery. The credit recovery will occur at Monte Vista School.</p>	<p>Simi Valley High School and Royal High 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>e. \$27,000 (unrestricted state funds, certificated salaries)</p>
<p>3.1 f. Integrate CSS-aligned math software program (purchased in 2014-2015) to facilitate elementary/middle school differentiation in math and ELA (MobyMax).</p>	<p>All 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. No additional cost.</p>
<p>3.1 g. Provide two sections of math Rtl 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. Two classes at each site plus two 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>g. \$62,000 (unrestricted state funds, certificated staff certificated staff)</p>

<p>3.1 h. At high schools not participating in the intervention pilot, provide after-school intervention sessions at high schools based on school need. \$10,000 per high school.</p>	<p>Apollo High School and Santa Susana High 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. \$20,000 (unrestricted state funds, certificated salaries)</p>
<p>3.1 i. Rtl workshops/conferences for teacher leaders K-12, provided by outside organizations including VCOE. Substitutes provided for teachers.</p>	<p>All 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. \$5,000 (restricted federal funds, travel conferences, certificated salaries)</p>
<p>3.1 j. Roll out practices and documentation to standardize intervention and Student Study Team protocol that align with Special Education Department in elementary school. Develop the practices and documentation to standardize intervention and Student Study Team protocol that align with Special Education Department in middle and high schools. Provide training and materials for school sites.</p>	<p>All 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. \$1,000 (unrestricted state funds, materials)</p>
<p>3.2 a. Implement CSS-aligned district benchmarks K-12 for math, secondary ELD, and K-1 ELA.</p>	<p>All 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>a. No additional cost.</p>
<p>3.2 b. Pilot Tier 1 math instruction in three elementary schools. Includes TOSA coaching and teacher participation in online course (\$125 per teacher).</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. \$1,500 (state restricted funds, workshop)</p>

<p>3.3 a. District personnel to provide PD for ELD site coordinators on 2012 ELD Standards, program administration, EL/RFEP monitoring and EL parent involvement.</p>	<p>All 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>a. No additional cost.</p>
<p>3.3 b. Continue to implement ELD administrator's checklist.</p>	<p>All 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>b. No additional cost.</p>
<p>3.3 c. Form ELD departments, with a department chair, at all secondary schools. Stipend for the five 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, stipend for high schools. Includes field trip.</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. \$2,000 (unrestricted state funds, certificated stipends); \$3,000 (federal restricted funds, field trip)</p>
<p>3.3 e. Offer targeted tutoring support for ELs and RFEP based on site data.</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>e. \$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. Appoint a district lead liaison for Foster Youth point people.</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. \$8,500 (unrestricted state funds, other certificated salaries)</p>
<p>3.4 b. Implement a protocol of support for Foster Youth, which includes: monthly committee meetings, documented protocol, data analysis, and regular student contact.</p>	<p>All 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>b. No additional cost.</p>
<p>3.4 c. Offer ongoing and expanded PD for Foster Youth team members. Substitutes provided for teachers.</p>	<p>All 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>c. \$2,200 (unrestricted state funds, other certificated salaries and travel)</p>

LCAP Year 2: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>3.1 Develop districtwide intervention programs: i. Implement high school intervention for Algebra 1 and Biology students (decrease the percentage of students receiving Ds and Fs by 2%). ii. Set and pursue district benchmarks (implement district benchmarks for math K-12, ELD Secondary; K-2 Phonics: establish baseline). iii. Improve high school graduation rates (Overall 87%, SPED 69%, EL 60%: +2% from 2014-15). 3.2 Improve performance on local and state assessments: i. Implement district benchmarks K-12 for math, 6-12 ELD (2% increase from baseline). ii. CAASPP (overall: 54% at/or exceeding standard for ELA and 43% at/or exceeding standard for math, improve +1% over 2015-2016, state data). iii. Increase performance on intervention assessments from entrance to exit (1.2 year grade level increase in BRI and IRI; 10% increase in BPST; 5% increase in math). 3.3 Improve percentage of EL students advancing or becoming English proficient: i. AMAOs 1, 2a, 2b (1: 62%, 2a: 26%, 2b: 51% +1% from 2016-2017 state data). ii. Reclassification rate (maintain at 10%). iii. Improve performance on ADEPT (80% of students improve 1 level).</p>
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	iv. Improve performance on district benchmarks (+2% from baseline). 3.4 Support academic progress of Foster Youth: i. District benchmarks for Foster Youth (+2% from baseline). ii. Increase GPA by 2% (from baseline-local measure).		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 a. Hire eight additional 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. \$450,000 (state unrestricted funds, certificated salaries)
3.1 b. Continue to provide two part-time 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 three 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. Continue to 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. \$6,000 (state unrestricted funds, materials & supplies)

<p>3.1 e. Continue to implement intervention protocol in Algebra 1 and Biology, including the use of concept recovery and credit recovery. The credit recovery will continue to occur at Monte Vista School.</p>	<p>Simi Valley High School and Royal High School and Santa Susana</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. \$37,000 (unrestricted state funds, certificated salaries)</p>
<p>3.1 f. Continue to integrate CSS-aligned math software program (purchased in 2014-2015) to facilitate elementary/middle school differentiation in math and ELA (MobyMax).</p>	<p>All 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. No additional cost.</p>
<p>3.1 g. Continue to provide two sections of math Rtl at the three middle schools. Includes use of research-based math software (Math 180) and PD on the software. Purchase additional Course II materials. Two classes at each site plus two 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>g. \$62,000 (unrestricted state funds, certificated staff certificated staff, materials)</p>
<p>3.1 h. At high schools not participating in the intervention model, continue to provide after-school intervention sessions at high schools based on school need. \$10,000 per high school.</p>	<p>Apollo High 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. \$10,000 (unrestricted state funds, certificated salaries)</p>
<p>3.1 i. Continue to provide Rtl workshops/conferences for teacher leaders K-12 by outside organizations including VCOE. Substitutes provided for teachers.</p>	<p>All 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. \$5,000 (restricted federal funds, travel conferences, certificated salaries)</p>

<p>3.1 j. Continue roll out practices and documentation to standardize intervention and Student Study Team protocol that align with Special Education Department in elementary school. Develop the practices and documentation to standardize intervention and Student Study Team protocol that align with Special Education Department in middle and high schools. Provide training and materials for school sites.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input 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. \$1,000 (unrestricted state funds, materials)</p>
<p>3.2 a. Continue to implement CSS-aligned district benchmarks K-12 for math, secondary ELD, and K-1 ELA. Develop benchmarks for ELA</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input 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. Continue to pilot Tier 1 math instruction in three additional elementary schools. Includes TOSA coaching and teacher participation in online course (\$125 per teacher).</p>	<p>Elementary schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input 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. \$1,500 (state restricted funds, workshop)</p>
<p>3.3 a. Continue providing PD for ELD site coordinators on 2012 ELD Standards, program administration, EL/RFEP monitoring and EL parent involvement.</p>	<p>All schools</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><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 ELD administrator's checklist.</p>	<p>All schools</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><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. Continue to form ELD departments, with a department chair, at all secondary schools. Stipend for the five 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. Continue to host LTEL mentoring at secondary schools, including monthly check-in, to support academic and behavioral success, stipend for high schools. Includes field trip.</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. \$2,000(unrestricted state funds, certificated stipends); \$3,000 (federal restricted funds, field trip)</p>
<p>3.3 e. Continue to offer targeted tutoring support for ELs and RFEP based on site data.</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>e. \$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. Appoint a district lead liaison for Foster Youth point people.</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. \$8,500 (unrestricted state funds, other certificated salaries)</p>
<p>3.4 b. Continue to implement a protocol of support for Foster Youth, which includes: monthly committee meetings, documented protocol, data analysis, and regular student contact.</p>	<p>All 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>b. No additional cost.</p>

<p>3.4 c. Continue to offer ongoing and expanded PD for Foster Youth team members. Substitutes provided for teachers.</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>c. \$2,200 (unrestricted state funds, other certificated salaries and travel)</p>
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LCAP Year 3: 2018-2019

<p>Expected Annual Measurable Outcomes:</p>	<p>3.1 Develop districtwide intervention programs: i. Implement high school intervention for Algebra 1 and Biology students (decrease the percentage of students receiving Ds and Fs by 2%). ii. Set and pursue district benchmarks (implement district benchmarks for math/ELA K-12, ELD Secondary). iii. Improve high school graduation rates (Overall 88%, SPED 70%, EL 62%: +3% from 2014-2015). 3.2 Improve performance on local and state assessments: i. Implement district benchmarks K-12 for math, 6-12 ELD (2% increase from 2017-18) ELA (establish baseline). ii. CAASPP (overall: 55% at/or exceeding standard for ELA and 44% at/or exceeding standard for math, improve +1% over 2016-2017, state data). iii. Increase performance on intervention assessments from entrance to exit (1.2 year grade level increase in BRI and IRI; 10% increase in BPST; 5% increase in math). 3.3 Improve percentage of EL students advancing or becoming English proficient: i. AMAOs 1, 2a, 2b (1: 63%, 2a: 27%, 2b: 52% +1% from 2017-2018 state data). ii. Reclassification rate (maintain at 10%). iii. Improve performance on ADEPT (80% of students improve 1 level). iv. Improve performance on district benchmarks (+2% from baseline). 3.4 Support academic progress of Foster Youth: i. District benchmarks for Foster Youth (+2% from baseline). ii. Increase GPA by 2% (from baseline-local measure).</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.1 a. Continue to provide 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.</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>a. \$450,000 (state unrestricted funds, certificated salaries)</p>

