

§ 15497. Local Control and Accountability Plan and Annual Update Template. REVISED MAY 30, 2014 (County Revisions July 28, 2014)

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The Simi Valley Unified School District is a suburban district serving the 125,000 residents of the city of Simi Valley, as well as its surrounding areas. Many of Simi's campuses have been recognized as California Distinguished Schools and National Blue Ribbon schools. As one of the larger school districts in Ventura County, SVUSD offers many different kinds of educational experiences. There are specialized academic programs at the three mainstream high schools, covering performing and fine art, technology, business, medical sciences, leadership and international studies. The district's three middle schools are presently beginning the transition to support these areas of focus. SVUSD is also well known for the quality of its Special Education programs. There are many high-performing elementary schools within the District, and all have active and supportive Parent-Teacher-Student Associations (PTSA's) that serve the school sites in many supportive ways. Currently, the District's enrollment is 18,353 K-12 students at 28 school sites, along with one adult school and one independent study school. Since its peak in 2003-2004 of 21,727 students, SVUSD has experienced declining enrollment, caused in large part to a shrinking economy and the closure of several large businesses in the city. SVUSD continues to serve a diverse population with 54% of its students and families being white (non-Hispanic), 32% Hispanic, 7.6% Asian, 1.6% Filipino, 1% African American, and with less than 1% including, but not limited to, American Indian and Pacific Islander. More than 40 languages are spoken among SVUSD's families. Current enrollment of English Language Learners (ELLs) in the district is 1,668 students with 2,738 Fluent English Proficient, for a total of 4,426. Within the SVUSD there are several group homes with who have students enrolled in Simi Valley schools. Over the last decade, almost every campus in the District received technology upgrades and facility modernization through a locally approved school bond, Measure C4. The District has aggressively upgraded most of its infrastructure to enable its schools to all become part of the 21st century learning community and to fulfill its mission: To improve the world one student at a time.

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.

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. 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 should comply with instructions and 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. 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 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:

Parent involvement: *efforts to seek parent input in decision making, 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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth

stakeholders, English learner parents, 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?
- 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 representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>District LCAP web page and stakeholder survey open from 2/25/2014 until 3/17/2014.</p> <p>Page and survey were available in English and Spanish. Survey was available both on-line and paper-pencil to facilitate participation. Email and all-call sent to parents regarding survey on 3/10/14.</p> <p>Parent input gathered at ELPAC meetings and PAC meetings. Principals and Community Liaisons asked to encourage and support EL parent participation on survey. 714 surveys completed in English; 29 completed in Spanish.</p> <p>EL Parent Advisory Committee (ELPAC) met on 2/25/14 and 4/28/14.</p> <p>Parent Advisory Committee (PAC) met on 3/3/14 and 4/28/14.</p> <p>Principal's Meeting 2/26/14 and 3/5/14. Principals asked to present LCAP information at staff meetings using district site and video, as well as provide time for survey. All certificated staff, classified staff, and admin encouraged to take the survey.</p> <p>District Advisory Committee (DAC) including representation from parents, English Learner parents, teachers, administrators, employment groups, classified staff, district personnel, and community groups met on 3/17/14, 4/15/14, 4/17/14, 4/22/14 and 5/19/14.</p> <p>Foster Youth engagement. District personnel attended county led foster youth information sessions 3/27/14 and 4/15/14.</p> <p>LCAP draft of goals presented to PAC and ELPAC on 4/28/14. Draft goals reviewed with DAC on 4/22/14 and 5/19/14. Additional input considered.</p> <p>LCAP document draft and goals available on district website on 5/12/14. Feedback and public comments window open from 5/12/14 to 6/6/14. Public comments submitted electronically or in writing to the district office.</p> <p>LCAP draft presented to the school board at the regularly scheduled board meeting on 5/13/14. Public hearing held and a final draft of the LCAP presented at a special board meeting on 6/17/14.</p> <p>Final draft approved along with the final budget at the regularly scheduled board meeting on 6/24/14. Minor revisions suggested by County approved at the regularly scheduled board meeting on 8/5/14.</p>	<p>The District Advisory Committee reviewed and synthesized survey data and other district data to include major areas of focus for next year.</p> <p>Goals:</p> <ol style="list-style-type: none"> 1. Secondary schools will provide a comprehensive program to prepare students for college and career. Increased access to A-G coursework will be addressed, as well as career pathway opportunities (result of survey data, parent input, and district performance data). 2. SVUSD will fully implement the Common Core State Standards (CCSS). Teachers will be fully trained and be provided with aligned materials; technology integration will also be a focus (result of stakeholder survey and stakeholder input). 3. SVUSD will provide comprehensive programs to improve student performance and address students who are not meeting grade-level standards. CCSS district benchmarks will be established and implemented, a comprehensive RTI program will be initiated, and subgroups will be addressed (result of survey data, performance data, and stakeholder input) 4. Parents will be active partners with the school district and school sites. The focus will be to augment parent opportunities for involvement, improve communication between the school and home, and improve parent digital access. Specific attention will be given to EL parents (result of stakeholder input and survey data). 5. SVUSD will provide a safe and engaging environment for students. The areas of focus will be to address bullying and to implement a digital citizenship curriculum, as well as improving school connectedness. Facility maintenance will also be a focus (results based on survey data, CHKS survey, and stakeholder input). <p>The District Advisory Committee identified the following items as focus areas for the future:</p> <ol style="list-style-type: none"> 1. Increase the counselling staff 2. Provide afterschool tutoring or mentoring 3. Awards for attendance

Section 2: Goals and Progress Indicators

*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, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites 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 school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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, school site-level advisory groups (e.g., school site 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.

