

Introduction:

LEA: Saddleback Valley Unified School District LCAP Year: 2016 – 2017

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Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Saddleback Valley Unified School District Stakeholder Engagement

The Saddleback Valley Unified School District (SVUSD) has a rich tradition of active involvement of parents, students, employees and community members. There is also a valued tradition of holding high expectations for all members of the District community, including students and adults. These traditions characterize our District and are crucial to the success of our students and schools. As our community has responded to the challenges and opportunities presented by the Local Control Funding Formula (LCFF) and the related Local Control and Accountability Plan (LCAP), we have built on the traditions and systems in place in the District.

Collecting quantitative data from the 2014-15 school year and comparing it to data collected in previous years, as well as the data utilized as we developed the initial LCAP in the spring of 2013, began the process of the LCAP Annual Update. Additionally, a qualitative summary, describing progress made towards the LCAP Actions and Services during the fall of 2015, was developed in December 2015. This data, which is described in the "Identified Need" section of each Goal, was utilized as foundational information for Annual Update Input Forms. Forms were created for each of the four LCAP goals and for the Actions and Services, which reflected all eight State Priorities. These forms provided a consistent format for collecting input for the Annual Update and the 2016-2019 LCAP from all of our Stakeholder Groups. The input gathered from each group was submitted via a Google Form so that the information could be charted and reported. Over eighty-five (85) Stakeholder Groups provided input representing over one thousand (1,000) individual student, parent, staff and community member adult voices. These Stakeholder Groups represented all students, English Learners, socioeconomically disadvantaged students, foster youth, students with disabilities, certificated and classified employees, and community members. This charted data from the site Stakeholder Groups was presented at a K-12 Leadership Meeting of all district principals, who analyzed the information and collaboratively identified six areas of need.

The District has two Parent Advisory committees: the District English Learner Advisory Committee (DELAC) and the Superintendent's Forum. The DELAC is composed of officers and representatives from all site English Learner Advisory Committees (ELAC) who are parents and guardians of our English Learner (EL) students. Many of these adults are also parents/guardians of socioeconomically disadvantaged students. The meetings are very well attended. The Superintendent's Forum is composed of the presidents of our site PTAs and PTOs. It meets on a regular basis with the Superintendent and staff to share and discuss information and ideas about public education in general and about specific District issues. Both of these Parent Advisory committees were active in the process of providing input into the Annual Update and the development of the 2016-2019 LCAP.

The District has a District Data Team (DDT) that regularly collects and reviews data about District programs and assists in establishing goals and directions for the District. The DDT, chaired by the Superintendent and composed of teachers, and site and district administrators, was actively involved in the Annual Update and development of the 2016-2019 LCAP process. The DDT also charted data from the site Stakeholder Groups and analyzed the information for identified areas of need.

The Involvement Process, its Impact on the LCAP, and the Annual Update are described below.

Involvement Process	Impact on LCAP
<p>Fall 2015</p> <ul style="list-style-type: none"> •Data collected on Measurable Outcomes for 2015-16 Goals; Data included baseline data from the 2013-14 school year and a related December 2015 Status Update •Input forms, which included the collected data and the December Status Update, were developed to provide a consistent format for input into the Annual Update of the 2015-16 Local Control and Accountability Plan (LCAP) Goals, Actions and Services and the development of the 2016-19 LCAP <hr/> <p>January 2016</p> <ul style="list-style-type: none"> •The following stakeholder groups met; Input forms were utilized to share data, to collect input on 2015-16 Goals, Actions and Services, and to generate discussion and ideas for the 2016-2019 LCAP; Input provided submitted via Google Form <ul style="list-style-type: none"> – <i>District English Learner Advisory Committee (DELAC) Parent Advisory Committee</i> – <i>District Data Team (DDT)</i> – <i>K-12 Principals</i> – <i>School site certificated and classified staff, and parent groups which included members from School Site Council, English Learner Advisory Committee and parent support/booster groups</i> – <i>High School students including English Learners</i> – <i>Educational Services, Students Services and Special Education staff</i> <hr/> <p>District English Learner Advisory Committee (DELAC) Parent Advisory Committee met; Input Forms were utilized to share data, to collect input on 2015-16 Goals, Actions and Services, and to generate discussion and ideas for the 2016-2019 LCAP; Input provided submitted via Google Form</p> <ul style="list-style-type: none"> •District Data Team (DDT) met; Input Forms were utilized to share data, to collect input on 2015-16 Goals, Actions and Services, and to generate discussion and ideas for the 2016-2019 LCAP; Input provided submitted via Google Form <hr/> <ul style="list-style-type: none"> •K-12 Principals met with certificated and classified staff members and parent stakeholders, which included members from each of the employee associations (SVEA, CSEA, SVPSA), School Site Council, English Learner Advisory Committee and parent support/booster groups; Input Forms were utilized with each group to share data, to collect input on 2015-16 Goals, Actions and Services, and to generate discussion and ideas for the 2016-2019 LCAP; Input provided by each group submitted via Google Form 	<ul style="list-style-type: none"> •Each group provided initial input into the development of 2016-2019 LCAP Goals, Metrics, Actions and Services <hr/> <ul style="list-style-type: none"> •Provided initial input from <i>Parent Advisory Committees</i> into the development of 2016-19 LCAP Goals, Actions and Services •Provided initial input from <i>District Data Team</i> into the development of 2016-19 LCAP Goals, Actions and Services <hr/> <ul style="list-style-type: none"> •Provided input from representative <i>certificated and classified staff, students, parents, and community members</i> into the development of 2016-19 LCAP Goals, Actions and Services

