

Local Control and Accountability Plan and Annual Update

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

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

The Saddleback Valley Unified School District (SVUSD) has a rich tradition of active involvement of parents, community members, and employees. This involvement characterizes our District and is crucial to the success of our students and schools. As our community accepted the challenges and opportunities created by the newly implemented Local Control Funding Formula (LCFF) and the related Local Control Accountability Plan (LCAP), we built on the traditions and systems in place in the District.

The development of the LCAP began with soliciting input from a wide range of stakeholders. The District Data Team, which is chaired by the Superintendent and is composed of teachers and site and district administrators, reviewed multiple measures of student achievement and developed four data statements that were shared with stakeholder groups during the LCAP development process.

- Saddleback Valley Unified School District (SVUSD) student achievement data has demonstrated little growth in recent years in the four content areas of English/Language Arts, Mathematics, History/Social Science and Science.
- There is a continuing gap in achievement between “all students” and the significant subgroups of English learners, socioeconomically disadvantaged students and students with disabilities.
- Only about 40% of SVUSD graduates are meeting the University of California “a - g” admission requirements.
- California English Language Development Test (CELDT) results indicate that only 33% of the English learners who have been in SVUSD for four (4) years or more are achieving at the Early Advanced or Advanced Level, 45% perform at the Intermediate Level, 16% at the Early Intermediate Level and 6% at the Beginning Level.

The Superintendent’s Forum, which is composed of the presidents of each school’s PTA or PTO and serves as a parent advisory group to the Superintendent, reviewed documents regarding student achievement and other student outcomes. After discussion, the Forum developed a list of prioritized areas of needs in our schools and in our District. This list was also shared with other stakeholder groups during the LCAP development process.

1. Provide basic staff - basic staff should not be funded by parents
2. Lower class sizes
3. Increase support staff, particularly counseling support
4. Pay attention to and support the “middle learners”
5. Provide good teacher training and require teachers to attend
6. Increase support for libraries and computer labs
7. Provide project-based experiences
8. Ensure that each school has a clear vision that reflects the District vision
9. Provide an enriched curriculum - STEAM (science, technology, engineering, arts and math); VAPA (visual and performing arts) – for ALL students and at ALL schools

Additional input was collected as an outcome of the District being identified in January 2014 as a Year 1 Program Improvement District. Accordingly, the three instruments required by the California Department of Education - the District Assistance Survey (DAS), the English Language Self Study Assessment (ELSSA) and the Inventory of Services and Supports (ISS) for Students with Disabilities - were completed by three groups of parents, teachers, employee association

Section 1: Stakeholder Engagement

representatives and administrators. Parents from the District English Learner Advisory Committee (DELAC) participated in both the DAS and the ELSSA. Data from these instruments was shared with other stakeholder groups during the LCAP development process.

On February 26, 2014, a large meeting was convened to review data and to collect more input into the LCAP. Approximately one hundred twenty (120) people representing all stakeholders in the school community were present and involved in looking at extensive data that reflected each of the Eight Priorities required to be addressed in the LCAP. The principal, a parent and a teacher were invited from each of the District's schools. Representatives from our three employee associations were in attendance as were high school students, the president of the PTA Council, and district administrators. Representatives from local cities and Arts Orange County were in attendance. Translators were provided for those participants who needed assistance. The meeting was chaired by the Superintendent. The meeting resulted in a comprehensive list of Suggestions and Recommendations, which addressed each of the Eight Priorities.

Data was also presented to the DELAC which made recommendations for the LCAP, as well. The DELAC minutes and meeting notes from the District Data Team meeting, the Superintendent's Forum, and the February 26, 2014 meeting are posted on the District website.

All parents/guardians of SVUSD students were invited to complete a Parent Survey in April 2014. The Saddleback Valley Educators Association provided feedback from their Representative Council.

A review of the information gathered from the series of input meetings and from the parent survey resulted in the identification of six major areas of need.

Major Areas of Need in the District	
Area	Common Components/Recommendations/Suggestions
Class Sizes	Lower current class sizes
Course Access	Provide access to core curriculum for all students; Increase access to University of California "a-g" courses; Increase counseling services; Provide support for "middle (average) students"
K-12 Structured Intervention Program	Implement intervention programs; Provide comprehensive support for English Learners; Provide effective intervention programs prior to placement in special education
Improved Instructional Materials	Reflect current information and standards; Increase intervention and English Language Development materials; Explore digital texts; Replace outdated, dilapidated textbooks
Improved Staffing Levels	Fund basic staff with District resources, not parent donations; Improve M&O staffing levels; Increase counseling services; Increase support staff (Libraries/Technology); Increase supports for principals
Professional Development	Provide professional development for teachers, paraprofessionals, and principals

To address these major needs, four goals were developed. The common components listed above and related input from the stakeholder groups were incorporated into the Actions and Services section of the LCAP.