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 “Engagement” (e.g., pupil and parent)?
- 4) What are the LEA’s goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site 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 subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update : Analyses of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
Need: to improve secondary programs so that more students are college and career ready.	Goal #1: Secondary schools will provide a comprehensive program to prepare students for college and career.							
1.1 Improve career pathways. Metric: a. # of pathways b. # of students completing		all	All secondary schools		a. 8 Career pathways available among secondary schools. b. Number of students completing a career pathway will increase by 10% over 2013-2014.	a. 21 Career pathways available among secondary schools. b. Number of students completing a career pathway will increase by 15% over year 1.	a. 31 Career pathways available among secondary schools. b. Number of students completing a career pathway will increase by 15% over year 2.	2,4,5,7
1.2 Improve percent of students meeting A-G requirements. Metric: percent of students meeting A-G requirements		all	High schools		33% of students meet A-G requirements. (+2% over 2013-2014)	39% of students meet A-G requirements. (+6% over year 1)	45% of students meet A-G requirements. (+6% over year 2)	4,7
1.3 Improve other college readiness indicators. Metric: a. # of AP exams passed with a 3 or above b. % of students demonstrating competence on EAP (Early Assessment Program)		All	High schools		a. Number of AP tests passed with a 3 or higher will increase by 2% or 25 exams over 2013-2014 to 1250. b. Number of students deemed prepared by EAP will increase by 3% over 2013-2014 to 34%.	a. Number of AP tests passed with a 3 or higher will increase by 2% or 25 exams over year 1 to 1275. b. Number of students deemed prepared by EAP will increase by 2% over year 1 to 36%.	a. Number of AP tests passed with a 3 or higher will increase by 2% or 26 exams over year 2 to 1301. b. Number of students deemed prepared by EAP will increase by 2% over year 2 to 38%.	4, 7

<p>Need: to transition to the CCSS including the ELD standards</p>	<p>Goal #2: Full implementation of CCSS and ELD standards</p>							
<p>2.1 Provide PD for teachers Metric: a. Hours of PD CCSS provided b. Hours received per teacher c. # of teachers trained in ELD</p>		all	all schools		<p>a. 4 Teachers on Special Assignment will provide 800 hours of formal or informal professional development. b. Each teacher will receive 20 hours of professional development through release days and/or personal contact. c. An additional 40 teachers will be trained on the ELD standards for a total of 64.</p>	<p>a. 4 Teachers on Special Assignment will provide 800 hours of formal or informal professional development. b. Each teacher will receive 20 hours of professional development through release days and/or personal contact. c. An additional 46 teachers will be trained on the ELD standards for a total of 110.</p>	<p>a. 4 Teachers on Special Assignment will provide 800 hours of formal or informal professional development. b. Each teacher will receive 20 hours of professional development through release days and/or personal contact. c. An additional 40 teachers will be trained on the ELD standards for a total of 150.</p>	1,2
<p>2.2 Teachers use CC aligned materials for all core subjects Metric: percent of teachers using CC aligned material a. Math b. ELA c. ELD</p>		All	All schools		<p>a. 50% of math instructional material will be Common Core aligned. b. 50% of ELA instructional material will be Common Core aligned. c. 50% of ELD instructional material will be Common Core aligned.</p>	<p>a.100% of math instructional material will be Common Core aligned. b. 50% of ELA instructional material will be Common Core aligned. c. 50% of ELD instructional material will be Common Core aligned.</p>	<p>a.100% of math instructional material will be Common Core aligned. b.100% of ELA instructional material will be Common Core aligned. c. 100% of ELD instructional material will be Common Core aligned.</p>	1,2,4
<p>2.3 Improve technology integration for teachers and students Metric: a. % of 1-1 pilot teachers using tech daily b. Schools with computer labs c. Site time using Chromebooks d. Passage of tech bond</p>		All	All schools		<p>a. 40% of pilot teachers report using 1-1 devices 4-5 days per week. b. 100% of sites have computer labs. c. Each school site will average 10 hours of instructional Chromebook use per week d. Simi Valley will investigate options for funding for technology integration. This will involve looking at budgeting and/or a bond to fund technology.</p>	<p>a. 50% of pilot teachers report using 1-1 devices 4-5 days per week. b. N/A c. Each school site will average 15 hours of instructional Chromebook use per week d. Implement plan for funding.</p>	<p>a. 50% of pilot teachers report using 1-1 devices 4-5 days per week. b. N/A c. Each school site will average 20 hours of instructional Chromebook use per week d. Continued implementation of funding plan.</p>	2,4,8
<p>2.4 Teachers will be highly Qualified a. rate of HQ assignment</p>		All	all		<p>a. Maintain current levels at >99%.</p>	<p>a. Maintain current levels at >99%.</p>	<p>a. Maintain current levels at >99%.</p>	1