<ul style="list-style-type: none"> •9-12 Principals met with student stakeholders, which included English learners; Input Forms were utilized with the students to share data, to collect input on 2015-16 Goals, Actions and Services, and to generate discussion and ideas for the 2016-2019 LCAP; Input provided by students submitted via Google Form 	<ul style="list-style-type: none"> •Provided input from <i>students</i> into the development of 2016-19 LCAP Goals, Actions and Services •Provided input from <i>English learners</i> into the development of 2016-19 LCAP Goals, Actions and Services
<p>February 2016</p> <ul style="list-style-type: none"> •CSEA Employee Association leaders met with the Director of Human Resources; Input Forms were utilized to share data, to collect input on 2015-16 Goals, Actions and Services, and to generate discussion and ideas for the 2016-2019 LCAP; Input provided submitted via Google Form •Data collected from school sites and all stakeholder groups, via Google Forms, aggregated into a Report for each Goal and all Actions and Services 	<ul style="list-style-type: none"> •Provided input from <i>CSEA Employee Association</i> into the development of 2016-19 LCAP Goals, Actions and Services
<ul style="list-style-type: none"> •K-12 Principals, DDT, Educational Services Coordinators and Directors collaboratively reviewed all reports; Evaluations, modifications and suggestions were developed for all Goals, Actions and Services 	<ul style="list-style-type: none"> •Identified areas of need: <i>Class size reduction; Prevention/Intervention programs; Counseling services; Professional Development (site leadership & academic coaches); site level infrastructure (staffing); technology</i> •Emphasized the effectiveness of additional counselors and academic coaches; Emphasized the importance of the Goal “Improve access to, enrollment in, and completion of a rigorous course of study”; Emphasized the need for prevention/intervention (Multi-tiered System of Supports)
<p>March 2016</p> <ul style="list-style-type: none"> •Educational Services staff reviewed and revised, as applicable, Goals, Metrics, Actions and Services for the 2016-2019 LCAP and prioritized the six areas of need; •Educational Services Staff worked collaboratively with Business Services to develop the budget 	<ul style="list-style-type: none"> •Prioritized areas of need previously identified: <ul style="list-style-type: none"> 1 - <i>Technology</i> 2 - <i>Class size reduction</i> 3 - <i>Professional Development (site leadership & coaches)</i> 4 - <i>Prevention/Intervention programs</i> 5 - <i>Counseling services</i> 6 - <i>Site level infrastructure</i>
<ul style="list-style-type: none"> •Superintendent’s Executive Cabinet reviewed input from all Stakeholder Groups •Superintendent’s Forum and DELAC Parent Advisory Committees reviewed all reports; Evaluations, modifications and suggestions were developed for all Goals, Actions and Services. 	<ul style="list-style-type: none"> •Initiated budget review of proposed Actions and Services •Created Draft Section 2 of the LCAP
<p>April 2016</p> <ul style="list-style-type: none"> •Superintendent’s Executive Cabinet reviewed Draft Goals, Actions, Services and preliminary budget 	<ul style="list-style-type: none"> •Consensus was reached that the Draft reflected the input and priorities of the Stakeholder Groups; Budget was briefly discussed