Once the draft of the LCAP was completed it was shared with the Superintendent's Forum and the District English Learner Advisory Committee for additional review and comment.

Section 1: Stakeholder Engagement

The involvement process and the impact on the LCAP are summarized in the table below:

Involvement Process	Impact on LCAP
<ul style="list-style-type: none"> •District Data Team reviewed multiple measures of student achievement and other student outcomes •Superintendent’s Forum reviewed multiple documents of student achievement and other student outcomes •Program Improvement Assessment Tools were completed by representative parents, teachers, administrators, and employee associations •A large meeting with representation from all schools (Invited principal, parent and a teacher), students, employee associations, local community members, local visual and performing arts representative, local cities, district office divisions was convened and participants reviewed extensive data related to each of the State Eight Priorities, including the information developed by the District Data Team, the Superintendent’s Forum and the Program Improvement Self Assessments •The District English Learner Advisory Committee (DELAC) reviewed data reflecting student achievement and other student outcomes •The Saddleback Valley Educators Association (SVEA) provided input from its Representative Council •All SVUSD parents were invited to complete a Parent Survey •Meeting Notes from were posted in English and Spanish on the District website •Major areas of need and four related goals were developed based on the input from the various stakeholders and were shared with the District Data Team, SVEA and the DELAC •The draft LCAP was shared with the Superintendent’s Forum and the DELAC 	<ul style="list-style-type: none"> •Four data statements were developed that were subsequently shared with additional stakeholder groups •A prioritized list of areas of needs in our schools and district was developed and shared with other stakeholder groups •Data was shared with additional stakeholder groups •A comprehensive list of Suggestions and Recommendations was developed •A list of Suggestions and Recommendations was developed •Input was compared/contrasted with input from other stakeholder groups •Input was compared/contrasted with input from other stakeholder groups •Members of the public were able to access information about the development of the LCAP •Consensus about the goals was developed and the LCAP was created incorporating stakeholder Suggestions and Recommendations that supported the four goals •Both groups expressed very positive support for the LCAP goals and the associated Actions and Services

Section 2: Goals and Progress Indicators

Following extensive review of data and gathering input from a wide range of stakeholders, four goals were developed. Each goal addresses several of the required eight state priorities. The priorities and the categories in which they are grouped are listed in the subsequent table.

Goal 1: Improve literacy in all content areas

This goal is directly connected to site level goals. All SVUSD schools will have a measurable literacy goal, which focuses on one of three areas: non-fiction writing, non-fiction reading or academic vocabulary. Each site will set separate achievement targets for all students and for any significant subgroup that exists on the campus of the following four subgroups: English learners, socioeconomically disadvantaged students, foster youth, and students with disabilities. These site goals will support the district goal of improved literacy and will be designed to address specific site areas of need. The development and achievement of these site goals will be directed at the school sites by the site Leadership Teams and at the district level by the District Data Team (DDT). The site and district teams will continue to apply the Decision Making for Results (DMR) and Data Teams (DT) data analysis protocols, which have been utilized in SVUSD for several years.

Goal 2: Improve student proficiency in all subject areas: English/language arts, mathematics, social sciences, science, visual and performing arts, health, physical education, world languages, and career technical education

This goal is designed to support the achievement levels of all types of learners, including advanced students, average students and students with learning challenges. It reflects the local priority of not only supporting struggling students who may be members of significant subgroups, but also continuing to challenge and engage the students “in the middle,” as well as the most able students. The intent is to provide professional development regarding the Common Core State Standards, all content area Next Generation Standards (NGS), English Language Development Standards (ELD) and Career Technical Education (CTE) Model Standards; to update our instructional materials; to expand our prevention/intervention programs; and to provide professional development on instructional strategies, including targeted support for students in our four major subgroups: English learners, socioeconomically disadvantaged students, foster youth and students with disabilities. Student advancement will be measured with state assessments, including the California Standards Test (CST) for Science in grades 5, 8 and 10, the California High School Exit Exam (CAHSEE), the California English Language Development Test (CELDT) and the Smarter Balanced Assessment Consortium (SBAC) exams when achievement data becomes available.

Goal 3: Improve access to, enrollment in and completion of a rigorous course of study

This goal was developed in direct response to the data indicating that only about 40% of SVUSD graduates are meeting the University of California/California State University “a-g” admission requirements. There is common agreement among stakeholders that this percentage should be much higher, as should the enrollment in “a-g” courses. Concurrently, students participating in Career Technical Education (CTE) should be encouraged to complete CTE pathways leading to both college and career preparation. The percentage of graduates completing the “a-g” course requirements will be used to measure progress toward college and career readiness. Additionally, there are gaps between the graduation rate of “all students” as compared to each of our four significant subgroups, which need to be reduced. The graduation rates of the subgroups was measured and compared with the graduation rate of “all students” to establish targets for subgroup improvement.