Need: to improve student achievement	Goal #3: provide comprehensive programs to improve student performance and address students not meeting grade-level standards.							
3.1 Develop districtwide intervention Metric: a. district benchmarks b. High school dropout rate c. Middle school dropout rate		All	All		a. Establish baseline data for % of students not meeting proficient and above on district assessments b. Reduce student dropout rate from 9.6% to 9%. c. Reduce student dropout rate from 1.1% to .8%	a. Reduce by 5% the number of students not meeting proficient and above on district benchmarks. b. Reduce student dropout rate from 9% to 8.5%. c. Maintain at .8%	a. Reduce by 5% the number of students not meeting proficient and above on district benchmarks. b. Reduce student dropout rate from 8.5% to 8%. c. Maintain at .8%	2,4,5,8
3.2 improve performance on grade-level assessments. Metric: a. district benchmarks b. CAASP		All	all		a. Establish baseline score for proficient and above on district assessments b. No data.	a. Increase by 5% the number of students not meeting proficient and above on district benchmarks. b. No data.	a. Increase by 5% the number of students not meeting proficient and above on district benchmarks. b. Establish baseline performance on CAASP.	2,4,5,8
3.3 improve percent of EL students advancing or becoming English proficient on the CELDT Metric: a. AMAOs (1., 2a., 2b.) b. Reclass rate		ELL	all		a. Improve percent of EL students advancing or becoming English proficient on the CELDT according to AMAOs. 1. 57.5% 2a. 21.4% 2b. 47% b. Maintain rate of reclassification at ~12.6%	a. Improve percent of EL students advancing or becoming English proficient on the CELDT according to AMAOs. 1. 58.5% 2a. 23% 2b. 48.5% b. Maintain rate of reclassification at ~12.6%	a. Improve percent of EL students advancing or becoming English proficient on the CELDT according to AMAOs. 1. 60% 2a. 25% 2b. 50% b. Maintain rate of reclassification at ~12.6%	2,4,5,8
3.4 Support academic progress of foster youth Metric: a. district benchmark b. # of sites with FY point person		FY	All		a. Establish baseline of students meeting proficient or advanced on district benchmark. b. 100% of secondary sites will have a point person for foster youth.	a. Increase by 10% the number of students meeting proficient or advanced on district benchmark. b. 100% of secondary sites will have a point person for foster youth.	a. Increase by 10% the number of students meeting proficient or advanced on district benchmark. b. 100% of secondary sites will have a point person for foster youth.	4
Need: to increase parent involvement	Goal #4: Parents will be active partners with the school and district.							
4.1 Increase campus activities for parents Metric: district survey		All	All		Establish baseline for parent satisfaction with campus activities.	Increase satisfaction by 2% over year 1 baseline.	Increase satisfaction by 2% over year 2.	3,6
4.2 Improve school/parent communication Metric: district survey		All	All		Establish baseline for parent satisfaction with parent communication.	Increase satisfaction by 2% over year 1 baseline.	Increase satisfaction by 2% over year 2.	3,6

4.3 Improve parent digital access Metric: percent of parents using Aeries		All	all		Increase by 30% the number of parents with an Aeries account to 6,706 (from 5,158, 2013-2014)	Increase by 10% the number of parents with an Aeries account to 7,376.	Increase by 10% the number of parents with an Aeries account to 8,114.	3,5,6
Need: to improve student engagement in school	Goal #5: Provide a safe and engaging environment for students							
5.1 Address bullying Metric: a. Expulsion rate b. Suspension rate		All	all		a. Reduce by 5% the rate of expulsion districtwide. b. Reduce by 5% the rate of suspension districtwide.	a. Reduce by 2% the rate of expulsion districtwide. b. Reduce by 2% the rate of suspension districtwide.	a. Reduce by 2% the rate of expulsion districtwide. b. Reduce by 2% the rate of suspension districtwide.	6
5.2 Implement digital citizenship program Metric: % of students completing curriculum		All	all		100% of students will receive instruction in digital citizenship.	100% of students will receive instruction in digital citizenship.	100% of students will receive instruction in digital citizenship.	6
5.3 Improve students' perception of school connectedness Metric: a. CHKS survey b. district survey c. attendance rate/chronic absenteeism d. high school graduation rate		All	all		a. Establish baseline for students' positive responses to questions about school connectedness on CHKS. b. Increase by 2% the students' positive responses to questions school connectedness on district survey. c. Reduce chronic absenteeism rate from 7.8% to 7%. d. increase graduation rate from 84.6% to 86%	a. no data b. Increase by 2% the students' positive responses to questions school connectedness on district survey. c. Reduce chronic absenteeism rate from 7% to 6.5%. d. increase graduation rate from 86% to 87%	a.+2% b. Increase by 2% the students' positive responses to questions school connectedness on district survey. c. Reduce chronic absenteeism rate from 6.5% to 6%. d. increase graduation rate from 87% to 88%	6
5.4 Maintain facilities		all			Create project list. Develop a priority plan.	To be determined.	To be determined.	1

Section 3: Actions, Services, and Expenditures

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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. 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 actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) 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?

- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
 - 5) In the annual update, 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?
 - 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
 - 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Goal #1: Secondary schools will provide a comprehensive program to prepare students for college and career	.						
1.1 career pathways	2, 4, 5, 7	a. create school to career coordinator position b. promote pathways in middle schools by aligning curriculum c. approve courses d. parent information nights e. team with VCOE for training	School-wide secondary schools		a. Provide stipend to site coordinator, \$3,383 Stipend (unrestricted state funds, other certificated salaries) b. Develop and provide workshop materials, \$750 (unrestricted state funds, workshop supplies & materials) c. Development and submission of curriculum for 8 additional pathways, (site coordinator, no additional cost) d. Develop and provide workshop materials, \$250, (unrestricted state funds, workshop supplies & materials) e. \$3,383 (federal restricted funds, other certificated salaries)	a. Provide stipend to site coordinator, \$3,383 Stipend (unrestricted state funds, other certificated salaries) b. Develop and provide workshop materials, \$750 (unrestricted state funds, workshop supplies & materials) c. Approval of curriculum for 10 additional pathways, (site coordinator, no additional cost) d. Develop and provide workshop materials, \$250 (unrestricted state funds, workshop supplies & materials) e. \$3,383 (federal restricted funds, other certificated salaries)	a. Provide stipend to site coordinator, \$3,383 Stipend (unrestricted state funds, other certificated salaries) b. Develop and provide workshop materials, \$750 (unrestricted state funds, workshop supplies & materials) c. Approval of curriculum for 13 additional pathways. Full implementation of curriculum, \$3000 (state restricted, approved textbooks & core curriculum materials) d. Develop and provide workshop materials, \$250 (unrestricted state funds, workshop supplies & materials) e. \$3,383 (Title II federal funds other certificated salaries)

1.2 A-G	4, 7	<p>a. increase number of students in 9th grade CP Science and decrease number of students in 9th grade general science.</p> <p>b. increase number of A-G courses available</p> <p>c. develop 8-9th grade transition/orientation workshops to increase awareness</p> <p>d. increase parent involvement/education in A-G through workshops and communication</p> <p>e. high schools provide planning curriculum and support for A-G success</p> <p>f. Establish committee to provide professional development for transformation</p>	School-wide high schools		<p>a. Submission of course and prerequisite changes for 9th grade registration, no cost</p> <p>b. Submission of # course outlines for approval, no cost</p> <p>c. workshop materials, \$250 (unrestricted state funds)</p> <p>d. workshop materials, \$250 (unrestricted state funds workshop supplies & materials)</p> <p>e. committee develops materials and curriculum for student A-G support, materials, \$250 (unrestricted state funds, materials & supplies)</p> <p>f. provide teacher release time for training and implementation, \$1,353 (federal restricted funds, other certificated salaries)</p>	<p>a. Increase availability of 9th grade CP science, \$10000 for textbooks and curriculum (restricted state funds)</p> <p>b. Increase availability of A-G courses, \$5000 for curriculum (unrestricted state funds)</p> <p>c. workshop materials, \$250 (unrestricted state funds workshop supplies & materials)</p> <p>d. workshop materials, \$250 (unrestricted state funds workshop supplies & materials)</p> <p>e. no action, no cost</p> <p>f. provide teacher release time for training and implementation, \$676 (federal restricted funds, other certificated salaries)</p>	<p>a. Maintain, no cost</p> <p>b. Expand A-G course offerings, \$5000 for curriculum (unrestricted state funds)</p> <p>c. workshop materials, \$250 (unrestricted state funds workshop supplies & materials)</p> <p>d. workshop materials, \$250 (unrestricted state funds workshop supplies & materials)</p> <p>e. no action, no cost</p> <p>f. provide teacher release time for training and implementation, \$676 (federal restricted funds, other certificated salaries)</p>
Goal #2: Full implementation of CCSS and ELD standards							
2.1 CCSS PD	1,2	<p>a. 3 full days of professional development</p> <p>b. Teachers on Special Assignment provide professional development at staff meetings</p> <p>c. Classroom-embedded professional development and support for teachers through demo lessons and coaching.</p>	District wide		<p>a. provide 3 full days of district-wide professional development on Common Core implementation, \$981,912 (restricted state funds, certificated salaries)</p> <p>b. Teachers on Special Assignment provide professional development at site staff meetings, no cost.</p> <p>c. Teachers on Special Assignment provide classroom-embedded professional development through demo lessons and coaching. \$45,100 (state unrestricted funds, other certificated salaries)</p>	<p>a. provide 2 full days of district-wide professional development on Common Core implementation, \$656,000 (unrestricted state funds, certificated salaries)</p> <p>b. Teachers on Special Assignment provide professional development at site staff meetings, no cost.</p> <p>c. Teachers on Special Assignment provide classroom-embedded professional development through demo lessons and coaching. \$45,100 (state unrestricted funds, other certificated salaries)</p>	<p>a. provide 2 full days of district-wide professional development on Common Core implementation, \$656,000 (unrestricted state funds, certificated salaries)</p> <p>b. Teachers on Special Assignment provide professional development at site staff meetings, no cost.</p> <p>c. Teachers on Special Assignment provide classroom-embedded professional development through demo lessons and coaching. \$45,100 (state unrestricted funds, other certificated salaries)</p>