<p>3.1 b. Continue to provide two part-time Intervention Specialists for Crestview Elementary and Mountain View Elementary Schools for Tier 2 intervention. District to provide salaries.</p>	<p>Mountain View and Crestview 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 three 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. Continue to purchase 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. \$6,000 (state unrestricted funds, materials & supplies)</p>
<p>3.1 e. Continue to implement intervention protocol in Algebra 1 and Biology, including the use of concept recovery and credit recovery. The credit recovery will occur at Monte Vista School.</p>	<p>Simi Valley High School and Royal High School and Santa Susana</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. \$37,000 (unrestricted state funds, certificated salaries)</p>
<p>3.1 f. Continue to integrate CSS-aligned math software program (purchased in 2014-2015) to facilitate elementary/middle school differentiation in math and ELA (MobyMax).</p>	<p>All 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. No additional cost.</p>

<p>3.1 g. Continue to provide two sections of math Rtl at the three middle schools. Includes use of research-based math software (Math 180) and PD on the software. Purchase additional Course II materials. Two classes at each site plus two 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>g. \$62,000 (unrestricted state funds, certificated staff certificated staff, materials)</p>
<p>3.1 h. At high schools not participating in the intervention model, continue to provide after-school intervention sessions at high schools based on school need. \$10,000 per high school.</p>	<p>Apollo High 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. \$10,000 (unrestricted state funds, certificated salaries)</p>
<p>3.1 i. Continue to provide Rtl workshops/conferences for teacher leaders K-12 by outside organizations including VCOE. Substitutes provided for teachers.</p>	<p>All 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. \$5,000 (restricted federal funds, travel conferences, certificated salaries)</p>
<p>3.1 j. Continue roll out practices and documentation to standardize intervention and Student Study Team protocol that align with Special Education Department in elementary school. Develop the practices and documentation to standardize intervention and Student Study Team protocol that align with Special Education Department in middle and high schools. Provide training and materials for school sites.</p>	<p>All 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. \$1,000 (unrestricted state funds, materials)</p>
<p>3.2 a. Implement CSS-aligned district benchmarks K-12 for math, secondary ELD, and K-1 ELA. Develop benchmarks for ELA</p>	<p>All 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>a. No additional cost.</p>

<p>3.2 b. Continue to pilot Tier 1 math instruction in three additional elementary schools. Includes TOSA coaching and teacher participation in online course (\$125 per teacher).</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. \$1,500 (state restricted funds, workshop)</p>
<p>3.3 a. Continue to provide PD for ELD site coordinators on 2012 ELD Standards, program administration, EL/RFEP monitoring and EL parent involvement.</p>	<p>All 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>a. No additional cost.</p>
<p>3.3 b. Continue to implement ELD administrator's checklist.</p>	<p>All 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>b. No additional cost.</p>
<p>3.3 c. Continue to form ELD departments, with a department chair, at all secondary schools. Stipend for the five 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. Continue to host LTEL mentoring at secondary schools, including monthly check-in, to support academic and behavioral success, stipend for high schools. Includes field trip.</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. \$2,000(unrestricted state funds, certificated stipends); \$3,000 (federal restricted funds, field trip)</p>

<p>3.3 e. Continue to offer targeted tutoring support for ELs and RFEP based on site data.</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>e. \$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. Appoint a district lead liaison for Foster Youth point people.</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. \$8,500 (unrestricted state funds, other certificated salaries)</p>
<p>3.4 b. Continue to implement a protocol of support for Foster Youth, which includes: monthly committee meetings, documented protocol, data analysis, and regular student contact.</p>	<p>All 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>b. No additional cost.</p>
<p>3.4 c. Continue to offer ongoing and expanded PD for Foster Youth team members. Substitutes provided for teachers.</p>	<p>All 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>c. \$2,200 (unrestricted state funds, other certificated salaries and travel)</p>

<p>GOAL 4:</p>	<p>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.</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5_x 6_x 7__ 8__ COE only: 9__ 10__ Local: Specify _____</p>
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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.		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	4.1 Increase parent education opportunities: i. Issue district survey for parents (establish baseline criteria, increase participation). 4.2 Improve parent communication: i. Issue district survey for parents (+2% increase satisfaction over baseline). 4.3 Improve digital access for parents: ii. Increase the percentage of parents with Aeries account (+2% increase to 94%). iii. Increase the percentage of parents accessing Aeries parent portal during grading periods (+5% increase to 73%). 4.4 Improve parent participation in advisory committees: i. Issue district survey for parents (+2% increase satisfaction over baseline from 2014-2015 survey). ii. Participation in ELAC, PTSA, SSC (+2% increase satisfaction over baseline participation numbers from 2014-2015). 4.5 Improve community outreach: i. Issue district survey at large (parents, community, students, staff) (+2% increase satisfaction 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. Provide parent education workshops at the district level, with topics including CAS, college and career readiness, child development, social media, and safety issues.	All 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. \$600 (state unrestricted funds, materials)
4.1 b. Attend Family Involvement Network workshops at VCOE with district personnel, parents, and liaisons.	All 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:	b. \$600 (state unrestricted funds, travel)

<p>4.1 c. Provide parent education workshops in Spanish for college and career readiness, technology, and child development.</p>	<p>All schools</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><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. \$1,500 (unrestricted state funds, classified salaries, materials)</p>
<p>4.1 d. Organize two district events for Spanish-speaking parents.</p>	<p>All schools</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><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. \$400 (restricted federal funds, materials, classified salaries)</p>
<p>4.1 e. Provide Parent Project Workshop. Funding includes training of two district personnel.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input 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. \$2,000 (federal restricted, travel and conference)</p>
<p>4.2 a. Launch and manage new school site websites, training of webmasters at school sites occurred in 2015-2016. Ongoing support of webmasters in 2016-2017.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input 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. \$3,000 (unrestricted salaries, certificated and classified salaries)</p>
<p>4.2 b. Improve district's social media outreach by supporting sites with their participation in social media.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input 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 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. \$2,260 (state, unrestricted funds)</p>
<p>4.2 d. Train principals on using electronic newsletters for school-parent-student communication needs.</p>	<p>All 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>4.3 a. District will provide parent technology workshops.</p>	<p>All 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>a. \$800 (state unrestricted funds, classified salaries, materials); \$1,000 (restricted federal funds, certificated salaries)</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 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>a. No additional cost.</p>
<p>4.4 b. Increase participation in ELAC and DELAC activities with all required topics.</p>	<p>All 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. 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 schools</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 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>a. \$1,500 (state unrestricted funds)</p>
<p>4.5 b. Present annual State of Our Schools address to the community.</p>	<p>All 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 (state unrestricted funds, classified)</p>
<p>4.5 c. Create and publish advertising to support SVUSD programs and its successes.</p>	<p>All 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. \$45,000 (state unrestricted funds)</p>
<p>4.5 d. Investigate federal Green Ribbon School designation for the SVUSD.</p>	<p>All 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. \$300 (state unrestricted funds)</p>

LCAP Year 2: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>4.1 Increase parent education opportunities: i. Issue district survey for parents (+5% increase in participation from 2016-17). 4.2 Improve parent communication: i. Issue district survey for parents (+2% increase satisfaction over 2016-17). 4.3 Improve digital access for parents: i. Increase the percentage of parents with Aeries account (+2% increase to 96%). ii. Increase the percentage of parents accessing Aeries parent portal during grading periods (+5% increase to 75%). 4.4 Improve parent participation in advisory committees: i. Issue district survey for parents (+2% increase satisfaction over baseline from 2016-17 survey). ii. Participation in ELAC, PTSA, SSC (+2% increase satisfaction over baseline participation numbers from 2016-17). 4.5 Improve community outreach: i. Issue district survey at large (parents, community, students, staff) (+2% increase satisfaction over baseline from 2016-17 survey).</p>		
<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>	<p align="center">Budgeted Expenditures</p>
<p>4.1 a. Continue to provide parent education workshops at the district level, with topics including CAS, college and career readiness, child development, social media, and safety issues.</p>	<p align="center">All 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>a. \$600 (state unrestricted funds, materials)</p>
<p>4.1 b. Continue to attend Family Involvement Network workshops at VCOE with district personnel, parents, and liaisons.</p>	<p align="center">All 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>b. \$600 (state unrestricted funds, travel)</p>
<p>4.1 c. Continue to provide parent education workshops in Spanish for college and career readiness, technology, and child development.</p>	<p align="center">All 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>c. \$1,500 (unrestricted state funds, classified salaries, materials)</p>

<p>4.1 d. Continue to organize two district events for Spanish-speaking parents.</p>	<p>All 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>d. \$400 (restricted federal funds, materials, classified salaries)</p>
<p>4.1 e. Continue to provide Parent Project Workshop. Funding includes training of two district personnel.</p>	<p>All 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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ _____</p>	<p>e. \$2,000 (federal restricted, travel and conference)</p>
<p>4.2 a. Continue ongoing support for implementation of school websites; training of webmasters at school sites occurred in 2015-2016.</p>	<p>All 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>a. \$3,000 (unrestricted state, certificated and classified salaries)</p>
<p>4.2 b. Continue to improve district's social media outreach by supporting sites with their participation in social media.</p>	<p>All 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. \$500 (state, unrestricted funds)</p>
<p>4.2 c. Continue to offer one half-day pullout for 20 teachers in Aeries training. Substitutes provided for teachers.</p>	<p>All 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. \$2,260 (state, unrestricted funds)</p>

<p>4.2 d. Continue to train principals on using electronic newsletters for school-parent-student communication needs.</p>	<p>All 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>4.3 a. Continue to provide parent technology workshops.</p>	<p>All 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>a. \$800 (state unrestricted funds, classified salaries, materials); \$1,000 (restricted federal funds, certificated salaries)</p>
<p>4.4 a. Continue to hold Single Plan for Student Achievement (SPSA) and School Site Council (SSC) training provided for all School Site Council teams.</p>	<p>All 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>a. No additional cost.</p>
<p>4.4 b. Continue to increase participation in ELAC and DELAC activities with all required topics.</p>	<p>All 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. No additional cost.</p>
<p>4.4 c. Continue to have Special Education parents to participate in Community Advisory Committee (CAC) at VCOE to advise district on SPED needs.</p>	<p>All schools</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. Continue to participate in the Simi Valley Street Fair for community outreach.	All 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. \$1,500 (state unrestricted funds)
4.5 b. Continue to present annual State of Our Schools address to the community.	All 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 (state unrestricted funds, classified)
4.5 c. Continue to create and publish advertising to support SVUSD programs and its successes.	All 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. \$45,000 (state unrestricted funds)
4.5 d. Continue to investigate federal Green Ribbon School designation for the SVUSD.	All 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. \$300 (state unrestricted funds)