Section 2: Goals and Progress Indicators

Goal 4: Increase student engagement and parent involvement

This goal is intended to support student attendance, behavior and engagement at our schools. It is clear that students who are not actually at school or who are not positively connected with school activities, both within and outside of the classroom, are frequently less successful. While SVUSD attendance rates and high school graduation rates are relatively high and our suspension and expulsion rates are relatively low, there is always room for improvement in these areas, and we will be measuring improvement in these metrics. Specifically, we will measure graduation rates, the total number of suspension days district wide and chronic absenteeism. It is also clear that active, informed parents positively affect student engagement. Providing information to parents about course pathways, graduation requirements and post-secondary opportunities is important and will be an area of focus as will parent involvement in decision-making bodies including School Site Councils (SSC), site English Learner Advisory Committees (ELAC) and the District English Learner Advisory Committee (DELAC). Parent support of school programs is very visible in SVUSD and significant to the success of our students. However, our programs and staff should not be financially dependent on the generous donations of parent groups, and we will strive to reduce such donations in the future.

Section 2: Goals and Progress Indicators

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students?			Related State and Local Priorities	
	Description of Goal	Applicable Pupil Subgroup(s)	School(s) Affected		Year 1:	Year 2:	Year 3:		
					2014-2015	2015-2016	2016-2017		
Increase literacy proficiency as measured by percent of schools meeting site literacy goals	1. Improve literacy in all content areas	All Students	All Schools		85%	85%	85%	Conditions of Learning: 1-Basic Services 2-Implementation of State Standards Pupil Outcomes: 4-Student Achievement 8-Other Student Outcomes	
		English Learners			85%	85%	85%		
		Socioeconomically Disadvantaged			85%	85%	85%		
		Foster Youth			85%	85%	85%		
		Students with Disabilities			85%	85%	85%		
Increase proficiency in ELA on SBAC Assessment	2. Improve student proficiency in all subject areas	All Students	All Schools		N/A	TBD	Conditions of Learning: 1-Basic Services 2-Implementation of State Standards Pupil Outcomes: 4-Student Achievement 8-Other Student Outcomes		
Increase proficiency in Math on SBAC Assessment					N/A	TBD			TBD
Increase proficiency in Science on CST, administered in grades 5, 8, and 10					+2%	+2%			+2%
Increase percent of students passing 10 th grade CAHSEE		English Learners	All High Schools		+5%	+5%			+5%
		Socioeconomically Disadvantaged			+2%	+2%			+2%
		Foster Youth		N/A, < 5 students					
Students with Disabilities		+5%		+5%	+5%				
Increase percent of students demonstrating progress toward English proficiency on CELDT (AMAO 1)	English Learners	All Schools		+5%	+5%	+5%			
Increase proficiency on K-6 Writing Benchmarks (SVUSD)	All Students	All Elementary Schools		+5%	+5%	+5%			

Section 2: Goals and Progress Indicators

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students?			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroup(s)	School(s) Affected		Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
Increase graduation rate for all subgroups	3. Improve access to, enrollment in, and completion of rigorous course of study	English Learners	All High Schools		+4%	+4%	+4%	Conditions of Learning: 2-Implementation of State Standards Pupil Outcomes: 4-Student Achievement 8-Other Student Outcomes Engagement: 5-Student Engagement 7-Course Access
		Socioeconomically Disadvantaged			+2%	+2%	+2%	
		Foster Youth			N/A, < 5 students			
		Students with Disabilities			+6%	+6%	+6%	
Increase percent of graduates completing UC/CSU "a-g" requirements	All Students		+5%	+5%	+5%			
Decrease chronic absentee rate	4. Increase student engagement and parent involvement	All Students	All Schools		-1%	-1%	-1%	Engagement: 3-Parental Involvement 5-Student Engagement 6-School Climate
Decrease student suspension days		All Students	All Schools		-3%	-3%	-3%	
Increase the percent of schools holding at least two School Site Council meetings annually		All Students	All Schools		100%	100%	100%	
Increase the percent of schools holding at least four English Learner Advisory Council meetings annually		English Learners	All Schools with 21 or more English Learners		100%	100%	100%	

Section 3: Actions, Services, and Expenditures

Throughout the numerous sessions held to gather input into the LCAP, many specific recommendations and suggestions were made about services that could be provided directly to students and about ways to strengthen the infrastructure within the District to support students, staff and parents more effectively. These recommendations and suggestions were referenced when determining what *Actions* and *Services* should be implemented to help achieve the four Goals and therefore should be included in Section 3. Priority was given to those recommendations that were common among most of the input sessions and to those that supported the accomplishment of more than one Goal. Many of these recommendations were noted in the table labeled “Major Areas of Need” in the narrative for Section 1. The four Goals are:

1. Improve literacy in all content areas
2. Improve student proficiency in all content areas: English/language arts, mathematics, social sciences, science, visual and performing arts, health, physical education, world languages and career technical education
3. Improve access to, enrollment in and completion of a rigorous course of study
4. Increase student engagement and parent involvement

Taking *Action* to lower class sizes had strong support among all groups. It is planned to lower class sizes in grades four through twelve by 2.5 students per class. Research indicates that this will have a positive impact on all students, but will have an even greater positive effect on English learners, socioeconomically disadvantaged students and students with disabilities. Lower class sizes will support the achievement of all four Goals.