2.2 CC materials	1,2,4	<p>a. Pilot Common Core aligned math curriculum. b. Adopt Common Core aligned math curriculum. c. Pilot Common Core aligned ELA curriculum. d. Adopt Common Core aligned ELA curriculum.</p>	District wide		<p>a. pilot Common Core math curriculum, no cost. b. no action, no cost c. no action, no cost d. no action, no cost</p>	<p>a. no action, no cost b. adopt Common Core math curriculum, \$1 million (restricted state funds, approved textbooks and core curricular materials) c. pilot Common Core ELA curriculum, no cost.</p>	<p>a. no action, no cost b. adopt Common Core math curriculum, \$1 million (restricted state funds, approved textbooks and core curricular materials) c. no action, no cost d. adopt Common Core ELA curriculum, \$1 million (restricted state funds)</p>
2.3 tech integration	2,4,8	<p>a. Pilot 1-1 devices with 55 teachers b. teachers will collaborate on success of pilot c. labs will be installed in all schools d. Chromebooks used for testing will be available for classroom use</p>	District wide		<p>a. Continue 1-1 pilot, paid for in 2013-2014 (bond funds) b. Teacher pull-out day to meet to discuss pilot, \$6,202 (federal restricted, other certificated salaries) c. Lab installation completion before beginning of 2014-15 year, paid for from C4 bond.(bond funds) d. Continued use of Chromebooks purchased for testing for instruction and district assessments, paid for in 2013-2014 (state restricted funds)</p>	<p>a. Expand 1-1 pilot, \$500,000 (state unrestricted, and bond funds) b. Teacher pull-out day to meet to discuss pilot, \$6,202 (federal restricted, other certificated salaries) c. maintain labs, \$20,000 (state unrestricted, technology d. Continued use of Chromebooks purchased for testing for instruction and district assessments, paid for in 2013-2014 (state restricted funds)</p>	<p>a. Expand 1-1 pilot, \$500,000 (state unrestricted, and bond funds) b. Teacher pull-out day to meet to discuss pilot, \$6,202 (federal restricted, other certificated salaries) c. maintain labs, \$20,000 (state unrestricted, technology d. Continued use of Chromebooks purchased for testing for instruction and district assessments, paid for in 2013-2014 (state restricted funds)</p>
<p>Goal #3: provide comprehensive programs to improve student performance and address students not meeting grade-level standards.</p>							
3.2 performance	2,4,5,8	<p>a. Implement district benchmarks b. train teachers and admin on effective tiered intervention c. teachers will have collaboration time to focus on improving and supporting student achievement.</p>	District wide		<p>a. Purchase of electronic assessment program, \$150,000 (state restricted funds – Yr 1) b. District staff provides 3 days district-wide professional development, on-site staff meetings, and classroom-embedded professional development, which include support for effective tiered intervention, no additional cost (cf. 2.1, CCSS PD, page 12) c. pull-out trainings provided by district, \$113,878 (state restricted funds, other certificated salaries)</p>	<p>a. Continued use of electronic assessment program, \$150,000 (state unrestricted funds) b. District staff provides 2 days district-wide professional development, on-site staff meetings, and classroom-embedded professional development, which include support for effective tiered intervention, no additional cost (cf. 2.1, CCSS PD, page 12) c. pull-out collaborative sessions provided by district, \$56,939 (state restricted funds, other certificated salaries)</p>	<p>a. Continued use of electronic assessment program, \$150,000 (state unrestricted funds) b. District staff provides 2 days district-wide professional development, on-site staff meetings, and classroom-embedded professional development, which include support for effective tiered intervention, no additional cost (cf. 2.1, CCSS PD, page 12) c. pull-out collaborative sessions provided by district, \$56,939 (state restricted funds, other certificated salaries)</p>