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	<p>4.1 Increase parent education opportunities: i. Issue district survey for parents (+5% increase in participation from 2017-2018).</p> <p>4.2 Improve parent communication: i. Issue district survey for parents (+2% increase satisfaction over baseline).</p> <p>4.3 Improve digital access for parents: i. Increase the percentage of parents with Aeries account (+2% increase to 94%). ii. Increase the percentage of parents accessing Aeries parent portal during grading periods (+5% increase to 73%).</p> <p>4.4 Improve parent participation in advisory committees: i. Issue district survey for parents (+2% increase satisfaction over baseline from 2017-2018 survey).</p>
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	ii. Participation in ELAC, PTSA, SSC (+2% increase satisfaction over baseline participation numbers from 2017-18). 4.5 Improve community outreach: i. Issue district survey at large (parents, community, students, staff) (+2% increase satisfaction over baseline from 2017-2018 survey).		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 a. Continue to provide parent education workshops at the district level, with topics including CAS, college and career readiness, child development, social media, and safety issues.	All 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"/> RFEF <input type="checkbox"/> Other Subgroups:	a. \$600 (state unrestricted funds, materials)
4.1 b. Continue to attend Family Involvement Network workshops at VCOE with district personnel, parents, and liaisons.	All 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"/> RFEF <input type="checkbox"/> Other Subgroups:	b. \$600 (state unrestricted funds, travel)
4.1 c. Continue to provide parent education workshops in Spanish for college and career readiness, technology, and child development.	All 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"/> RFEF <input type="checkbox"/> Other Subgroups:	c. \$1,500 (unrestricted state funds, classified salaries, materials)
4.1 d. Continue to organize two district events for Spanish-speaking parents.	All 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"/> RFEF <input type="checkbox"/> Other Subgroups:	d. \$400 (restricted federal funds, materials, classified salaries)
4.1 e. Continue to provide Parent Project Workshop. Funding includes training of two district personnel.	All schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	e. \$2,000 (federal restricted, travel and conference)

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ _____	
4.2 a. Continue to manage school site websites, training of webmasters at school sites occurred in 2015-2016. Ongoing support.	All 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.
4.2 b. Continue to improve district's social media outreach by supporting sites with their participation in social media.	All 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. \$500 (state, unrestricted funds)
4.2 c. Continue to offer one half-day pullout for 20 teachers in Aeries training. Substitutes provided for teachers.	All 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. \$2,260 (state, unrestricted funds)
4.2 d. Continue to train principals on using electronic newsletters for school-parent-student communication needs.	All 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.
4.3 a. Continue to provide parent technology workshops.	All schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	a. \$800 (state unrestricted funds, classified salaries, materials); \$1,000 (restricted federal funds, certificated salaries)

		<input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:	
4.4 a. Continue to hold Single Plan for Student Achievement (SPSA) and School Site Council (SSC) training provided for all School Site Council teams	All 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.
4.4 b. Continue to increase participation in ELAC and DELAC activities with all required topics.	All 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. No additional cost.
4.4 c. Continue to have Special Education parents to participate in Community Advisory Committee (CAC) at VCOE to advise district on SPED needs.	All schools	<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	c. No additional cost.
4.5 a. Continue to participate in the Simi Valley Street Fair for community outreach.	All 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. \$1,500 (state unrestricted funds)
4.5 b. Continue to present annual State of Our Schools address to the community.	All 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 (state unrestricted funds, classified)

<p>4.5 c. Continue to create and publish advertising supporting SVUSD programs and its successes.</p>	<p>All 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. \$45,000 (state unrestricted funds)</p>
<p>4.5 d. Continue to investigate federal Green Ribbon School designation for the SVUSD.</p>	<p>All 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. \$300 (state unrestricted funds)</p>
<p>GOAL 5:</p>	<p>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.</p>		<p>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 _____</p>
<p>Identified Need:</p>	<p>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.</p>		
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>All</p>	
	<p>Applicable Pupil Subgroups:</p>	<p>All</p>	
<p>LCAP Year 1: 2016-2017</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>5.1 Address bullying: i. Percentage of sites that have an assembly on bullying (100% of sites: local measure). ii. Decrease expulsion rate (decrease to .15% from .2% in 2014-2015 state data). iii. Decrease suspension rate (decrease to 3% from 3.5% in 2014-2015 state data). iv. Decrease the number of bullying and cyberbullying incidents at the schools sites (establish baseline). 5.2 Implement digital citizenship curriculum: i. Percentage of schools completing curriculum (50% of K-12 schools implement digital citizenship). 5.3 Improve student perception of school connectedness: i. California Healthy Kids Survey (60% of students feel connected to school, +2% increase from 2015-2016 CHKS). ii. District survey to students (64% feel comfortable asking for help from adults, up from 62% in 2015-2016: local measure). iii. Decrease attendance rate/chronic absenteeism (reduce rate from 9% to 8.5%). iv. Decrease the high school dropout rate (reduce from 10% to 8% in 2013-2014; state data).</p>		

v. Decrease the middle school dropout rate (maintain at zero).
 5.4 Maintain safe, attractive and functional facilities:
 i. Facilities maintenance (TBD).

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 a. Sites hold anti-bullying assemblies for students.	All 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. \$500 (state unrestricted funds, materials)
5.1 b. District website provides information and resources on bullying for students, parents and community.	All 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.
5.1 c. Educate stakeholders on bullying through district-run workshops.	All 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. \$500 (state unrestricted funds, materials)
5.1 d. Train site administrators and employees on documentation of bullying incidents.	All 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. \$500 (state unrestricted funds, materials)
5.2 a. Implement digital citizenship curriculum (Common Sense Media) in K-12.	All schools	<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 principals on implementation of digital citizenship curriculum, including the maintenance of implementation data.	All 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.
5.2 c. District will hold community workshops on digital citizenship.	All 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. \$500 (state unrestricted funds, materials)
5.2 d. Develop district digital citizenship website that contains complete curriculum, Professional Development opportunities, using the curriculum, and certification process.	All 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.
5.3 a. Support school site clubs and student organizations.	All 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. \$203,000 (state unrestricted funds, other certificated salaries)
5.3 b. 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:	b. No additional cost.

<p>5.3 c. Secondary schools review student connectedness survey data; create improvement plans.</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>5.4 a. Create facilities' project list and prioritize needs.</p>	<p>All 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>a. No additional cost.</p>
<p>LCAP Year 2: 2017-2018</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>5.1 Address bullying: i. Percentage of sites that have an assembly on bullying (100% of sites: local measure). ii. Decrease expulsion rate (decrease to .18% from .2% in 2015-2016 state data). iii. Decrease suspension rate (decrease to 3% from 3.2% in 2015-2016 state data). iv. Decrease the number of bullying and cyberbullying incidents at the schools sites (+2% from baseline). 5.2 Implement digital citizenship curriculum: i. Percentage of schools completing curriculum (60% of K-12 schools implement digital citizenship). 5.3 Improve student perception of school connectedness: i. California Healthy Kids Survey (60% of students feel connected to school, +2% increase from 2015-2016 CHKS). ii. District survey to students (66% feel comfortable asking for help from adults, up from 64% in 2016-2017: local measure). iii. Decrease attendance rate/chronic absenteeism (reduce rate from 8.5% to 8%). iv. Decrease the high school dropout rate (reduce from 8% to 7% in 2014-2015; state data). v. Decrease the middle school dropout rate (maintain at zero). 5.4 Maintain safe, attractive and functional facilities: i. Facilities maintenance (TBD).</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>5.1 a. Continue to have sites hold anti-bullying assemblies for students.</p>	<p>All 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</p>	<p>a. \$500 (state unrestricted funds, materials)</p>

		<input type="checkbox"/> Other Subgroups:	
5.1 b. Continue to have district website provide information and resources on bullying for students, parents and community.	All 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.
5.1 c. Continue to educate stakeholders on bullying through district-run workshops.	All 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. \$500 (state unrestricted funds, materials)
5.1 d. Continue to train site administrators and employees on documentation of bullying incidents.	All 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. \$500 (state unrestricted funds, materials)
5.2 a. Continue to implement digital citizenship curriculum (Common Sense Media) in K-12.	All 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.
5.2 b. Continue to support and train principals on implementation of digital citizenship curriculum, including the maintenance of implementation data.	All 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.