There was also general consensus that most of our instructional materials, especially textbooks, need to be reviewed and probably replaced, with concurrent exploration of alternative instructional materials such as digital texts and online resources. Beyond the fact that many of our currently adopted textbooks are old, none of them are aligned with the Common Core State Standards (CCSS) or with any Next Generation Standards (NGS). This is specifically true of the English Language Development (ELD) materials, which are not aligned with either the CCSS or the new California ELD Standards. We will begin with reviewing and potentially purchasing mathematics and ELD instructional materials at all levels and will subsequently initiate a similar review process in other instructional areas. This *Action* will support the achievement of Goals 1, 2 and 3. Innovative and motivating instructional tools may also encourage student engagement and the achievement of Goal 4. All students will benefit from updated instructional materials, and English Learners will specifically benefit from new ELD materials.

All input sessions recommended the implementation or improvement of prevention/intervention programs at all grade levels, Kindergarten through twelve. This is a complex task and one that will require extensive planning. The infrastructure of the Instructional Services Division will need to be expanded to provide the time and attention to develop and support new systems. Attention is needed to determine what *Services* might be included in a prevention/intervention system. Academic interventions to assist struggling students to allow them to access rigorous coursework at the high school level and interventions prior to referrals to special education programs were recommended. Targeted instructional materials and programs for English learners and students with disabilities were identified as currently lacking or non-existent with the resulting need to obtain and implement effective, research based materials and programs. Increased counseling services for students and their parents was recommended in several input sessions. Examples are providing intervention counseling to address attendance and behavioral issues and counseling for entering high school students and their parents to support good decisions about the selection of rigorous course pathways. *Actions* designed to develop a cohesive prevention/intervention system that spans and connects general education, ELD and special education services are included in this Section and directly support the achievement of all four Goals.

Section 3: Actions, Services, and Expenditures

Several input groups recommended improved staffing levels in specific areas. The infrastructure to support programs in Instructional Services, including staffing levels for special education services and for support of the general education instructional program were identified as needing to be increased. Increased basic staffing for elementary school libraries, health offices and custodial/grounds services throughout the District were identified as needs. *Actions* for staffing will include some immediate increased support as well as long-term support through an investment in careful evaluation and planning to determine how best to allocate limited resources for increased staffing. Increased staffing will assist in achieving Goals 1, 2 and 3 as supports are increased for students. Increased staffing will also support Goal 4 as students and parents are welcomed and engaged on our school grounds and in our offices and classrooms. English learners, socioeconomically disadvantaged students and students with disabilities will receive additional support, such as increased counseling services, as the students manage academic, social or emotional challenges.

The successful implementation of almost all of the above *Actions* will be dependent upon a well-trained staff, including teachers, pupil services and special education staff, paraprofessionals and administrators. All input sessions referenced professional development as an imperative factor for success. Ongoing professional development to support the implementation of the Common Core State Standards, ELD Standards, Next Generation Standards and Career Technical Education Model Standards is crucial. Professional development to train the teaching staff in the use of new instructional materials is always necessary. Training to familiarize all staff members with newly developed systems, such as prevention/intervention systems, is critical to the effective utilization of these systems. Research informs us that teacher collaboration is positively correlated with student achievement and is enhanced when teachers are trained in effective instructional strategies and use of data. Professional development on effective instructional strategies and the Decision Making for Results/Data Team data analysis protocols will be continued. Relevant professional development is an *Action* that is integrated into the Plan and supports the achievement of all four Goals. Increased staff in Instructional Services will allow for the effective, responsive design and implementation of professional development.