<ul style="list-style-type: none"> • District Data Team reviewed Draft Goals, Actions and Services <hr/> <ul style="list-style-type: none"> • Educational Services staff developed the Annual Update using input from Stakeholder Groups • Educational Services staff worked collaboratively with Business Services to finalize the budget <hr/> <p>May & June 2015</p> <ul style="list-style-type: none"> • Draft LCAP submitted to Parent Advisory Committees • Draft LCAP submitted to K-12 Leadership • LCAP documents posted on District website <p>June 2015</p> <ul style="list-style-type: none"> • Public Hearing on 2016-2019 LCAP and budget (June 9, 2016) • Board Action on 2016-19 LCAP and budget (June 23, 2016) 	<ul style="list-style-type: none"> • Consensus was reached that the draft plan reflected the identified needs, input and priorities of the stakeholder groups; suggested removing the metric for CST Science considering current instruction reflects the transition to Next Generation Science Standards (NGSS) (Goal 1); adjusted the Expected Outcome for site literacy goal metric (Goal 2); and added two 2 metrics for Goal 5. <hr/> <ul style="list-style-type: none"> • Annual Update sections and description of the Involvement Process were drafted • Section 3 was drafted. <hr/> <ul style="list-style-type: none"> • DELAC, Superintendent’s Forum and K-12 Leadership provided consensus approval of draft LCAP/Executive Summary <ul style="list-style-type: none"> • Questions were answered
<p>Annual Update:</p> <p>There was active involvement from all required Stakeholder Groups. An Input Form was developed which provided data about Measurable Outcomes and a December 2015 Status Update on progress towards the Goals and the implementation of the planned Actions and Services. The Form provided opportunities for Stakeholders to share their perspectives and observations about the current <i>LCAP Goals, Metrics, Actions and Services</i> and to provide input into future <i>LCAP Goals, Metrics, Actions and Services</i>. Input from District and school site Parent Advisory/Support groups; District Data Team; certificated and classified staff from each school site; high school students; all site principals; Educational Services, Student Services and Special Education Staff; and CSEA Employee Association Leaders was collected through Google Forms, which allowed the data to be reported, charted and analyzed by District advisory groups. Hundreds of individual Stakeholder Groups met, reviewed data, and provided input into the evaluation of the current LCAP and ongoing planning for the future.</p>	<p>Annual Update:</p> <p>There was general agreement among Stakeholder Groups that the District should continue with the original four LCAP goals and add a fifth goal specifically to support educational technology. Some additional metrics were suggested and included, in addition to some existing metrics being revised. Priorities were established based on the input received from all Stakeholder Groups, the Parent Advisory/Support groups and the District Data Team. The emerging Actions and Services included an increased attention to the importance of establishing prevention/intervention programs (Multi-Tiered System of Supports), professional development and training for site-level administrators and teachers with an emphasis on needed site-level teacher leadership and academic coaches. Social and emotional counseling also continues to be an area of need, and stakeholders would like</p>

to see to see the AVID program expanded to more schools. There was sharpened focus on the importance of access to a rigorous course of study and an emphasis on developing awareness among all parents, students and staff about the University of California/California State University "a-g" requirements. Providing more parent communication and education should continue to remain a focus area.

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

Instructions:

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

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

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

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups, as applicable (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.

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

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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.

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

Saddleback Valley Unified School District Goals, Actions, Expenditures, and Progress Indicators

The consensus throughout the District was that the existing four LCAP Goals should be continued and one additional Goal that focuses on technology should be added. Some additional metrics were added to all four Goals. All Actions and Services were reviewed. Many remain pertinent; some were revised, some were eliminated, and new Actions and Services were added to reflect the current identified, prioritized needs.

GOAL 1:	Improve student proficiency in all subject areas: English language arts/English language development, mathematics, social sciences, science, visual and performing arts, health, physical education, world languages, and career technical education	Related State and/or Local Priorities: 1_ <u>X</u> 2_ <u>X</u> 3_ 4_ <u>X</u> 5_ 6_ 7_ <u>X</u> 8_ <u>X</u> COE only: 9_ 10_ Local : Specify _____
Identified Need:	<p>Student proficiency in all subject areas is relatively strong for Saddleback Valley Unified School District (SVUSD) students. Stakeholder Groups agreed that there should be a continuing emphasis on high expectations for all students and that measurable outcomes should show continual improvement. There is a traditional belief in the SVUSD community that supports the philosophy central to the AVID (Advancement Via Individual Determination) program: “Hold students accountable to the highest standards, provide academic and social support, and they will rise to the challenge.” Stakeholder Groups recognized the achievement gap between “all” students and the specific student subgroups of English learners, socioeconomically disadvantaged students, foster youth, and students with disabilities and identified this as a significant area of need. Stakeholders also expressed interest in attending to the needs and successes of typical (average/”middle”) students as well as addressing the needs of advanced students. Stakeholder groups identified a need to develop Multi-Tier Systems of Support (MTSS) to improve student proficiency in all subject areas. Reducing class size was identified as a priority that was beneficial to all students, as was educational technology and the role it should play in a contemporary, challenging instructional program. Issues of equity of distribution of devices and the consistent application of professional development leading to effective incorporation of technology as a valuable learning tool were common topics. Stakeholder Groups agreed that relevant professional development and training on current standards and new instructional materials was an important priority. The following multiple measures of student achievement and the December 2015 Status Update were reviewed --</p> <p><u>2014-15 Data:</u></p> <ul style="list-style-type: none"> •SVUSD California Assessment of Student Performance and Progress (CAASPP) ELA/Literacy & Math - Grades 3-8 & 11, % of students who Met or Exceeded Standard: ELA: All Students = 61%; EL = 14%; SED = 36%; SWD = 23% Math: All Students = 48%; EL = 11%; SED = 22%; SWD = 17% •SVUSD Science CST Proficient and Above = 81% •SVUSD passing CAHSEE – Grade 10 Passing Rate: ELA: All Students = 92%; EL = 46%; SED = 82%; SWD = 60% Math: All Students = 92%; EL = 54%; SED = 82%; SWD = 49% •SVUSD EL progressing towards CELDT proficiency; EL Making Progress in Learning English = 65% (<i>prelim</i>) •SVUSD EL Reclassification: 8.4% 	

- SVUSD students proficient on District K-6 Writing Benchmarks: 57%
- SVUSD teachers appropriately assigned and fully credentialed: 100%
- SVUSD students with sufficient instructional materials: 100%