<p>5.2 c. Continue to hold community workshops on digital citizenship.</p>	<p>All 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. \$500 (state unrestricted funds, materials)</p>
<p>5.2 Continue to maintain digital citizenship website that contains complete curriculum, Professional Development opportunities, using the curriculum, and certification process.</p>	<p>All 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>5.3 a. Continue to support school site clubs and student organizations.</p>	<p>All 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>a. \$203,000 (state unrestricted funds, other certificated salaries)</p>
<p>5.3 b. Continue to 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>b. No additional cost.</p>
<p>5.3 c. Continue to review secondary schools student connectedness survey data; create improvement plans.</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>5.4 a. Continue to create facilities' project list and prioritize needs.</p>	<p>All 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>a. No additional cost.</p>
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LCAP Year 3: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>5.1 Address bullying: i. Percentage of sites that have an assembly on bullying (100% of sites: local measure). ii. Decrease expulsion rate (decrease to .11% from .13% in 2016-2017 state data). iii. Decrease suspension rate (decrease to 2.8% from 3 % in 2016-2017 state data). iv. Decrease the number of bullying and cyberbullying incidents at the schools sites (+2% from baseline). 5.2 Implement digital citizenship curriculum: i. Percentage of schools completing curriculum (80% of K-12 schools implement digital citizenship). 5.3 Improve student perception of school connectedness: i. California Healthy Kids Survey (60% of students feel connected to school, +2% increase from 2015-2016 CHKS). ii. District survey to students (68% feel comfortable asking for help from adults, up from 66% in 2016-2017: local measure). iii. Decrease attendance rate/chronic absenteeism (reduce rate from 8 % to 7.5%). iv. Decrease the high school dropout rate (reduce from 7% to 8% in 2015-2016; state data). v. Decrease the middle school dropout rate (maintain at zero). 5.4 Maintain safe, attractive and functional facilities: i. Facilities maintenance (TBD).</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>5.1 a. Continue to have sites hold anti-bullying assemblies for students.</p>	<p>All 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>a. \$500 (state unrestricted funds, materials)</p>
<p>5.1 b. Continue to have district website provide information and resources on bullying for students, parents and community.</p>	<p>All 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</p>	<p>b. No additional cost.</p>

		<input type="checkbox"/> Other Subgroups:	
5.1 c. Continue to educate stakeholders on bullying through district-run workshops.	All 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. \$500 (state unrestricted funds, materials)
5.1 d. Continue to train site administrators and employees on documentation of bullying incidents.	All 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. \$500 (state unrestricted funds, materials)
5.2 a. Continue to implement digital citizenship curriculum (Common Sense Media) in K-12.	All 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.
5.2 b. Continue to support and train principals on implementation of digital citizenship curriculum, including the maintenance of implementation data.	All 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.
5.2 c. Continue to hold community workshops on digital citizenship.	All 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. \$500 (state unrestricted funds, materials)

<p>5.2 Maintain digital citizenship website that contains complete curriculum, Professional Development opportunities, using the curriculum, and certification process.</p>	<p>All 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>5.3 a. Continue to support school site clubs and student organizations.</p>	<p>All 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>a. \$203,000 (state unrestricted funds, other certificated salaries)</p>
<p>5.3 b. Continue to 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>b. No additional cost.</p>
<p>5.3 c. Continue to review secondary schools student connectedness survey data; create improvement plans.</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>5.4 a. Continue to create facilities' project list and prioritize needs.</p>	<p>All 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>a. No additional cost.</p>

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL 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			
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	1.1 Improve career Pathways opportunities: i. Number of Pathways (24 Pathways available among secondary schools). ii. Number of students in College and Career Seminar	Actual Annual Measurable Outcomes:	1.1 Improve Career Pathways opportunities: i. 24 Pathways available among secondary schools. ii. 86% of freshman class districtwide completed CSS. iii. Measurement will be established in 16-17.	

	<p>(90% of freshman class districtwide).</p> <p>iii. Number of students completing Pathways (62 total; +10% over 2015).</p> <p>iv. Number of freshman indicating intent to participate in Pathways (30% of freshmen districtwide).</p> <p>1.2 Increase the percentage of students meeting A-G requirements:</p> <p>i. Percentage of students meeting A-G (36% of students meet A-G; +2% over 2014-2015).</p> <p>1.3 Improve other college readiness indicators:</p> <p>i. Number of AP exams passed with a 3 or above (increase by +2% or 25 exams to 1,250).</p> <p>ii. Enrollment in AP classes (1,808 total district enrollment, +2% over 2014-2015).</p> <p>iii. Percentage of students demonstrating competence on EAP (# of prepared students increased by 2% to 36%).</p> <p>iv. Improve API (data not available).</p>		<p>iv. Measurement will be established in 16-17.</p> <p>1.2 Increase the percentage of students meeting A-G requirements:</p> <p>i. 36% of students meet A-G; 2015-2016.</p> <p>1.3 Improve other college readiness indicators:</p> <p>i. 2015 – 2016 AP exam data not yet available.</p> <p>ii. 1,773 total enrollment in AP classes.</p> <p>iii. 26% pass rate in ELA and 12% pass rate in math.</p> <p>iv. No data available.</p>
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LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Annual Expenditures
1.1 a. One teacher from each high school will be appointed as a school-to-career coordinator with a \$1,000 stipend.	a. \$3,383: VC Innovates (restricted state funds, certificated salaries)	1.1 a. School-to-career coordinators in place at each high school. \$3000 was allotted to each school site.	a. \$12,000
Scope of service: High schools		Scope of service: High schools	
<u> </u> x ALL		<u> </u> x ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	
1.1 b. Promote Pathways in middle schools by aligning curriculum with high school Pathways: Anatomy at Valley	b. \$150,000: VC Innovates (restricted state	1.1 b. Middle school Pathways are under development. Plan to link elementary-middle-high established (called	b. \$126,000

View Middle School, STEAM at Hillside Middle School, and Middle Years International Baccalaureate at Sinaloa Middle School.		funds, certificated salary, materials, and equipment)	Connected Learning Programs).	
Scope of service:	Middle schools		Scope of service:	Middle 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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
1.1 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).	c. \$123,750: VC Innovates (restricted state funds, certificated salaries)		1.1 c. Teachers worked on course development with VCOE. SVUSD currently has 24 Pathways in development or fully articulated. Expected expenditures were less than anticipated.	c. \$31,000
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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
1.1 d. Market Pathways to the community through printed and online marketing materials (website, posters, video, and pamphlets).	d. \$5,000: VC Innovates (restricted state funds, advertising and materials)		1.1 d. See 1.1 (e).	d. See 1.1 (e)
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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
1.1 e. Host two parent information nights for SVUSD Pathways. Site CTE coordinators to develop and provide	e. \$2,000 (unrestricted state funds, workshop		1.1 e. SVUSD held a community night at the Ronald Reagan Library to market Pathways 1/28/16. High schools held	e. \$21,223

workshops.		supplies & materials)	parent/student information nights independently as well. The community night event at the Regan Library resulted in unexpected expenditures leading to increased costs.	
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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
1.1 f. Partner with VCOE for training, including articulation meetings.		f. \$16,200: VC Innovates (restricted state funds, certificated salaries)	1.1 f. SVUSD team met with VCOE and community colleges to articulate Pathway courses. Includes rollover from previous year. Expected expenditures exceeded anticipated amount.	f. \$25,000
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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
1.1 g. Purchase consumables for courses.		g. \$90,000 (unrestricted state funds, materials)	1.1 g. Consumables purchased to effectively run Pathways. Requested consumables did not meet expected amount.	\$26,833
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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
1.1 h. Purchase equipment needed for courses.		h. \$426,000: VC Innovates (restricted state funds, equipment)	1.1 h. Equipment purchased for Pathway implementation as needed. Includes previous year rollover.	h. \$517,000
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 __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		
1.1 i. Teachers attend CTE conferences.		i. \$36,000: VC Innovates (restricted state funds, certificated salaries)	1.1 i. Teachers and coordinators attended CTE conference. Includes rollover funds from the previous year.		i. \$51,000
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 __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		
1.1 j. Hold parent information meetings in Spanish, provided by district leadership and community liaisons. Cost includes extra hours for liaisons and materials.		j. \$160 (state unrestricted funds, classified salaries) and \$200 (state unrestricted funds, classified salaries)	1.1 j. Information provided through the workshop series "El Camino a la Universidad."		j. No additional cost.
Scope of service:	Secondary Schools		Scope of service:	Secondary Schools	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: __ Low Income pupils <input checked="" type="checkbox"/> English Learners __ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __ Other Subgroups:(Specify) _____			OR: __ Low Income pupils <input checked="" type="checkbox"/> English Learners __ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		
1.1 k. Provide Pathways information through EL and RFEP monitoring protocol. District develops and prints supporting documentation and materials.		k. \$100 (state unrestricted funds, printing)	1.1 k. No action taken.		k. No additional cost.
Scope of service:	Secondary Schools		Scope of service:	Secondary Schools	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR:			OR:		

<input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
1.1 l. Provide Pathways information through Foster Youth point person. District develops and prints supporting documentation and materials.	l. See 3.4 (a) for position expense \$100 (state unrestricted funds, printing)	1.1 l. No action taken. District went in different direction with Foster Youth point person responsibilities.	l. 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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
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.	m. No additional cost.	1.1 m. 86% of freshman completed the class.	m. 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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
1.1 n. Implement Naviance program to assist students in completing course requirements for Pathways. Program provided by VCOE through VC Innovates.	n. No additional cost.	1.1 n. A district-wide Naviance coordinator was hired to assist students in completing course requirements for Pathways. Salary was greater than expected. Implementation of Naviance in regards to Pathways is incomplete but ongoing.	n. \$16,000
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		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	

<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
1.1 o. Continue Workability program to provide opportunities for SPED students in career readiness.		o. \$58,602 (state restricted, certificated salaries, classified salaries, materials, and services)	1.1 o. 184 students participated in Workability program resulting in less than expected expenditure.		o. \$35,000
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 type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ SPED			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ SPED		
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.		a. \$12,000 (federal restricted funds, travel and conference)	1.2 a. Six teachers and two district specialists attended the National Differentiation Conference resulting in less than expected expenditure.		a. \$5,000
Scope of service:	High 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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
1.2 b. Align courses to A-G requirements. Submit course outlines for approval.		b. No additional cost.	1.2 b. Work is in progress		b. 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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

1.2 c. Implement Naviance software to assist students in completing course A-G requirements.	c. See 1.1 (n)	1.2 c. First year implementation did not include complete information on A-G rates.	c. See 1.1 (n)
Scope of service: High Schools		Scope of service: Secondary Schools	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	
1.2 d. Increase parent involvement/education in A-G through workshops and communication.	d. \$250 (unrestricted state funds workshop supplies, and materials)	1.2 d. School sites provided A-G evenings for their students and the PTSA hosted a districtwide evening for all secondary students.	d. No additional cost.
Scope of service: High Schools		Scope of service: Secondary Schools	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	
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.	e. \$1,000 (federal restricted funds, classified salaries) and \$250 (federal restricted funds, materials).	1.2 e. Workshop series and field trips were completed.	e. \$1,100
Scope of service: High Schools		Scope of service: Secondary Schools	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: __ Low Income pupils <input checked="" type="checkbox"/> English Learners __ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		OR: __ Low Income pupils <input checked="" type="checkbox"/> English Learners __ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	
1.2 f. Provide information on A-G courses through EL and RFEP monitoring program. District provides monitoring	f. \$100 (state unrestricted funds, printing)	1.2 f. No action taken.	f. No additional cost.