Goal #4: Parents will be active partners with the school and district.							
4.1 campus activities	3,6	a. every school develops a parent involvement plan by the beginning of the school year	District wide		a. no cost	a. no cost	a. no cost
4.2 parent communication	3,6	a. school site training on communication tech b. all schools will use digital communication c. district will improve social media communication d. Additional training for teachers on Aeries e. Teachers will use Aeries for grade reporting and discipline	District wide		a. Training provided by district staff, no additional cost. b. Training provided by district staff, no additional cost. c. Purchase of social media subscriptions, blog maintenance, advertising, \$2,000 (state unrestricted funds, media services) d. \$7,893 (federal restricted funds, other certificated salaries) e. District staff will provide training and support, no additional cost.	a. Training provided by district staff, no additional cost. b. Training provided by district staff, no additional cost. c. Purchase of social media subscriptions, blog maintenance, advertising, \$2,000 (state unrestricted funds, media services) d. \$7,893 (federal restricted funds, other certificated salaries) e. District staff will provide training and support, no additional cost.	a. Training provided by district staff, no additional cost. b. c. Purchase of social media subscriptions, blog maintenance, advertising, \$2,000 (state unrestricted funds, media services) d. \$7,893 (federal restricted funds, other certificated salaries) e. District staff will provide training and support, no additional cost.
4.3 improve parental digital access	3,5,6	a. schools will provide Aeries Parent Portal instruction at Back to School Night			a. District staff will develop supporting materials, \$200 (state unrestricted funds, instructional materials)	a. District staff will develop supporting materials, \$200 (state unrestricted funds, instructional materials)	a. District staff will develop supporting materials, \$200 (state unrestricted funds, instructional materials)
Goal #5: Provide a safe and engaging environment for students							
5.1 bullying	6	a. implement curriculum for cyberbullying b. district web site will provide information and resources on bullying c. educate stakeholders on bullying definition			a. Provide digital citizenship curriculum, no additional cost. b. District staff will develop and maintain web presence for understanding and responding to bullying, no cost. c. Develop and provide workshop materials, \$250 (unrestricted state funds, workshop materials & supplies)	a. Provide digital citizenship curriculum, no additional cost. b. Maintain web presence for understanding and responding to bullying, no cost. c. Develop and provide workshop materials, \$250 (unrestricted state funds, workshop materials & supplies)	a. Provide digital citizenship curriculum, no additional cost. b. Maintain web presence for understanding and responding to bullying, no cost. c. Develop and provide workshop materials, \$250 (unrestricted state funds, workshop materials & supplies)
5.2 digital citizenship	6	a. implement digital citizenship curriculum b. district will support and train teachers in implementation c. hold parent workshops on digital citizenship			a. Provide digital citizenship curriculum, no additional cost. b. Train and support teachers regarding best practices through ongoing site-based professional development, no cost. c. Develop and provide workshop materials, \$250 (unrestricted state funds, workshop materials & supplies)	a. Provide digital citizenship curriculum, no additional cost. b. Train and support teachers regarding best practices through ongoing site-based professional development, no cost. c. Develop and provide workshop materials, \$250 (unrestricted state funds, workshop materials & supplies)	a. Provide digital citizenship curriculum, no additional cost. b. Train and support teachers regarding best practices through ongoing site-based professional development, no cost. c. Develop and provide workshop materials, \$250 (unrestricted state funds, workshop materials & supplies)

5.3 school connectedness	6	a. Develop systems for promoting student-adult communication. b. Support site-based student clubs.			a. Provide training and support for advisory or other non-scholastic support from site staff, \$564 (unrestricted state funds, other certificated salaries) b. Provide stipends for advisors of student clubs, \$203,000 (unrestricted state funds, other certificated salaries)	a. Provide training and support for advisory or other non-scholastic support from site staff, \$564 (unrestricted state funds, other certificated salaries) b. Provide stipends for advisors of student clubs, \$33,825 (unrestricted state funds, other certificated salaries)	a. Provide training and support for advisory or other non-scholastic support from site staff, \$564 (unrestricted state funds, other certificated salaries) b. Provide stipends for advisors of student clubs, \$33,825 (unrestricted state funds, other certificated salaries)
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B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Goal #1: Secondary schools will provide a comprehensive program to prepare students for college and career							
1.1 CTE		For English learners, RFEP, low income pupils: a. information meetings in Spanish b. information through monitoring protocol			a. Provide Spanish interpreter for 4 Mtgs x 2 hours, \$160 (state unrestricted funds, classified salaries) b. Develop and provide supporting materials for site staff monitoring, \$100 (state unrestricted funds, printing)	a. Provide Spanish interpreter for 4 Mtgs x 2 hours, \$168 (state unrestricted funds, classified salaries) b. Provide supporting materials for site staff monitoring, \$100 (state unrestricted funds, printing)	a. Provide Spanish interpreter for 4 Mtgs x 2 hours, \$176 (state unrestricted funds, classified salaries) b. Provide supporting materials for site staff monitoring, \$100 (state unrestricted funds, printing)
		For foster youth: a. information through point person			a. Develop and provide supporting materials for site staff monitoring, \$100 (state unrestricted funds, printing)	a. Develop and provide supporting materials for site staff monitoring, \$100 (state unrestricted funds, printing)	a. Develop and provide supporting materials for site staff monitoring, \$100 (state unrestricted funds, printing)