Section 3A – Actions and Services for All Pupils

The following *Actions* and *Services* will be provided to support the success of all students:

- Lower class size, grades 4-12
- Provide K-12 prevention/intervention program to support literacy and to prepare students for “a-g” courses
- Increase counseling services, grades 7 – 12
- Increase number of “a-g” courses, including Advanced Placement and International Baccalaureate courses
- Provide appropriate, current instructional materials
- Provide professional development
- Develop SVUSD curriculum and guidelines to support the implementation of current instructional standards (CCSS, NGS, ELD, CTE)
- Provide adequate infrastructure to implement these *Actions* and *Services*
- Provide information to parents about course pathways, graduation requirements and post-secondary opportunities
- Reduce dependency on parent donations
- Provide site based support for implementation of school site literacy goal

Section 3: Actions, Services, and Expenditures

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year? What are the anticipated expenditures and funding sources for each action?		
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Goals 1, 2, 4	Priorities 1, 4, 8, 6	Lower Class Sizes	LEA-wide		<ul style="list-style-type: none"> Reduce class size grades 4-12 (\$4,085,920) LCFF Base Object Codes: 1000 3000 	<ul style="list-style-type: none"> Continue reduced class size grades 4-12 LCFF Base Object Codes: 1000 3000 	<ul style="list-style-type: none"> Continue reduced class size grades 4-12 LCFF Base Object Codes: 1000 3000
Goals 1, 2, 3, 4	Priorities 7, 4, 8, 5, 6	Provide K-12 prevention/ intervention program to support literacy and to prepare students for “a-g” courses	LEA-wide		<ul style="list-style-type: none"> Initiate research and collaboration to develop and begin implementation of an effective prevention/ intervention program; expand support staff (\$668,000) LCFF Supplemental Object Codes: 1000 2000 3000 5000 Title I Object Codes: 1000 3000 	<ul style="list-style-type: none"> Pilot prevention/ intervention program Provide appropriate support staff (\$464,000) LCFF Supplemental Object Codes: 1000 3000 5000 	<ul style="list-style-type: none"> Implement systemic prevention/intervention program Provide appropriate support staff (\$518,000) LCFF Supplemental Object Codes: 1000 3000
	Priorities 7, 3, 5, 6	Increase counseling services	Secondary schools		<ul style="list-style-type: none"> Add counselors to support intervention programs and enrollment/success in “a-g” courses 	<ul style="list-style-type: none"> Add counselors to support intervention programs and enrollment/success in “a-g” courses 	<ul style="list-style-type: none"> Continue counselors to support intervention programs and enrollment/success in “a-g” courses

Section 3: Actions, Services, and Expenditures

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year? What are the anticipated expenditures and funding sources for each action?		
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
					<ul style="list-style-type: none"> • Provide appropriate support staff (\$828,833) LCFF Supplemental Object Codes: 1000 3000 	(\$395,485) <ul style="list-style-type: none"> • Continue support staff LCFF Supplemental Object Codes: 1000 3000 	<ul style="list-style-type: none"> • Continue support staff LCFF Supplemental Object Codes: 1000 3000
Goal 3	Priorities 2, 7, 4, 8	Increase # of “a-g” approved courses, including AP/IB courses	High schools		<ul style="list-style-type: none"> • Implement ERWC course gr. 12/English (\$21,375) LCFF Base Object Code: 4000 	<ul style="list-style-type: none"> • Increase allocation for AP/IB teacher training (\$40,000) LCFF Base Object Codes: 1000 3000 5000 	<ul style="list-style-type: none"> • Increase allocation for AP/IB teacher training (\$20,000) LCFF Base Object Codes: 1000 3000 5000
Goals 1, 2, 3	Priorities 1, 2, 4, 8	Provide appropriate, current instructional materials	LEA-wide		<ul style="list-style-type: none"> • Adopt current textbooks • Maintain online materials subscriptions for K-12 • Purchase additional supplemental materials (\$2,846,560) Resource 6300 Object Code: 4000 CCSS Expenditure Plan Object Code: 4000 	<ul style="list-style-type: none"> • Adopt current textbooks • Maintain online materials subscriptions for K-12 • Purchase supplemental instructional (\$846,000) Resource 6300 Object Code: 4000 CCSS Expenditure Plan Object Code: 4000 	<ul style="list-style-type: none"> • Adopt current textbooks • Maintain online materials subscriptions for K-12 (\$2,846,000) Resource 6300 Object Code: 4000
Goals 1, 2, 3	Priorities 2, 4, 8	Provide professional development regarding CCSS, NGS, ELD Standards, and CTE Standards; Common Core	LEA-wide		<ul style="list-style-type: none"> • Provide professional development using a combination of release days, consultants, and 	<ul style="list-style-type: none"> • Provide professional development using a combination of release days, consultants, and 	<ul style="list-style-type: none"> • Provide professional development using a combination of release days, consultants, and

Section 3: Actions, Services, and Expenditures

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year? What are the anticipated expenditures and funding sources for each action?		
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		literacy instruction by all teachers; research-based instructional strategies			conference attendance for all staff (teachers, administrators, pupil services and special education staff, paraprofessionals, classified staff) • Provide appropriate support staff (\$291,000) LCFF Supplemental Object Codes: 1000 2000 3000 CCSS Expenditure Plan Object Codes: 1000 3000 5000 Title IIA Object Codes: 1000 2000 3000 5000	conference attendance for all staff • Continue to provide support staff CCSS Expenditure Plan Object Codes: 1000 3000 5000 Title IIA Object Codes: 1000 2000 3000 5000	conference attendance for all staff • Continue to provide support staff Title IIA Object Codes: 1000 2000 3000 5000
		Develop SVUSD curriculum to support the implementation of the above standards	LEA-wide		• Convene summer committees to develop classroom lessons and units • Release teachers to plan professional development CCSS Expenditure Plan	• Convene summer committees to develop classroom lessons and units • Release teachers to plan professional development CCSS Expenditure Plan	• Convene summer committees to develop classroom lessons and units • Release teachers to plan professional development Title IIA