materials and supplies.				
Scope of service:	High Schools		Scope of service:	High Schools
__ALL			__ALL	
OR: __Low Income pupils __x English Learners __Foster Youth __x Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __X English Learners __Foster Youth __x Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.2 g. Change SDAIE for A-G approval.		g. No additional cost.	1.2 g. SDAIE students receive A-G credit.	g. No additional cost.
Scope of service:	High Schools		Scope of service:	High Schools
__ALL			__ALL	
OR: __Low Income pupils __x English Learners __Foster Youth __x Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __x English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.2 h. Three teachers to receive a stipend to monitor long-term English Learners monthly for academic success.		h. \$1,500 (state unrestricted funds, certificated salaries)	1.2 h. Three teachers were assigned to the LTELs at the comprehensive high schools and completed mentoring protocol	h. \$1,500
Scope of service:	High Schools		Scope of service:	Secondary Schools
__ALL			__ALL	
OR: __Low Income pupils __English Learners __x Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils x__English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.2 i. Appoint an on-site Foster Youth point person to monitor Foster Youth quarterly.		i. See 1.1 (l) and 3.4 (a) for cost	1.2 i. All schools have a site coordinator.	i. See 1.1 (l) and 3.4 (a) for cost
Scope of service:	High Schools		Scope of service:	Secondary Schools
__ALL			__ALL	
OR: __Low Income pupils __English Learners x Foster Youth __Redesignated fluent English proficient			OR: __Low Income pupils __English Learners x Foster Youth __Redesignated fluent English proficient	

__Other Subgroups:(Specify)_____			__Other Subgroups:(Specify)_____		
1.2 j. Eliminate foreign language prerequisites to improve access to courses and completion of A-G requirements.		j. No additional cost.	1.2 j. Prerequisites have been eliminated.		j. No additional cost.
Scope of service:	High Schools		Scope of service:	High Schools	
_x_ALL			_x_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
1.3 a. Implement Honors Science to increase access to high-level science classes, including AP.		a. No additional cost.	1.3 a. Honors science has been incorporated into the Science path.		j. No additional cost.
Scope of service:	High Schools		Scope of service:	High Schools	
x_ALL			_x_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
1.3 b. Increase participation in AP classes by changing access requirements through Board policy updates and Curriculum Council review.		b. No additional cost.	1.3 b. Board policies updated as of 6/2016. Curriculum Council reviewed requirements. Access will be open for the 2016-2017 school year.		b. No additional cost.
Scope of service:	High Schools		Scope of service:	Secondary Schools	
_x_ALL			_x_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
1.3 c. Increase IB course offerings and train International Baccalaureate teachers.		c. \$16,000 (restricted, federal funds)	1.3 c. Teachers and administrators went to International Baccalaureate training conferences; additional classes added at Royal High School.		\$18,000
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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Considering the expansion of the CTE initiative, the district will hire a person to manage CTE and continue to grow the program for 2016-2017. In 2016-2017 student participation and completion of a Pathway will be better defined. SVUSD will also consider the viability of each Pathway currently in place. The Pathways program needs to be marketed to the community. In 2015-2016, a marketing campaign for Pathways was launched and that will continue in 2016-2017. The information and guidance provided by Equal Opportunity Schools will expand the participation of subgroup populations in Advanced Placement/International Baccalaureate (AP/IB) classes. A new focus to ensure the success of these new AP/IB students will be important for 2016-2017. The plan includes teacher and student support. The college readiness workshop series targeting Spanish-speaking parents was very successful and will be repeated next year with information on Pathways incorporated into the workshop series. In addition, the monitoring protocol for EL students, RFEP students, and Foster Youth will include both A-G info and Pathways info in 2016-2017. A continued implementation plan for Naviance will be rolled out for 2016-2017. The plan will include administration training, student training, and parent information.			
Original GOAL from prior year LCAP:	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 _____	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All			
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 CSS for core subjects: i. Percentage of teachers using aligned materials in	i.	2.1 Provide PD for teachers: i. days of PD for every teacher. ii. 80 teachers trained in 2012 ELD standards. 2.2 Provide materials aligned to the CSS for core subjects: i. 100% of math is aligned to CSS. ii. 50% ELA and ELD.		

	<p>math, ELA, ELD (100% of math is aligned to CSS; 50% ELA and ELD).</p> <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 (50% 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 a technology bond (develop implementation plan). <p>2.4 Maintain Highly Qualified Teachers (HQT):</p> <ul style="list-style-type: none"> i. Rate of HQ assignment (maintain current level at >99%). 		<p>2.3 Improve technology integration for teachers and students:</p> <ul style="list-style-type: none"> i. 85.7% of pilot teachers report using devices 4-5 days per week. ii. 100% of schools have computer labs. iii. Sites average 15 hours of instructional Chromebook or computer use per week. iv. Technology bond has been approved by SVUSD Board of Trustees and is on the November 2016 ballot for voter consideration. <p>2.4 Maintain Highly Qualified Teachers (HQT):</p> <ul style="list-style-type: none"> i. Rate of HQT assignment (maintain current level at >99%).
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LCAP Year: 2015-2016

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
2.1 a. Hold three full days of CSS Professional Development for all teachers: August, January, and March.		a. \$984,000 (state unrestricted funds, certificated salaries)	2.1 a. Three days of CSS were held on 8/14/15, 1/4/16, and 3/11/16.		a. \$1,055,000
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 __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
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 CSS.		b. See 3.2 (b).	2.1 b. All elementary teachers received a pullout in the fall of 2015 related to the CSS, benchmarks, and the report card.		b. See 3.2 (b).
Scope of service:	Elementary Schools		Scope of service:	Elementary 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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
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.	c. See 3.2 (c).	2.1 c. All math and ELA secondary teachers received a pullout in the fall of 2015 related to the CSS, benchmarks, and the differentiated instruction.	c. See 3.2 (c).
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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
2.1 d. Elementary principals will receive training from a VCOE consultant on instructional leadership and data analysis.	d. \$2, 500 (unrestricted state funds, consultant)	2.1 d. No action taken. See 2.1 e.	d. No action taken. See 2.1 e.
Scope of service: Elementary Schools		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
2.1 e. Secondary principals will receive training on instructional leadership and observation protocol, including the purchase of walk-through software.	e. \$17,000 (unrestricted state funds, materials)	2.1 e. All principals K-12 received training on instructional leadership and observation protocol, including the purchase of walk-through software.	e. \$50,000
Scope of service: Secondary Schools		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		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	

<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
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.		f. \$7,345 (restricted federal funds, certificated salaries)	2.1 f. Six middle school math teachers attended a conference to establish best practices in math differentiation.		f. \$6,000
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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
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.		g. \$3,400 (restricted federal funds, certificated salaries)	2.1 g. All science teachers K-12 received a pullout day focused on NGSS.		g. \$34,000
Scope of service:	Secondary Schools		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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
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.		h. \$6,102 (restricted federal funds, certificated salaries)	2.1 h. No action taken due to change of direction district-wide.		h. No additional cost.
Scope of service:	Secondary Schools		Scope of service:		
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

2.1 i. One full-day pullout for 60 kindergarten teachers. Substitutes provided for teachers.	i. \$6,780 (restricted federal funds, certificated salaries)	2.1 i. Kindergarten teachers attended the Southern California Kindergarten Conference	i. \$4,000
Scope of service: Elementary Schools		Scope of service: Elementary Schools	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
2.1 j. TOSAs provide PD at staff meetings for elementary teachers related to math practices.	j. No additional cost.	2.1 j. TOSAs provided PD in math practices at staff meetings and principal meetings.	j. No additional cost.
Scope of service: Elementary Schools		Scope of service: Elementary Schools	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
2.1 k. Four-day training for six secondary SDAIE teachers in CALL training through the California Reading and Literature Project. Substitutes provided for teachers.	k. \$6,700 (state unrestricted funds, certificated salaries and travel)	2.1 k. No action taken due to change of direction district-wide.	k. No additional cost.
Scope of service: Secondary Schools		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
2.1 l. One full-day and two half-day pullouts for 40 elementary teachers on 2012 ELD Standards. Substitutes provided for teachers.	l. \$10,000 (state unrestricted funds, certificated salaries and materials)	2.1 l. Training provided to 23 teachers.	l. \$2,000
Scope of service: Elementary Schools		Scope of service: Elementary Schools	

__ALL			__ALL		
OR: __Low Income pupils __x English Learners __Foster Youth __x Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __x English Learners __Foster Youth __x Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
2.1 m. One full-day training for 14 elementary teachers on 2012 ELD Standards. Substitutes provided for teachers.		m. \$1,500 (restricted federal funds, certificated salaries and materials)	2.1 m. No action taken due to change of direction district-wide.		m. No additional cost.
Scope of service:	Elementary Schools		Scope of service:	Elementary Schools	
__x ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __x English Learners __Foster Youth x Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
2.1 n. Twelve teachers to attend National California Association of Bilingual Education conference to increase knowledge on English language acquisition and EL students.		n. \$10,000 (state unrestricted funds, certificated salaries and travel)	2.1 n. Four teachers and two district specialists attended the CABE conference.		n. \$7,000
Scope of service:	All		Scope of service:	All	
__ALL			__ALL		
OR: __Low Income pupils x English Learners __Foster Youth __x Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __x English Learners __Foster Youth __x Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
2.1 o. Two full-day pullouts for 24 secondary ELD department teachers to articulate cross-content language skills. Substitutes provided for teachers.		o. \$5,424 (state unrestricted funds, certificated salaries)	2.1 o. ELD teachers received two full days of training and cross-content articulation.		o. \$6,000
Scope of service:	Secondary Schools		Scope of service:	Secondary Schools	
__ALL			__ALL		
OR:			OR:		

<input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
2.1 p. One full-day pullout for 20 secondary teachers to see ELD instruction. Substitutes provided for teachers.		p. \$2,260 (restricted federal funds, certificated salaries)	2.1 p. Four teachers participated in a pullout day to observe other ELD classrooms.		p. \$440
Scope of service:	Secondary Schools		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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
2.1 q. Two half-day trainings for paraprofessionals on 2012 ELD standards and best practices. No substitutes needed.		q. No additional cost.	2.1 q. All Spanish-speaking paraprofessionals received two half-day Professional Development sessions.		q. No additional cost.
Scope of service:	All		Scope of service:	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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
2.2 a. Implement CSS-aligned ELA curriculum, including site-based training provided by the ELA TOSA, ELD TOSA, and principals.		a. No additional cost.	2.1 a. Adoption committee and pilot committees formed for 2016-2017 ELA/ELD pilot and adoption.		a. No additional cost.
Scope of service:	All		Scope of service:	All	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
2.2 b. Provide supplemental science materials aligned to CSS and approved by Curriculum Council. Materials will replace the current purchase of consumables with no additional		b. No additional cost.	2.1 b. Curriculum Council Subject Area Committee determined materials list.		b. No additional cost.