1.2 A-G	4,7	<p>ELs and RFEPs, low income pupils:</p> <ul style="list-style-type: none"> a. Parent workshops in 8th grade in Spanish b. information through monitoring program c. change SDAIE for A-G approval d. monitoring of recent RFEPs (>2years) at each quarter through site coordinator 			<ul style="list-style-type: none"> a. Provide Spanish interpreter for 4 Mtgs x 2 hours, \$160 (state unrestricted funds, classified salaries) b. Develop and provide supporting materials for site staff monitoring, \$100 (state unrestricted funds, printing)c. Submission of course outlines for approval, no cost d. EL coordinator monitors RFEP progress, no cost 	<ul style="list-style-type: none"> a. Provide Spanish interpreter for 4 Mtgs x 2 hours, \$168 (state unrestricted funds, classified salaries) b. Develop and provide supporting materials for site staff monitoring, \$100 (state unrestricted funds printing)c. no action, no cost d. EL coordinator monitors RFEP progress, no cost 	<ul style="list-style-type: none"> a. Provide Spanish interpreter for 4 Mtgs x 2 hours, \$176 (state unrestricted funds, classified salaries) b. Develop and provide supporting materials for site staff monitoring, \$100 (state unrestricted funds, printing)c. no action, no cost d. EL coordinator monitors RFEP progress, no cost
		<p>foster youth:</p> <ul style="list-style-type: none"> a. site foster youth point person will monitor foster youth quarterly 			<ul style="list-style-type: none"> a. foster youth point person monitors students quarterly, (cost included in 3.1 RTI FY on page 16). 	<ul style="list-style-type: none"> a. foster youth point person monitors students quarterly, (cost included in 3.1 RTI FY on page 16). 	<ul style="list-style-type: none"> a. foster youth point person monitors students quarterly, (cost included in 3.1 RTI FY on page 16).
<p>Goal #2: Full implementation of CCSS and ELD standards</p>							
<p>2.1 PD for teachers</p>							
		<p>For English learners, low income pupils:</p> <ul style="list-style-type: none"> a. train SDAIE teachers on the ELD standards b. train elementary teachers on the ELD Standards c. ELD steering committee d. train principals on monitoring techniques for ELD e. attend CABE 			<ul style="list-style-type: none"> a. District staff and Teacher on Special Assignment develop and provide trainings via pull-out days for SDAIE teachers, \$7,893 (federal restricted funds, other certificated salaries) b. District staff and Teacher on Special Assignment develop and provide trainings via pull-out days for elementary teachers, \$2,255 (federal restricted funds, other certificated salaries) c. Provide ELD steering committee pull-out days to review and discuss developments in the district program, \$2,255 (federal restricted funds, other certificated salaries) d. District staff trains and provides support for site administration on effective monitoring of ELD program, no additional cost e. District staff and teachers attend annual conference on best practices in ELD, \$10,148 	<ul style="list-style-type: none"> a. District staff and Teacher on Special Assignment develop and provide trainings via pull-out days for SDAIE teachers, \$7,893 (federal restricted funds, other certificated salaries) b. District staff and Teacher on Special Assignment develop and provide trainings via pull-out days for elementary teachers, \$2,255 (federal restricted funds, other certificated salaries) c. Provide ELD steering committee pull-out days to review and discuss developments in the district program, \$2,255 (federal restricted funds, other certificated salaries) d. District staff trains and provides support for site administration on effective monitoring of ELD program, no additional cost 	<ul style="list-style-type: none"> a. District staff and Teacher on Special Assignment develop and provide trainings via pull-out days for SDAIE teachers, \$7,893 (federal restricted funds, other certificated salaries) b. District staff and Teacher on Special Assignment develop and provide trainings via pull-out days for elementary teachers, \$2,255 (federal restricted funds, other certificated salaries) c. Provide ELD steering committee pull-out days to review and discuss developments in the district program, \$2,255 (federal restricted funds, other certificated salaries) d. District staff trains and provides support for site administration on effective monitoring of ELD program, no additional cost e. District staff and teachers