Section 3: Actions, Services, and Expenditures

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year? What are the anticipated expenditures and funding sources for each action?		
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
					Object Codes: 1000 2000 3000 Title IIA Object Codes: 1000 3000	Object Codes: 1000 2000 3000 Title IIA Object Codes: 1000 3000	Object Codes: 1000 2000 3000
Goals 1, 2, 3, 4	Priorities 1, 3,4, 8	Reduce dependency on parent donations and provide appropriate infrastructure (staff)	LEA-wide		<ul style="list-style-type: none"> Restore/equalize staff to support the instructional program and services to students Evaluate/restructure existing organization (\$459,496) LCFF Base Object Codes: 1000 2000 3000	<ul style="list-style-type: none"> Continue with restore/equalize staff to support the instructional program and services to students Continue with evaluate/restructure existing organization LCFF Base Object Codes: 1000 2000 3000	<ul style="list-style-type: none"> Continue with restore/equalize staff to support the instructional program and services to students Continue with evaluate/restructure existing organization LCFF Base Object Codes: 1000 2000 3000
Goals 3, 4	Priorities 7, 3, 5, 6	Provide information to parents about course pathways, graduation requirements, and post-secondary opportunities	LEA-wide		<ul style="list-style-type: none"> Increased counselors (see above) 	<ul style="list-style-type: none"> Increased counselors (see above) 	<ul style="list-style-type: none"> Continue counselors (see above)
Goal 1	1, 2, 4, 8	Provide site based support for implementation of school site literacy goal	LEA-wide		<ul style="list-style-type: none"> Allocate per pupil support for site based activities (\$290,000) LCFF Supplemental Object Codes: 1000 3000	<ul style="list-style-type: none"> Continue to allocate per pupil support for site based activities LCFF Supplemental Object Codes: 1000 3000	<ul style="list-style-type: none"> Continue to allocate per pupil support for site based activities LCFF Supplemental Object Codes: 1000 3000

Section 3: Actions, Services, and Expenditures

Section 3B – Actions and Services for English learners (EL), socioeconomically disadvantaged (SED) students, foster youth and/or students redesignated as fluent English proficient (R-FEP)

The following *Actions* and *Services*, which are in addition to or an expansion of the *Actions* and *Services* in Section 3A, will be provided to support the success of the subgroups of students indicated above:

- Lower class sizes for English Learners, SED students, foster youth and R-FEP students
- Provide K-12 prevention/intervention programs to support literacy and to prepare students for “a-g” courses with strategic support for ELD instruction, the instruction of long-term ELs, SED students, and foster youth
- Develop and expand Advancement Via Individual Determination (AVID) to target English Learners, SED students, foster youth and R-FEP students
- Increase counseling services
- Increase number of “a-g” courses, including Advanced Placement and International Baccalaureate courses. preparation courses for the California High School Exit Exam (CAHSEE) and increased online course offerings
- Provide appropriate staff for targeted services for EL students and their parents/guardians
- Provide targeted information to subgroup parents about course pathways, graduation requirements, and post-secondary opportunities

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/services	What actions are performed or services provided in each year? What are the anticipated expenditures and funding sources for each action?		
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Goals 1, 2, 4	Priorities 1, 4, 8, 6	Lower Class Sizes for: <ul style="list-style-type: none"> • <i>English Learners</i> • <i>R-FEP</i> • <i>SED</i> • <i>Foster Youth</i> 	LEA-wide		<ul style="list-style-type: none"> • Provide additional sections of language and literacy instruction at grades 9-12 • Provide one section of reading intervention, grades 7-8 (\$431,205) LCFF Supplemental Object Codes: 1000 3000 5000 	<ul style="list-style-type: none"> • Provide additional sections of language and literacy instruction at grades 7-12 (\$180,000) LCFF Supplemental Object Codes: 1000 3000 5000 	<ul style="list-style-type: none"> • Continue sections of language and literacy instruction at grades 7-12 LCFF Supplemental Object Codes: 1000 3000 5000