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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
2.2 c. Purchase supplemental ELD materials that are aligned to ELA CSS for rigor and relevance.	c. \$10,000 (unrestricted state funds, materials)	2.2 c. Materials purchased through Cengage.	c. \$12,000
Scope of service: Secondary Schools		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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
2.2 d. Purchase supplemental ELD materials for elementary classrooms that provide instruction for CELDT Levels 1-3.	d. \$4,000 (unrestricted state funds, materials)	2.2 d. Three additional kits purchased for elementary school sites.	d. \$4,000
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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
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.	a. \$6,202 (unrestricted state funds, certificated salaries)	2.3 a. Pilot continued. Tech committee created district-level implementation plan for Chromebook rollout in 2016-2017. Plan includes Digital Educator Trainings on June 6-9 and June 13-16. A total of 414 teachers were paid workshop rate for two training days (\$220), and 124 more teachers will be trained in August 2016. That expense will be a part of the 2016-2017 budget	a. \$91,000 for 2015-2016 budget
Scope of service: All		Scope of service: All	

<input checked="" type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
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.	b. No additional cost.	b. All sites have computer labs.	b. 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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
2.3 c. Continue using Chromebooks (bought in 2013-2014) in classrooms to incorporate educational technology into instruction.	c. No additional cost.	2.3 c. Plan developed to increase the Chromebook usage. Implementation in 2016-2017.	c. 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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
2.3 d. One full-day pullout training of 50 teachers on Google classroom technology. Substitutes provided for teachers.	d. \$5,650 (unrestricted state funds, certificated salaries)	2.3 d. Fifty teachers received Google educator training on 9/16/15 and 9/17/15. Expenses exceeded expected amount	d. \$14,000
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"/> Redesignated fluent English proficient		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	

__Other Subgroups:(Specify)_____			__Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<p>The ELA/ELD pilot and adoption process will be a focus for 2016-2017. In 2015-2016 the pilot and adoption were established. Teachers will continue to train and implement NGSS as a follow-up to this year's training. The original LCAP plan was expanded to include more NGSS training based on a needs assessment. Math teacher Professional Development will focus on differentiation and the creation of district benchmarks for K-12. The ELD training in 2015-2016 fell short of expectations because of conflicts with other trainings. The implementation plan will continue into 2016-2017. The history teacher training was also put off for the future. ELD departments in secondary will continue to meet to train in ELD literacy across content areas. An initiative to implement Classroom Instruction that Works (CITW) will include training teachers and administrators on the strategies. The walk-through software, McRel, will also reflect CITW. Initially, the walk-through software was only to be used with secondary administrators, but was changed to include all K-12 administrators. The technology team determined the direction of a plan based on pilot data. A districtwide rollout of Chromebooks requires significant teacher/leadership training in education technology. District-wide BTSA/PAR support provider provided release time to teachers needing support. Provided Clear Administration courses through VCOE for 16 administrators attending induction classes..</p>			
Original GOAL from prior year LCAP:	SVUSD will provide comprehensive programs to improve student performance and address students who are not meeting grade-level standards. California State Standards-aligned district benchmarks will be established and implemented; a comprehensive Response to Intervention (RtI) program will be initiated; 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			
Expected	3.1 Develop districtwide intervention programs:		Actual	3.1 Develop districtwide intervention programs:	

<p>Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> i. Develop districtwide intervention protocol (100% of schools have intervention for math and ELA). ii. Set and pursue district benchmarks (implement 1st quarter district benchmarks for math and ELA and establish baseline). iii. Improve high school graduation rate (overall: 86%; SPED: 69% EL: 48%). <p>3.2 Improve performance on districtwide benchmarks:</p> <ul style="list-style-type: none"> i. District benchmarks (implement 1st quarter district benchmarks for ELA/math and establish baseline). ii. 14-15 CAASPP (no data) iii. 3.3 Improve percentage of EL students advancing or becoming English proficient: <ul style="list-style-type: none"> i. AMAOs 1, 2a, and 2b: (1: 58.5%, 2a: 23%, 2b: 48.5%). ii. Reclassification rate (maintain at 12.6%). iii. Improve performance on district benchmarks (establish baseline). <p>3.4 Support academic progress of Foster Youth:</p> <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%). 	<p>Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> i. Elementary and middle schools have ELA and math intervention. ii. Benchmarks for math and ELA first quarter were administered. No baseline. iii. Data not yet available <p>3.2 Improve performance on districtwide benchmarks:</p> <ul style="list-style-type: none"> iv. 14-15 baseline CAASPP data (53% ELA, 44% math). v. 15-16 CAASPP data not available at this time. <p>3.3 EL performance:</p> <ul style="list-style-type: none"> vi. AMAOs 1, 2a, and 2b: (1: 58.5%, 2a: 23%, 2b: 48.5%). vii. Reclassification rate (maintain at 12.6%). viii. No baseline established. <p>3.4 Support academic progress of Foster Youth:</p> <ul style="list-style-type: none"> ix. No baseline established. x. All sites have Foster Youth point person.
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LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>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.</p>	<p>a. \$225,000 (state unrestricted funds, certificated salaries)</p>	<p>3.1 a. Eight part-time Intervention Specialists hired. Total cost for 8 part-time Intervention Specialists less than budgeted.</p>	<p>a. \$149,803</p>
Scope of service:	Elementary schools	Scope of service:	Elementary schools
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

3.1 b. Provide two part-time Intervention Specialists for Crestview Elementary and Mountain View Elementary Schools for Tier 2 intervention. District to provide salaries.	b. \$100,000 (state unrestricted funds, certificated salaries)	3.1 b. Four Intervention Specialists were hired for Crestview Elementary and Mountain View Elementary.	b. \$73,027
Scope of service: Mountain View and Crestview Elementary Schools		Scope of service: Mountain View and Crestview Elementary 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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
3.1 c. Maintain three full-time Intervention Specialists at every middle school site for Tier 2 intervention in ELA. District to provide salaries.	c. \$270,000 (state unrestricted funds, certificated salaries)	3.1 c. Each middle school has an ELA FTE for intervention that exceeded budgeted amount.	c. \$380,203
Scope of service: Middle schools		Scope of service: Middle 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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
3.1 d. Purchase research-based intervention programs for elementary ELA (SIPPS/SOARS). District provides supplemental intervention materials.	d. \$5,000 (state unrestricted funds, materials & supplies)	d. Beginning SIPPS and SOAR purchased that exceeded budgeted amount.	d. \$19,484
Scope of service: Elementary schools		Scope of service: Elementary 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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
3.1 e. All schools will develop and implement an intervention schedule.	e. No additional cost.	e. All elementary and middle schools have an intervention schedule.	e. No additional cost.
Scope of service: All		Scope of service: Elementary and middle schools	

<input type="checkbox"/> _x_ALL			<input checked="" type="checkbox"/> _x_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
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 2014-2015.		f. Intervention folders, \$300 (unrestricted state funds, materials)	f. All elementary and middle schools have an entrance and exit criteria for ELA intervention.		f. \$300
Scope of service:	Elementary and middle schools		Scope of service:	Elementary and middle schools	
<input checked="" type="checkbox"/> _x_ALL			<input checked="" type="checkbox"/> _x_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
3.1 g. Purchase 2014-2015 CSS-aligned math software program to facilitate elementary/middle school RtI math and ELA (MobyMax).		g. No additional cost.	g. MobyMax implemented K-12.		g. No additional cost.
Scope of service:	All		Scope of service:	All	
<input checked="" type="checkbox"/> _x_ALL			<input checked="" type="checkbox"/> _x_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
3.1 h. Two half-day pullouts to train 36 elementary teachers to use math software (MobyMax) for intervention. Substitutes provided for teachers.		h. \$4,068 (unrestricted state funds, certificated salaries)	h. Trained 36 teachers on math differentiation		h. \$3,960
Scope of service:	Elementary Schools		Scope of service:	Elementary Schools	
<input checked="" type="checkbox"/> _x_ALL			<input checked="" type="checkbox"/> _x_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient		