2013-14 Data:

- SVUSD Science CST Proficient and Above = 81%
- SVUSD passing CAHSEE – Grade 10 Passing Rate:
 - ELA: All students = 92%; EL = 31%; SED = 78%; SWD = 57%
 - Math: All students = 94% EL = 55%; SED = 85%; SWD = 61%
- SVUSD EL progressing towards CELDT proficiency; EL Making Progress in Learning English = 63%
- SVUSD EL Reclassification: 9.1%
- SVUSD students proficient on District K-6 Writing Benchmarks: 55%
- SVUSD teachers appropriately assigned and fully credentialed: 100%
- SVUSD students with sufficient instructional materials: 100%

2012-13 Data:

- SVUSD Science CST Proficient and Above = 81%
- SVUSD passing CAHSEE – Grade 10 Passing Rate:
 - ELA: All students = 93%; EL = 45%; SED = 82%; SWD = 56%
 - Math: All students = 93%; EL = 56%; SED = 84%; SWD = 51%
- SVUSD EL progressing towards CELDT proficiency; EL Making Progress in Learning English = 59%
- SVUSD EL Reclassification: 9.7%
- SVUSD students proficient on SVUSD K-6 Writing Benchmarks: 50%
- SVUSD teachers appropriately assigned and fully credentialed: 100%
- SVUSD students with sufficient instructional materials: 100%

December 2015 Status Update: Maintained lowered class size in grades 4-12; Increased prevention/intervention programs for EL, SED, SWD, including implementation of new prevention/intervention reading program in grades K-2 for all students, and supplemental math program for grades 7-12; With CAHSEE suspended, the dedicated ELA & Math CAHSEE sections were converted to support classes for struggling students; Implemented new materials for various high school courses, in addition to adopting new course materials for grades 7-10 ELA/ELD and other various high school courses; Increased counseling services; Continued professional development and created new assessments and curriculum; Strengthened districtwide technical infrastructure; Curriculum Leader MOU expired, and due to ongoing teacher negotiations, no agreement is in place for 2015-16.

Goal Applies to:	Schools:	All - including Ralph A. Gates Charter Elementary School
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-17

Expected Annual Measurable	•California Assessment of Student Performance and Progress (CAASPP) Assessments – % of students who meet or exceed standards will increase by 5% in grades 3-8 & 11 in both ELA/Literacy and Mathematics for each subgroup
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- Outcomes: (All students, EL, SED, SWD)
- California English Language Development Test (CELDT) - % of English learners demonstrating progress towards English proficiency on the CELDT will increase by 5%
 - % of English learners reclassified will increase by 1%
 - K-6 Performance Tasks - % of students proficient and above on District K-6 performance tasks will increase for each sub-group (ALL Students, EL, SED, SWD)
 - ELA: 5%
 - Mathematics: N/A (baseline to be established)
 - Science: N/A (baseline to be established)
 - 7-8 Performance Task - % of students proficient and above on District 7-8 performance tasks will increase for each sub-group (ALL Students, EL, SED, SWD)
 - ELA: TBD
 - Mathematics: N/A (baseline to be established)
 - Science: N/A (baseline to be established)
 - Social Science: TBD
 - 9-12 Performance Task - % of students proficient and above on District 9-12 performance tasks will increase for each sub-group (ALL Students, EL, SED, SWD)
 - ELA: TBD
 - Mathematics: N/A (baseline to be established)
 - Science: N/A (baseline to be established)
 - Social Science: N/A (baseline to be established)
 - Percentage of students at grade levels 1-6, 8 and identified 9-12, who score within grade level lexile band will increase by: N/A (baseline to be established)
 - 100% of SVUSD teachers will be appropriately assigned and fully credentialed for the pupils they are instructing
 - 100% of SVUSD students will have sufficient instructional materials within two months of the beginning of the 2016-17 school year

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Reduce class size a) Maintain class sizes lowered in 2014-15 in grades 4 – 12 b) Reduce class sizes further in grades 9 – 12	Grades 4-12	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$4,086,000 LCFF Base Object Codes 1000 3000 \$762,828 LCFF Supp. Object Codes 1000 3000
1.2 Provide professional learning opportunities and professional development for all staff members, partially including: a) Current instructional standards and	All	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	\$375,730 LCFF Supp. Object Codes 1000 2000