					(federal restricted funds, other certificated salaries)	e. District staff and teachers attend annual conference on best practices in ELD, \$10,148 (federal restricted funds, other certificated salaries)	attend annual conference on best practices in ELD, \$10,148 (federal restricted funds, other certificated salaries)
2.2 CC Materials		For English learners: a. Adopt curriculum that has an ELD component b. Purchase supplemental curriculum			a. no action, no cost b. Purchase supplemental materials as deemed necessary by ELD steering committee, \$10,000 (state unrestricted funds, materials & supplies)	a. Pilot with ELA curriculum, no cost b. Purchase supplemental materials as deemed necessary by ELD steering committee, \$3,000 (state unrestricted funds, materials & supplies)	a. Adopted ELD curriculum as part of ELA purchase, no additional cost b. Purchase supplemental materials as deemed necessary by ELD steering committee, \$3,000 (state unrestricted funds, materials & supplies)
Goal #3: provide comprehensive programs to improve student performance and address students not meeting grade-level standards.							
3.1 RTI	2,4,5,8	Low Income Pupils, English Learners, Foster youth, Reclassified: a. hire intervention specialists at every school site for Tier 2 b. evaluate materials available at school sites and supplement c. schools will develop an intervention schedule d. schools will develop an intervention protocol for entrance and exit	District wide		a. Provide salaries for 24 (3FTE-Middle school, 21 PTE-Elementary Schools) intervention specialists \$389,418 (state unrestricted funds, certificated & other certificated salaries) (\$173,418 included in budget and @\$216,000 pending RFPs) b. District provides supplemental intervention materials, \$5,000 (state unrestricted funds, materials & supplies) c. Develop and implement intervention schedule, no cost. d. Develop and implement protocols for entrance and exit from intervention, no cost.	a. Provide salaries for 24 (3FTE-Middle school, 21 PTE-Elementary Schools) intervention specialists \$461,023 (state unrestricted funds, certificated & other certificated salaries) b. District provides supplemental intervention materials, \$5,000 (state unrestricted funds, materials & supplies) c. Develop and implement intervention schedule, no cost. d. Develop and implement protocols for entrance and exit from intervention, no cost.	a. Provide salaries for 24 (3FTE-Middle school, 21 PTE-Elementary Schools) intervention specialists \$484,074 (state unrestricted funds, certificated & other certificated salaries) b. District provides supplemental intervention materials, \$5,000 (state unrestricted funds, materials & supplies) c. Develop and implement intervention schedule, no cost. d. Develop and implement protocols for entrance and exit from intervention, no cost.

3.1 RTI FY	4,6	Foster Youth: a. Establish a point person for FY at each secondary site with \$1000 stipend b. Implement a protocol of support c. ongoing and expanded professional development for foster youth point person	District wide		a. Provide stipend (\$1,000+ ancillary costs) to one point person (.1 FTE Counselor) at each secondary school, totaling \$7,893 (unrestricted state funds, other certificated salaries) b. Develop district-wide protocol, no additional cost. c. Develop and provide professional development for foster youth coordinators at all sites, no additional cost.	a. Provide stipend (\$1,000+ ancillary costs) to one point person (.1 FTE Counselor) at each secondary school, totaling \$7,893 (unrestricted state funds, other certificated salaries) b. Develop district-wide protocol, no additional cost. c. Develop and provide professional development for foster youth coordinators at all sites, no additional cost.	a. Provide stipend (\$1,000+ ancillary costs) to one point person (.1 FTE Counselor) at each secondary school, totaling \$7,893 (unrestricted state funds, other certificated salaries) b. Develop district-wide protocol, no additional cost. c. Develop and provide professional development for foster youth coordinators at all sites, no additional cost.
3.3 ELL on CELDT	2,4,5,8	English Learners: a. Offer newcomer class b. Develop targeted support for Long-Term English Learners in secondary schools c. provide CELDT awareness	District wide		a. Research feasibility of newcomer program, no cost. b. District staff develops and offers professional development and documentation and monitoring protocols, \$564 (state unrestricted funds, other certificated salaries) c. District staff provides and supports sites in presenting informational material to language learners before CELDT administration in the fall, no cost.	a. To be determined. b. District staff develops and offers professional development and documentation and monitoring protocols, , \$564 (state unrestricted funds, other certificated salaries) c. District staff provides and supports sites in presenting informational material to language learners before CELDT administration in the fall, no cost.	a. To be determined. b. District staff develops and offers professional development and documentation and monitoring protocols, , \$564 (state unrestricted funds, other certificated salaries) c. District staff provides and supports sites in presenting informational material to language learners before CELDT administration in the fall, no cost.
Goal #4: Parents will be active partners with the school and district.							
4.3 parent digital access		For low income pupils, RFEPS, FY, and EL: a. schools will have a dedicated computer for parent/guardian access			a. Purchase and installation of parent computer kiosks at each site, \$30,000 (unrestricted state funds)	a. no action, no cost	a. no action, no cost

- C. Describe the LEA's increase in 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 school site 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 priority areas. (See 5 CCR 15496(b) for guidance.)

Simi Valley Unified School District has 5947 unduplicated pupils in the LCFF subgroups. In the school year 2014-2015, supplemental/concentration funding will be about \$3,668,448. The funds expended from the supplemental funding sources align with all the goals of the LCAP. Funds will be used for the implementation of a comprehensive intervention program, increased monitoring and counseling of students, implementation of targeted programs for long-term ELs, on-going 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.

- D. 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). 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). 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.

The percent by which the services will be improved or increased for the specified subgroups will be 3% compared to all students. By providing intervention for targeted subgroups, student performance will improve and the achievement gap will be reduced. Materials for ELD will align instruction to the ELD Standards and link instruction to the Common Core. Student and parent workshops will increase awareness of and access to services including A-G coursework 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.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.