__ Other Subgroups:(Specify)_____		__ Other Subgroups:(Specify)_____	
3.1 i. Provide two sections of math Rtl 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 two classes at each site plus two substitute days for PD.	i. \$60,000 (unrestricted state funds, certificated staff); \$678 (unrestricted state funds, certificated staff)	i. All middle schools implemented Math 180 for math intervention.	i. \$65,000
Scope of service:	Middle schools	Scope of service:	Middle schools
x ALL		_x_ ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
3.1 j. Provide after-school intervention sessions at high schools based on school need. \$10,000 per high school.	j. \$40,000 (unrestricted state funds, certificated salaries)	j. Each high school wrote a proposal for intervention and implemented a site-specific program that did not meet expected budgeted amount.	j. \$2,958
Scope of service:	High Schools	Scope of service:	High Schools
x ALL		_x_ ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
3.1 k. Rtl workshops/conferences for teacher leaders K-12, provided by outside organizations including VCOE. Substitutes provided for teachers.	k. \$5,000 (restricted federal funds, travel conferences, certificated salaries)	k. Four teachers attended the CRLP workshop 6/20/16 and 11 teachers attended the PaCLit conference 7/31/16-8/3/16.	k. To Be Determined.
Scope of service:	All	Scope of service:	All
x ALL		_x_ ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

3.1 l. Develop districtwide practices and documentation to standardize intervention and Student Study Team protocol that align with Special Education Department.	l. \$1,000 (unrestricted state funds, materials)	l. Elementary protocol developed and piloted. Implementation in 2016-2017	No additional cost.
Scope of service: High Schools		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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
3.1 m. Provide laptops to elementary Intervention Specialist teachers to facilitate data collection and communication.	m. \$10,800	m. Intervention Specialist teachers received laptops.	m. \$10,800
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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
3.2 a. Implement CSS-aligned district benchmarks K-12 for math and ELA for 1 st quarter using School City/Measured Progress.	a. No additional cost.	a. Benchmarks are implemented.	a. 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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
3.2 b. One full-day pullout for 277 first to fifth grade teachers to	b. \$31,301 (restricted federal)	b. Teachers received PD as planned, but cost exceeded budgeted amount.	b. \$48,000

review benchmark data, train on report cards, and Tier 1 intervention. Substitutes provided by district.	funds, certificated salaries)		
Scope of service: Elementary Schools		Scope of service: Elementary 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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
3.2 c. One full-day pullout for 219 sixth to tenth grade math and ELA teachers to review benchmark data, train on differentiation, and Tier 1 intervention. Substitutes provided by district.	c. \$24,747 (restricted state funds, certificated salaries)	c. Teachers received PD as planned.	c. \$24,000
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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
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.	a. No additional cost.	a. No additional costs	No additional costs
Scope of service: All		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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
3.3 b. Continue to implement administrator's checklist.	b. No additional cost.	b. All schools continued to implement the administrator's checklist.	b. No additional cost.

Scope of service:	All		Scope of service:	All	
__ALL			__ALL		
OR: __Low Income pupils __x English Learners __Foster Youth __x Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __x English Learners __Foster Youth __x Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
3.3 c. Form ELD departments, with a department chair, at all secondary schools. Stipend for the five department chairs.		c. \$6,000 (unrestricted state funds, certificated salaries)	c. Secondary schools have an ELD department with a department chair that was less than budgeted amount.		c. \$2,887
Scope of service:	Secondary Schools		Scope of service:	Secondary Schools	
__ALL			__ALL		
OR: __Low Income pupils __x English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __x English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
3.3 d. Host LTEL mentoring at secondary schools, including monthly check-in, to support academic and behavioral success.		e. See 1.2 (i)	e. See 1.2 (i)		e. See 1.2.(i)
Scope of service:	Secondary Schools		Scope of service:	Secondary Schools	
__ALL			__ALL		
OR: __Low Income pupils __x English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __x English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
3.3 e. Host elementary/secondary teacher training on ELD Standards and ELD implementation.		e. \$10,000 (state unrestricted funds, certificated salaries and materials)	e. Training provided to 23 elementary school teachers. Secondary teachers to receive similar training in 16-17.		e. \$2,000
Scope of service:	All		Scope of service:	All	
__ALL			__ALL		
OR: __Low Income pupils __x English Learners			OR: __Low Income pupils x__ English Learners		

<input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
3.3 f. Hold EL paraprofessional training on 2012 ELD Standards and instructional strategies.		f. See 2.1 (r).	f. See 2.1 (r).		f. See 2.1 (r).
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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
3.3 g. Offer CAHSEE support after school for ELs and RFEP.		g. \$1,500 (unrestricted state funds, certificated salaries)	g. Considering the suspension of the CAHSEE, schools were given discretion to spend the money based on EL academic need.		g. \$300
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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
3.4 a. Maintain a point person for Foster Youth at each secondary site with \$1,000 stipend.		a. \$7,893 (unrestricted state funds, other certificated salaries)	a. Every school site has a Foster Youth point person.		a. \$8,406
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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
3.4 b. Implement a protocol of support for Foster Youth.		b. No additional cost.	b. No action taken yet.		b. No additional cost.

Scope of service:	All		Scope of service:		
__ALL			__ALL		
OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____			OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____		
3.4 c. Offer ongoing and expanded PD for Foster Youth point person. Substitutes provided for teachers.		c. \$1,000 (unrestricted state funds, other certificated salaries and travel)	c. District rep attended the Foster Youth Summit and cost exceeded budgeted amount.		c. \$2,000
Scope of service:	All		Scope of service:	All	
__ALL			__ALL		
OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____			OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Elementary ELA Rtl was successfully implemented at all school sites. More materials than originally planned for were needed, necessitating a greater expenditure than the LCAP established. As the Rtl committee worked on SST protocol, it became apparent that different grade spans needed to be considered. The team chose to focus first on elementary, with a plan to fully implement in 2016-2017, and to develop secondary protocols in 2016-2017. Next year's goals will firmly establish all protocols for elementary, and to continue training of Intervention Specialist teachers. High schools did not spend all of the intervention money allocated to them. A clearer, more focused direction for high school intervention is needed. In 2016-2017, teachers will pilot an intervention protocol for Tier I and Tier II intervention. There is a need to more fully develop Foster Youth support. A team leader will be established in 2016-2017 to facilitate that process. Data analysis for the LTEL support provided in 2015-2016 will determine the direction for next year's program.			
Original GOAL from prior year LCAP:	Parents will be active partners with the school district and school sites. The focus will be on augmenting parent opportunities for involvement; improving communication between school and home; and improving parents' 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 _____	
Goal Applies to:	Schools:	All			
	Applicable Pupil Subgroups:	All			
Expected Annual	4.1 Increase campus activities for parents: i. Issue district survey for parents (increase satisfaction		Actual Annual	4.1 Increase campus activities for parents: i. 63% of parents felt there students received excellent	

Measurable Outcomes:	<p>by +2% over baseline from 2014-2015 survey).</p> <p>4.2 Improve school/parent communication:</p> <p>i. Issue district survey for parents (increase satisfaction by +2% over baseline from 2014-2015 survey).</p> <p>4.3 Improve digital access for parents:</p> <p>i. Increase the percentage of parents with Aeries account (increase by +2% to 94%).</p> <p>ii. Increase the percentage of parents accessing Aeries parent portal during grading periods (increase by +5% to 73%).</p> <p>4.4 Improve parent participation in advisory committees:</p> <p>i. Issue district survey for parents (increase satisfaction by +2% over baseline from 2014-2015 survey).</p> <p>ii. Participation in ELAC, PTSA, SSC (increase satisfaction by +2% over baseline participation numbers from 2014-2015).</p> <p>4.5 Improve Community Outreach</p> <p>i. Issue district survey at large (parents, community, students, staff) (increase satisfaction by +2% over baseline from 2014-2015 survey).</p>	Measurable Outcomes:	<p>instruction this year.</p> <p>4.2 Improve school/parent communication:</p> <p>i. 75% feel well-informed of their child's progress</p> <p>4.3 Improve digital access for parents:</p> <p>i. 91% of survey respondents report using Aeries.</p> <p>ii. 51% of survey respondents use Aeries to check grades.</p> <p>4.4 Improve parent participation in advisory committees:</p> <p>i. 47% of respondents agree or strongly agree that parent opinion is taken into consideration in advisory committees.</p> <p>ii. 31% of respondents reported participating in advisory committees.</p> <p>4.5 Improve Community Outreach</p> <p>i. No data available.</p>
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LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
4.1 a. Every school develops a parent involvement plan at the beginning of the school year.	a. No additional cost.	a. Sites developed plans for parent involvement.	a. No additional cost.
Scope of service:	All	Scope of service:	All
<u>x</u> ALL		<u>x</u> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
4.1 b. Provide parent education workshops at the district level, including CSS, college and career readiness, child	b. \$500 (state unrestricted funds, materials)	b. District hosted an Elementary Math Night on 3/2/16, and co-hosted with the PTSA a Parent A-G Information night on 3/14/16.	b. \$910

development, and social media.				
Scope of service:	All		Scope of service:	All
<u> </u> x ALL			<u> </u> x ALL	
OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____			OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	
4.1 c. Attend Family Involvement Network workshops at VCOE with district personnel, parents, and liaisons.	c. \$600 (state unrestricted funds, travel)		c. Did not attend workshops.	c. No additional cost.
Scope of service:	All		Scope of service:	All
<u> </u> ALL			<u> </u> ALL	
OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____			OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	
4.1 d. Provide parent education workshops in Spanish for college and career readiness (see 1.2 (e)), Aeries, and Child Development.	d. \$600 (state unrestricted funds, classified salaries, materials)		d. Partnered with Westminster Free Clinic for parent classes. Childcare provided. Partnered with the adult school to offer computer class for parents.	d. \$126
Scope of service:	All		Scope of service:	All
<u> </u> ALL			<u> </u> ALL	
OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____			OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	
4.1 e. Organize two district events for Spanish-speaking parents.	e. \$400 (restricted federal funds, materials, classified salaries)		e. Two family events organized 11/13/15 and 4/29/16.	e. \$400
Scope of service:	All		Scope of service:	All
<u> </u> ALL			<u> </u> ALL	

OR: __ Low Income pupils <input checked="" type="checkbox"/> English Learners __ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils <input checked="" type="checkbox"/> English Learners __ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
4.2 a. Train school staff on information technology.	a. No additional cost.	a. Office managers receive training on information tech and on managing the school site websites on 6/6/16 & 6/7/17.	a. 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 __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
4.2 b. Improve district's social media outreach.	b. \$500 (state, unrestricted funds)	b. Continue social media presence. Develop district smartphone app for improved communication. Cost exceeded budgeted amount.	b. \$20,000 for app.
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 __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
4.2 c. One half-day pullout for 20 teachers in Aeries training. Substitutes provided for teachers.	c. \$2,260 (state, unrestricted funds)	c. No action taken due to change of direction with Aeries training.	c. 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 __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

4.2 d. Every teacher will use Aeries for reporting grades and documenting discipline issues.	d. No additional cost.	d. Grades reported on Aeries.	d. 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 __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	
4.2 e. Develop and implement a teacher training plan for teacher-parent communication enhancement.	e. No additional cost.	e. No action taken.	e. 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 __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	
4.2 f. Train principals on how to create and use electronic newsletters for school-parent-student communication needs.	f. No additional cost.	f. Principals trained 6/6/16 and 6/7/16 on website management and unexpected cost was incurred for trainers.	f. \$3,000 (state unrestricted, consultant)
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 __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	
4.3 a. Schools will provide Aeries Parent Portal workshops for parents.	a. \$200 supporting materials (state unrestricted funds, materials)	a. Aeries training through campus Back to School Nights. Additional training in partnership with the Simi Valley Adult School on information technology.	a. No additional cost.