<p>frameworks for all subject areas</p> <p>b) Research based instructional strategies and assessment practices for all students and for English learners, socioeconomically disadvantaged students, foster youth and students with disabilities</p> <p>c) Beginning Teacher Support and Assessment</p> <p>d) Administrative Leadership</p>		<p>__Other Subgroups:(Specify)_____</p>	<p>3000 5000</p> <p>\$528,210</p> <p>Educ. Effect</p> <p>Object Codes 1000 2000 3000 4000</p> <p>Title IIA</p> <p>Object Codes 1000 3000</p> <p>Title III</p> <p>Object Codes 1000 2000 3000</p>
<p>1.3 Maintain an effective infrastructure to support professional learning and site collaborative leadership</p> <p>a) Elementary Grade Level Chairs & Secondary Department Chairs</p> <p>b) Educational Services Staff</p>	All	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p>__Low Income pupils __English Learners</p> <p>__Foster Youth __Redesignated fluent English proficient</p> <p>__Other Subgroups:(Specify)_____</p>	<p>\$364,972</p> <p>LCFF Base</p> <p>Object Codes 1000 2000 3000</p> <p>\$624,441</p> <p>LCFF Supp.</p> <p>Object Codes 1000 2000 3000</p> <p>Title IIA</p> <p>Object Codes 1000 3000</p>
<p>1.4 Provide appropriate, current instructional materials and assessment tools</p> <p>a) Textbooks, including print, digital, and/or multimedia options; digital devices</p> <p>b) Supplemental materials, including online subscriptions, software licenses, applications, print materials, etc.</p> <p>c) Use SRI, or equivalent in grades 1-11</p>	All	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p>__Low Income pupils __English Learners</p> <p>__Foster Youth __Redesignated fluent English proficient</p> <p>__Other Subgroups:(Specify)_____</p>	<p>\$6,008,243</p> <p>Resource</p> <p>6300</p> <p>Object Code 4000</p>
<p>1.5 Develop SVUSD curriculum and support documents to facilitate the implementation of</p> <p>a) Current standards</p> <p>b) Research based instructional strategies and</p>	All	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p>__Low Income pupils __English Learners</p> <p>__Foster Youth __Redesignated fluent English proficient</p> <p>__Other Subgroups:(Specify)_____</p>	<p>\$25,000</p> <p>LCFF Base</p> <p>Object Codes 5000</p> <p>\$159,889</p>

assessment practices for all students and for students in targeted subgroups c) Instructional materials			LCFF Supp. Object Codes 1000 3000 Title IIA Object Codes 1000 3000
1.6 Implement the Strategic Plan for Arts Education a) Leadership b) Professional Development c) Core Curriculum d) Increase participation in Arts Advantage	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Title IIA Object Codes 1000 3000 \$10,000 Grant OC Arts Educ Fund Object Codes 1000 3000
1.7 Provide support and increase intervention sections for core content areas in grades 9-11	Grades 9-12	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$166,856 LCFF Supp. Object Codes 1000 3000
1.8 Assess, monitor and support all English Learners (EL) and Redesignated Fluent English Proficient (R-FEP) students a) Language Assessment Center b) CELDT c) Other Multiple Measures d) Services for English Learners staff	All	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$259,024 LCFF Supp. Object Codes 1000 2000 3000 4000 Title III Object Codes 1000 3000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

- California Assessment of Student Performance and Progress (CAASPP) Assessments – % of students who meet or exceed standards will increase by 5% in grades 3-8 &11 in both ELA/Literacy and Mathematics for each subgroup (All students, EL, SED, SWD)
- California English Language Development Test (CELDT) - % of English learners demonstrating progress towards English proficiency on the CELDT will increase by 5%
- % of English learners reclassified will increase by 1%
- K-6 Performance Tasks - % of students proficient and above on District K-6 performance tasks will increase for each sub-group (ALL Students, EL, SED, SWD)
 - ELA: 5%
 - Mathematics: TBD
 - Science: TBD
- 7-8 Performance Task - % of students proficient and above on District 7-8 performance tasks will increase for each sub-group (ALL Students, EL, SED, SWD)
 - ELA/ELD: TBD
 - Mathematics: N/A TBD
 - Science: N/A TBD
 - Social Science: TBD
- 9-12 Performance Task - % of students proficient and above on 9-12 performance tasks will increase for each sub-group (ALL Students, EL, SED, SWD)
 - ELA/ELD: TBD
 - Mathematics: TBD
 - Science: TBD
 - Social Science: TBD
- Percentage of students at grade levels 1-6, 8 and identified 9-12, who score within grade level lexile band will increase by TBD.
- 100% of SVUSD teachers will be appropriately assigned and fully credentialed for the pupils they are instructing
- 100% of SVUSD students will have sufficient instructional materials within two months of the beginning of the 2017-18 school year

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Reduce class size a) Maintain class sizes lowered in 2014-15 in grades 4 – 12 b) Reduce class sizes further in grades 9 - 12	Grades 4-12	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$4,086,000 LCFF Base Object Codes 1000 3000 \$762,828 LCFF Supp. Object Codes 1000 3000