Section 3: Actions, Services, and Expenditures

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year? What are the anticipated expenditures and funding sources for each action?		
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Goals 1, 2, 3, 4	Priorities 7, 4, 8, 5, 6	<p>Provide K-12 prevention/intervention program to support literacy and to prepare students for “a-g” courses:</p> <ul style="list-style-type: none"> • <i>English Learners</i> • <i>R-FEP</i> • <i>SED</i> • <i>Foster Youth</i> 	LEA-wide		<ul style="list-style-type: none"> • Initiate research and collaboration to develop an effective K-2 prevention program • Provide an intensive Newcomer Program for ELs grades 9-12 • Expand EL summer opportunities • Provide targeted research based professional development for prevention/intervention support staff • Provide site based support for unduplicated subgroup students (\$550,145) <p>LCFF Supplemental Object Codes: 1000 2000 3000 4000 5000</p>	<ul style="list-style-type: none"> • Pilot K-2 prevention program at 7 sites • Provide targeted research based professional development for prevention/intervention support staff • Provide site based support for unduplicated subgroup students (\$305,300) <p>LCFF Supplemental Object Codes: 1000 2000 3000 5000</p>	<ul style="list-style-type: none"> • Implement systematic K-2 prevention program • Provide targeted research based professional development for prevention/intervention support staff • Provide site based support for unduplicated subgroup students (\$485,300) <p>LCFF Supplemental Object Codes: 1000 2000 3000 4000 5000</p>
		<p>Develop and expand district implementation of Advancement Via Individual Determination (AVID) to target:</p>	Selected school sites		<ul style="list-style-type: none"> • Expand AVID implementation at secondary schools • Institute AVID at some elementary 	<ul style="list-style-type: none"> • Expand AVID implementation at secondary and elementary schools (\$100,000) 	<ul style="list-style-type: none"> • Expand AVID implementation at secondary and elementary schools (\$100,000)

Section 3: Actions, Services, and Expenditures

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year? What are the anticipated expenditures and funding sources for each action?		
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		<ul style="list-style-type: none"> • <i>English Learners</i> • <i>R-FEP</i> • <i>SED</i> • <i>Foster Youth</i> 			schools (\$102,049) LCFF Supplemental Object Codes: 1000 3000 5000	LCFF Supplemental Object Codes: 1000 3000 5000	LCFF Supplemental Object Codes: 1000 3000 5000
	Priorities 7, 3, 5, 6	Increase counseling services: <ul style="list-style-type: none"> • <i>English Learners</i> • <i>R-FEP</i> • <i>SED</i> • <i>Foster Youth</i> 	Secondary schools		<ul style="list-style-type: none"> • Increase intervention counselors grades 9-12 (\$57,653) LCFF Supplemental Object Codes: 1000 3000 	<ul style="list-style-type: none"> • Continue intervention counselors grades 9-12 LCFF Supplemental Object Codes: 1000 3000 	<ul style="list-style-type: none"> • Continue intervention counselors grades 9-12 LCFF Supplemental Object Codes: 1000 3000
Goal 3	Priorities 2, 7, 4, 8	Increase # of "a-g" approved courses, including AP/IB courses: <ul style="list-style-type: none"> • <i>English Learners</i> • <i>R-FEP</i> • <i>SED</i> • <i>Foster Youth</i> 	High Schools		<ul style="list-style-type: none"> • Support CAHSEE ELA/Math sections • Expand credit recovery online course offerings (\$155,600) LCFF Supplemental Object Codes: 1000 3000 5000 	<ul style="list-style-type: none"> • Continue to support CAHSEE ELA/Math sections LCFF Supplemental Object Codes: 1000 3000 	<ul style="list-style-type: none"> • Continue to support CAHSEE ELA/Math sections LCFF Supplemental Object Codes: 1000 3000
Goals 2, 3, 4	Priorities 4, 8	Provide appropriate infrastructure (staff) for targeted services to EL students and parents/guardians <ul style="list-style-type: none"> • <i>English Learners</i> • <i>R-FEP</i> 	LEA-wide		<ul style="list-style-type: none"> • Provide and support bilingual community liaisons, parent advocates, and EL instructional assistants • Provide EL Coordinator at all school sites 	<ul style="list-style-type: none"> • Continue support bilingual community liaisons, parent advocates, and EL instructional assistants • Continue EL Coordinator at all school sites 	<ul style="list-style-type: none"> • Continue support bilingual community liaisons, parent advocates, and EL instructional assistants • Continue EL Coordinator at all school sites