Scope of service:	All		Scope of service:	All	
<input checked="" type="checkbox"/> _x_ALL			<input checked="" type="checkbox"/> _x_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
4.3 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.)		b. No additional cost.	b. All sites have a dedicated Chromebook for parent use.		b. No additional cost.
Scope of service:	All		Scope of service:	All	
<input checked="" type="checkbox"/> _x_ALL			<input type="checkbox"/> _ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> _x Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
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		a. No additional cost.	a. Training provided through principals meetings.		a. No additional cost.
Scope of service:	All		Scope of service:	All	
<input checked="" type="checkbox"/> _x_ALL			<input checked="" type="checkbox"/> _x_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
4.4 b. Develop and implement a template for ELAC meetings with all required topics.		b. No additional cost.	b. Template was developed. ELD site coordinators trained on the template.		b. No additional cost.
Scope of service:	All		Scope of service:	All	
<input type="checkbox"/> _ALL			<input checked="" type="checkbox"/> _x_ALL		

OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
4.4 c. Special Education parents to participate in Community Advisory Committee (CAC) at VCOE to advise district on SPED needs.	c. No additional cost.	c. Parents attended the CAC.	c. No additional cost.
Scope of service:		Scope of service:	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____ SPED_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____ SPED_____	
4.5 a. Participate in the Simi Valley Street Fair for community outreach.	a. \$1,500 (state unrestricted funds)	a. Participated in the Simi Valley Street Fair on 5/14/16 by manning a double booth for marketing and community outreach.	a. \$750
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 __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
4.5 b. Present annual State of Our Schools presentation to the community.	b. \$100 (state unrestricted funds, classified)	b. Superintendent presented annual State of Our Schools address to the community on 5/2/16.	b. 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 __Redesignated fluent English proficient		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	

__ Other Subgroups:(Specify) _____			__ Other Subgroups:(Specify) _____		
4.5 c. Create and publish newspaper ads supporting SVUSD programs and its successes.		c. \$10,000 (state unrestricted funds)	c. Ran advertisements in local newspapers and movie theaters to inform community of SVUSD programs and successes. Costs exceeded budgeted amount.		c. \$45,000
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 __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		
4.5 d. Investigate federal Green Ribbon School designation for the SVUSD.		d. \$300 (state unrestricted funds)	d. No action taken this year due to change of direction district-wide.		d. 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 __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The district has focused heavily on community outreach this year. The cost of advertising exceeded expectations, but was done as part of a districtwide marketing plan to inform the community of the district's new vision, programs, and offerings. These efforts will continue in the 2016-2017 school year. A better measure of community outreach needs to be established. There is also a need to increase digital access for our subgroup populations. A larger partnership with the Simi Valley Adult School and Career Institute to provide parent tech classes will take place in 2016-2017. Parents did not attend the FIN at VCOE. There were conflicts with the dates of the events that most closely addressed parent interest. Sites will need to continue to work on authentic participation in advisory groups such as SSC and ELAC. Efforts to train teachers in parent-teacher communication and investigation into the Green Ribbon Schools have been postponed until 2016-2017.			
Original GOAL from prior year LCAP:	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__x__ 2__ 3__ 4__ 5__ 6__x__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____		
Goal Applies to:	Schools:	All			

Applicable Pupil Subgroups:		All	
Expected Annual Measurable Outcomes:	5.1 Address bullying: <ul 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). 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 available). 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 dropout rate (reduce to 9%). v. Decrease the middle school dropout rate (reduce to .8%). 5.4 Maintain safe, attractive and functional facilities: <ul style="list-style-type: none"> i. Facilities maintenance (TBD). 	Actual Annual Measurable Outcomes:	5.1 Address bullying: <ul style="list-style-type: none"> i. No new data available. ii. No new data available. iii. Decrease the number of bullying and cyberbullying incidents at the schools sites (establish baseline). Query identified need to train site personnel on coding in SIS. 5.2 Implement digital citizenship curriculum: <ul style="list-style-type: none"> i. New digital citizenship curriculum has been identified. Implementation planned in 2016-2017 at all school sites. 5.3 Improve student perception of school connectedness: <ul style="list-style-type: none"> i. 58% of students feel connected to school. ii. 40% feel like part of a community in class. iii. Decrease attendance rate/chronic absenteeism (reduce rate from 7% to 6.5%). iv. 9% dropout rate in 2014-2015. v. Middle school dropout rate at 0. 5.4 Maintain safe, attractive and functional facilities: <ul style="list-style-type: none"> i. Facilities maintenance (TBD).

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
5.1 a. Continue curriculum for bullying and cyberbullying prevention.	a. No additional cost.	a. All school sites held no bullying assemblies for students.	a. 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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

5.1 b. District website provides information and resources on bullying for students, parents, and community.	b. No additional cost.	b. District website revamped. Bullying page to come in 2016-2017.	b. 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 __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
5.1 c. Educate stakeholders on bullying through district-run workshops.	c. \$500 (state unrestricted funds, materials)	c. No action taken due to change of direction district-wide.	c. No additional cost.
Scope of service: All		Scope of service: All	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/>	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
5.2 a. Implement Digital Citizenship curriculum in K-12.	c. \$500 (state unrestricted funds, materials)	b. District investigated new direction for Digital Citizenship. Implementation planned for 2016-2017.	c. 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 __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
5.2 b. District will support and train teachers on implementation of Digital Citizenship curriculum.	b. No additional cost.	b. District investigated new direction for Digital Citizenship. Implementation planned for 2016-2017.	b. 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		OR: __ Low Income pupils __ English Learners	

<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
5.2 c. District will hold three parent workshops on Digital Citizenship.		c. \$500 (state unrestricted funds, materials)	c. No action taken due to the change in direction of Digital Citizenship plan.		c. 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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
5.3 a. Develop systems for promoting student-adult communication.		a. No additional cost.	a. Presentations hosted at school sites on Growth Mindset. Intensive student satisfaction survey issued at all secondary schools.		a. 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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
5.3 b. Develop a program to mentor LTEL students at secondary schools.		b. See 3.3.	b. Mentors for Royal High School, Santa Susana High School, and Simi Valley High School met regularly with LTEL students.		b. See 3.3.
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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
5.3 c. Support school site clubs and student organizations.		c. \$203,000 (state unrestricted funds, other certificated	c. School sites developed and implemented clubs.		c. \$200,000

		salaries)		
Scope of service:	All		Scope of service:	Secondary Schools
<u> </u> ALL			<u> </u> x ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	
5.3 d. Expand the buddy system program in elementary schools.		d. No additional cost.	d. No action taken.	d. No additional cost.
Scope of service:	Elementary Schools		Scope of service:	Elementary Schools
<u> </u> x ALL			<u> </u> x ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	
5.3 e. Create and implement two safety assemblies to be held at all elementary schools.		e. No additional cost.	e. Elementary schools held two safety assemblies.	e. No additional cost.
Scope of service:	Elementary Schools		Scope of service:	Elementary Schools
<u> </u> x ALL			<u> </u> x ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	
5.4 a. Create facilities project list and prioritize needs.		a. No additional cost.	a. List completed and projects are initiated or scheduled.	a. No additional cost.
Scope of service:	All		Scope of service:	All
<u> </u> x ALL			<u> </u> x ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Bullying and cyberbullying will be a focus for the 2016-2017 school year. A page on the district website will be created and district parent events will need to be implemented. The page's creation was postponed due to the complete revamping of the district webpage. All site personnel need training on the definition of and appropriate protocol for bullying. Implementation of district Foster Youth protocol will also be a focus for 2016-2017. All subgroup access and participation will be addressed. The Medal of Honor character curriculum will be created and implemented. The Rtl committee will look at support for behavior and motivation for at-risk students.

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$5.3 million</u>
<p>Simi Valley Unified School District has 5,670 unduplicated pupils in the LCFF subgroups representing 33% of the student body. In the school year 2016-2017, supplemental/concentration funding will be about \$5.3 million. The funds expended from the supplemental funding sources align with all the LCAP goals. Funds will be used to implement a comprehensive intervention program K-12; 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	%	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 (Elbaum, Vaughn, Hughes, & Moody, 2000). Materials for ELD will include aligned -instruction to the ELD Standards and link instruction to the Common Core State Standards (Laurie Olsen 2014). Student and parent workshops will increase awareness of and access to services and create a positive culture (Bryk, A.S., and Schneider, B. 2003; Family Engagement Framework, CDE), 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 (Zwiers, J., Susan O’Hara, and Robert Pritchard. 2014).
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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).

01-13-15 [California Department of Education]