<p>1.2 Provide professional learning opportunities and professional development for all staff members, partially including:</p> <ul style="list-style-type: none"> a) Current instructional standards and frameworks for all subject areas b) Research based instructional strategies and assessment practices for all students and for English learners, socioeconomically disadvantaged students, foster youth and students with disabilities c) Beginning Teacher Support and Assessment d) Administrative Leadership 	All	<p><u> X </u> ALL</p> <hr/> <p>OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>\$375,730 LCFF Supp. Object Codes 1000 2000 3000 5000</p> <p>\$515,000 Educ. Effect Object Codes 1000 2000 3000 4000</p> <p>Title IIA Object Codes 1000 3000</p> <p>Title III Object Codes 1000 2000 3000</p>
<p>1.3 Maintain an effective infrastructure to support professional learning and site collaborative leadership</p> <ul style="list-style-type: none"> a) Elementary Grade Level Chairs & Secondary Department Chairs b) Educational Services Staff 	All	<p><u> X </u> ALL</p> <hr/> <p>OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>\$364,972 LCFF Base Object Codes 1000 2000 3000</p> <p>\$624,441 LCFF Supp. Object Codes 1000 2000 3000</p>
<p>1.4 Provide appropriate, current instructional materials and assessment tools</p> <ul style="list-style-type: none"> a) Textbooks, including print, digital, and/or multimedia options b) Supplemental materials, including online subscriptions, software licenses, applications, print materials, etc. 	All	<p><u> X </u> ALL</p> <hr/> <p>OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>\$6,008,243 Resource 6300 Object Code 4000</p>

<p>1.5 Develop SVUSD curriculum and support documents to facilitate the implementation of</p> <ul style="list-style-type: none"> a) Current standards b) Research based instructional strategies and assessment practices for all students and for students in targeted subgroups c) Instructional materials 	All	<p><u> X </u>_ALL</p> <hr/> <p>OR:</p> <p><u> </u>_Low Income pupils <u> </u>_English Learners <u> </u>_Foster Youth <u> </u>_Redesignated fluent English proficient <u> </u>_Other Subgroups:(Specify)_____</p>	<p>\$25,000 LCFF Base Object Codes 5000</p> <p>\$159,889 LCFF Supp. Object Codes 1000 3000</p> <p>Title IIA Object Codes 1000 3000</p>
<p>1.6 Implement the Strategic Plan for Arts Education</p> <ul style="list-style-type: none"> a) Leadership b) Professional Development c) Core Curriculum d) Increase participation in Arts Advantage 	All	<p><u> X </u>_ALL</p> <hr/> <p>OR:</p> <p><u> </u>_Low Income pupils <u> </u>_English Learners <u> </u>_Foster Youth <u> </u>_Redesignated fluent English proficient <u> </u>_Other Subgroups:(Specify)_____</p>	<p>Title IIA Object Codes 1000 3000</p> <p>\$10,000 Grant OC Arts Educ Fund Object Codes 1000 3000</p>
<p>1.7 Provide support and increase intervention sections for core content areas in grades 9-11</p>	Grades 9-12	<p><u> </u>_ALL</p> <hr/> <p>OR:</p> <p><u> X </u>_Low Income pupils <u> X </u>_English Learners <u> X </u>_Foster Youth <u> </u>_Redesignated fluent English proficient <u> </u>_Other Subgroups:(Specify)_____</p>	<p>\$166,856 LCFF Supp. Object Codes 1000 3000</p>
<p>1.8 Assess, monitor and support all English Learners (EL) and Redesignated Fluent English Proficient (R-FEP) students</p> <ul style="list-style-type: none"> a) Language Assessment Center b) CELDT c) Other Multiple Measures d) Services for English Learners staff 	All	<p><u> </u>_ALL</p> <hr/> <p>OR:</p> <p><u> </u>_Low Income pupils <u> X </u>_English Learners <u> </u>_Foster Youth <u> X </u>_Redesignated fluent English proficient <u> </u>_Other Subgroups:(Specify)_____</p>	<p>\$259,024 LCFF Supp. Object Codes 1000 2000 3000 4000</p> <p>Title III Object Codes 1000 3000</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

- California Assessment of Student Performance and Progress (CAASPP) Assessments – % of students who meet or exceed standards will increase by 5% in grades 3-8 &11 in both ELA/Literacy and Mathematics for each subgroup (All Students, EL, SED, SWD)
- California English Language Development Test (CELDT) - % of English learners demonstrating progress towards English proficiency on the CELDT will increase by 5%
- % of English learners reclassified will increase by 1%
- K-6 Performance Tasks - % of students proficient and above on District K-6 performance tasks will increase for each sub-group (All Students, EL, SED, SWD)
 - ELA: 5 %
 - Mathematics: TBD
 - Science: TBD
- 7-8 Performance Task - % of students proficient and above on District 7-8 performance tasks will increase for each sub-group (All Students, EL, SED, SWD)
 - ELA: TBD
 - Mathematics: TBD
 - Science: TBD
 - Social Science: TBD
- 9-12 Performance Task - % of students proficient and above on 9-12 performance tasks will increase for each sub-group (ALL Students, EL, SED, SWD)
 - ELA: TBD
 - Mathematics: TBD
 - Science: TBD
 - Social Science: TBD
- Percentage of students at grade levels 1-6, grade 8, and identified 9-12 who score within grade level lexile band will increase.
- 100% of SVUSD teachers will be appropriately assigned and fully credentialed for the pupils they are instructing
- 100% of SVUSD students will have sufficient instructional materials within two months of the beginning of the 2018-19 school year