Section 3: Actions, Services, and Expenditures

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year? What are the anticipated expenditures and funding sources for each action?		
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
					<ul style="list-style-type: none"> • Provide ELD assistance to school sites • Provide professional development to classroom teachers implementing EL prevention/intervention programs • Assess (Language Assessment Center/CELDT) and monitor all EL students • Provide appropriate support staff (\$2,179,835) LCFF Supplemental Object Codes: 1000 2000 3000 4000 	<ul style="list-style-type: none"> • Continue ELD assistance to school sites • Continue professional development for classroom teachers implementing EL prevention/intervention programs • Continue assessment and monitoring of all EL students • Continue to provide support staff LCFF Supplemental Object Codes: 1000 2000 3000 4000 	<ul style="list-style-type: none"> • Continue ELD assistance to school sites • Continue professional development for classroom teachers implementing EL prevention/intervention programs • Continue assessment and monitoring of all EL students • Continue to provide support staff LCFF Supplemental Object Codes: 1000 2000 3000 4000
Goals 3, 4	Priorities 7, 3, 5, 6	<p>Provide targeted information to subgroup parents about course pathways, graduation requirements, and post-secondary opportunities:</p> <ul style="list-style-type: none"> • <i>English Learners</i> • <i>R-FEP</i> • <i>SED</i> • <i>Foster Youth</i> 	LEA-wide		<ul style="list-style-type: none"> • Establish guidelines for intervention and grade 9 counselors to target parents of eligible subgroup students • Explore online resources for parents of eligible subgroup students 	<ul style="list-style-type: none"> • Implement online resources for parents of eligible subgroup students (\$80,000) LCFF Supplemental Object Code: 5000 	<ul style="list-style-type: none"> • Continue online resources for parents of eligible subgroup students (\$70,000) LCFF Supplemental Object Code: 5000

Section 3: Actions, Services, and Expenditures

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year? What are the anticipated expenditures and funding sources for each action?		
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
					(ex. Naviance) • Provide translation/interpretation for EL parents • Provide parent education/outreach (\$57,470) LCFF Supplemental Object Codes: 1000 2000 3000	• Continue translation/interpretation for EL parents • Continue parent education/outreach LCFF Supplemental Object Codes: 1000 2000 3000	• Continue translation/interpretation for EL parents • Continue parent education/outreach LCFF Supplemental Object Codes: 1000 2000 3000

Section 3C – How funds calculated on the basis of socioeconomically disadvantaged students, foster youth and English Learners will be spent and how the services provided are the most effective use of funds for these students

In the 2014-15 school year, the Saddleback Valley Unified School District will receive \$5.5 million dollars in supplemental funds based on the number of socioeconomically disadvantaged students, foster youth, and English learners. Some of our schools have large numbers of students in these subgroups while others have relatively few students in these subgroups. In order to serve students in these subgroups at all schools, many of the programs supported by these funds will be implemented district wide. There is research based evidence that class size reduction, robust prevention/intervention programs with onsite coaching support, targeted counseling for students and their parents, and systemic support for students to access and successfully participate in rigorous coursework have a greater positive impact on students in these targeted subgroups than on the general student population. Our investment in these systems and the infrastructure to support them will result in increased success for socioeconomically disadvantaged students, foster youth and English Learners.

SVUSD will dedicate about \$3.35 million dollars to support our English learners, many of who are also socioeconomically disadvantaged. These dollars will be spent on ELD instructional materials and related professional development, salaries for bilingual community liaisons and parent advocates to support the engagement of second language parents in their children’s education, intervention materials and programs designed to support English learners, ELD instructional assistants, credentialed teachers who provide ELD support to school sites, professional development on the ELD standards, and district level support staff.

All school sites will have a measurable literacy goal with specific goals for socioeconomically disadvantaged students, foster youth and English Learners. Funds will be allocated to the sites for local decisions about how to support these students beyond the district wide support systems.

Section 3: Actions, Services, and Expenditures

Section 3D – How the percentage increase in funds for socioeconomically disadvantaged students, foster youth and English Learners has increased or improved services for these students proportionally more than increased services for all students

SVUSD is required to increase or improve services to our English learners, socioeconomically disadvantaged students and foster youth above and beyond the services provided to other students by a factor of 2.94%. The four goals delineated in the plan establish the same level of expectation for our subgroup students as for all students. All of these goals will lead to our students' success in post-secondary opportunities. The successful achievement of the four goals established in this plan will be particularly impactful on the subgroups referenced. The goals are:

1. Improve literacy in all content areas
2. Improve student proficiency in all content areas: English/language arts, mathematics, social sciences, science, visual and performing arts, health, physical education, world languages and career technical education
3. Improve access to, enrollment in and completion of a rigorous course of study
4. Increase student engagement and parent involvement

There are specific *Actions* and *Services* in this Plan that are designed to provide supports and interventions for students within these subgroups with the objective of ensuring their success in a rigorous academic program leading to college and career readiness. The services provided to English learners and their parents are extensive. Targeted professional development for teachers working with English learners, including long-term English learners, will be increased. Intervention classes at the intermediate and high schools are specifically designed to assist struggling students with academic, behavioral, and social supports. The development of an early prevention program for primary students will be particularly beneficial to students from these subgroups.

The Saddleback Valley Unified School District has a history of excellence and of active parent involvement. This Plan is crafted to continue the legacy of excellence with all students, including those who may come to school with learning challenges, and to encourage informed parent involvement by all parents.