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Reduce class size a) Maintain class sizes lowered in 2014-15 in grades 4 - 12 b) Reduce class sizes further in grades 9 - 12	Grades 4-12	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$4,086,000 LCFF Base Object Codes 1000 3000 \$762,828 LCFF Supp. Object Codes 1000 3000

<p>1.2 Provide professional learning opportunities and professional development for all staff members, partially including:</p> <ul style="list-style-type: none"> a) Current instructional standards and frameworks for all subject areas b) Research based instructional strategies and assessment practices for all students and for English learners, socioeconomically disadvantaged students, foster youth and students with disabilities c) Beginning Teacher Support & Assessment d) Administrative Leadership 	All	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$675,730</p> <p>LCFF Supp.</p> <p>Object Codes</p> <p>1000</p> <p>2000</p> <p>3000</p> <p>5000</p> <p>Title IIA</p> <p>Object Codes</p> <p>1000</p> <p>3000</p> <p>Title III</p> <p>Object Codes</p> <p>1000</p> <p>2000</p> <p>3000</p>
<p>1.3 Maintain an effective infrastructure to support professional learning and site collaborative leadership</p> <ul style="list-style-type: none"> a) Elementary Grade Level Chairs & Secondary Department Chairs b) Educational Services Staff 	All	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$364,972</p> <p>LCFF Base</p> <p>Object Codes</p> <p>1000</p> <p>2000</p> <p>3000</p> <p>\$624,441</p> <p>LCFF Supp.</p> <p>Object Codes</p> <p>1000</p> <p>2000</p> <p>3000</p>
<p>1.4 Provide appropriate, current instructional materials and assessment tools</p> <ul style="list-style-type: none"> a) Textbooks, including print, digital, and/or multimedia options b) Supplemental materials, including online subscriptions, software licenses, applications, print materials, etc. c) Digital devices 	All	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$6,008,243</p> <p>Resource</p> <p>6300</p> <p>Object Code</p> <p>4000</p>

<p>1.5 Develop SVUSD curriculum and support documents to facilitate the implementation of</p> <ul style="list-style-type: none"> a) Current standards b) Research based instructional strategies and assessment practices for all students and for students in targeted subgroups c) Instructional materials 	All	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____</p>	<p>\$25,000</p> <p>LCFF Base Object Codes 5000</p> <p>\$184,889</p> <p>LCFF Supp. Object Codes 1000 3000</p> <p>Title IIA Object Codes 1000 3000</p>
<p>1.6 Implement the Strategic Plan for Arts Education</p> <ul style="list-style-type: none"> a) Leadership b) Professional Development c) Core Curriculum d) Increase participation in Arts Advantage 	All	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____</p>	<p>Title IIA Object Codes 1000 3000</p> <p>\$10,000</p> <p>Grant OC Arts Educ Fund Object Codes 1000 3000</p>
<p>1.7 Provide support and increase intervention sections for core content areas in grades 9-11</p>	Grades 9-12	<p><u> </u> ALL</p> <hr/> <p>OR:</p> <p><u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>\$166,856</p> <p>LCFF Supp. Object Codes 1000 3000</p>
<p>1.8 Assess, monitor and support all English Learners (EL) and Redesignated Fluent English Proficient (R-FEP) students</p> <ul style="list-style-type: none"> a) Language Assessment Center b) CELDT c) Other Multiple Measures d) Services for English Learners staff 	All	<p><u> </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> X </u> English Learners <u> </u> Foster Youth <u> X </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____</p> <hr/>	<p>\$259,024</p> <p>LCFF Supp. Object Codes 1000 2000 3000 4000</p> <p>Title III Object Codes 1000 3000</p>

GOAL 2:	Improve literacy in all content areas	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ <u>X</u> COE only: 9__ 10__ Local : Specify _____
Identified Need:	<p>The introduction to the <i>Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects</i> states: “Students who meet the Standards develop the skills in reading, writing, speaking and listening that are the foundation for any creative and purposeful expression in language.” As Stakeholder Groups reviewed student achievement data and discussed the importance of providing a rigorous program for all students, the underlying necessity for students to develop literacy skills to ensure that they are college and career ready became very apparent. All schools established a site-specific literacy goal in 2013-14, and each year thereafter. These site-based goals will continue and expand for the next three years. Data collected about the achievement of these goals and the December 2015 Status Update was reviewed by Stakeholder Groups.</p> <p>2014-15 Data:</p> <ul style="list-style-type: none"> • 61% of SVUSD schools met site literacy goals established for all students in June 2014-2015 <p>2013-14 Data:</p> <ul style="list-style-type: none"> • 63% of SVUSD schools met site literacy goals established for all students in June 2014-15 <p>2012-13 Data:</p> <ul style="list-style-type: none"> • <i>None available; not collected</i> <p>December 2015 Status Update:</p> <p>All SVUSD schools have established a measurable literacy goal, which focuses on one of three areas: non-fiction writing, non-fiction reading or academic vocabulary. Each site has set specific achievement targets for all students and for any significant subgroup that exists on the campus for the following four subgroups: English learners, socioeconomically disadvantaged students, foster youth, and students with disabilities. Site based support has been provided for the implementation of literacy goals, in addition to a <i>Literacy Goal Toolkit</i> developed by Educational Services Staff, which contains multiple resources to support site literacy goals. To provide schools with greater support in 2015-16, a full-time Academic Coach was added at each intermediate school (grades 7-8) and additional Teacher Leaders were added at the elementary level. Also added were ELD teachers at selected sites (grades K-6), reading support sections (grades 7-12) and a part-time math coach (grades 7-12). ELA/ELD Adoption of instructional materials in grades 7-10 will be completed by April 2016. Professional development opportunities for all teachers continue with concentration in the areas of ELA/ELD and mathematics.</p>	
Goal Applies to:	Schools: All - including Ralph A. Gates Charter Elementary School Applicable Pupil Subgroups: All	

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

All sites will establish a literacy goal that reflects site needs. The site goal will be in the area of non-fiction reading, non-fiction writing or academic vocabulary. After analyzing student achievement data, each site will set separate goals for all students, English Learners, socioeconomically disadvantaged students, students with disabilities and foster youth, provided the site has a significant subgroup of these students. Data from site-based assessments will be collected three times throughout the year for initial, interim and final assessments: October 2016, March 2017, June 2017, and will be reported to the District Data Team.

- 70% of schools will meet Site Literacy Goals established for All Students, English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, and Foster Youth (if these students are a member of a significant subgroup at the school site).
- Percentage of students earning the State Seal of Biliteracy will increase.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Provide site based support for implementation of site literacy goal	All	<u> X </u> ALL <hr/> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	\$287,060 LCFF Supp. Object Codes 1000 2000 3000 4000 5000
2.2 Continue lowered class sizes for English Learners, low income pupils, and foster youth a) Sections for language and literacy instruction at grades 7-12 b) Reading intervention courses at grades 7-12 c) Reading intervention programs at grades 4-6	Grades 4-12	__ ALL <hr/> OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> X </u> Redesignated fluent English proficient <u> X </u> Other Subgroups:(Specify) <u> Students with Disabilities </u>	\$438,134 LCFF Supp. Object Codes 1000 3000 5000 Title I Object Codes 1000 3000 5000
2.3 Provide lower class sizes, and/or support for students struggling with reading and math literacy.	All	__ ALL <hr/> OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> X </u> Redesignated fluent English proficient <u> X </u> Other Subgroups:(Specify) <u> Students with Disabilities </u>	\$105,600 LCFF Supp. Object Codes 1000 2000 3000 4000 5000

<p>2.4 Continue professional learning and collaboration opportunities for staff</p> <p>a) K-6 Teacher Leaders</p> <p>b) Academic coaches</p> <p>c) Literacy skills and capacities to support best, first instruction</p> <p>d) California English Language Arts/English Language Development Framework and Standards</p> <p>e) Common SVUSD literacy assessments</p> <p>f) Provide alternate methods of professional development</p> <p>g) Create professional development Scope & Sequence Plan</p>	All	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$2,303,751</p> <p>LCFF Supp.</p> <p>Object Codes</p> <p>1000</p> <p>3000</p> <p>\$400,210</p> <p>Educ. Effect.</p> <p>Object Codes</p> <p>1000</p> <p>2000</p> <p>3000</p> <p>4000</p> <p>Title IIA</p> <p>Object Codes</p> <p>1000</p> <p>3000</p>
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LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>All sites will establish a literacy goal that reflects site needs. The site goal will be in the area of non-fiction reading, non-fiction writing or academic vocabulary. After analyzing student achievement data, each site will set separate goals for all students, English Learners, socioeconomically disadvantaged students, students with disabilities and foster youth, provided the site has a significant subgroup of these students. Data from site-based assessments will be collected three times throughout the year for initial, interim and final assessments: October 2017, March 2018, June 2018, and will be reported to the District Data Team.</p> <ul style="list-style-type: none"> • 70% of schools will meet Site Literacy Goals established for All Students, English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, and Foster Youth (if these students are a member of a significant subgroup at the school site). • Percentage of students earning the State Seal of Biliteracy will increase.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Provide site based support for implementation of site literacy goal	All	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$287,060</p> <p>LCFF Supp.</p> <p>Object Codes</p> <p>1000</p> <p>2000</p> <p>3000</p> <p>4000</p> <p>5000</p>

<p>2.2 Continue lowered class sizes for English Learners, low income pupils, and foster youth</p> <p>a) Sections for language and literacy instruction at grades 7-12</p> <p>b) Reading intervention courses at grades 7-12</p> <p>c) Reading intervention programs at grades 4-6</p>	<p>Grades 4-12</p>	<p><u>_</u>ALL</p> <hr/> <p>OR:</p> <p><u>_X</u> Low Income pupils <u>_X</u> English Learners</p> <p><u>_X</u> Foster Youth <u>_X</u> Redesignated fluent English proficient</p> <p><u>_X</u> Other Subgroups:(Specify) <u>Students with Disabilities</u></p>	<p>\$438,372</p> <p>LCFF Supp.</p> <p>Object Codes 1000 3000 5000</p> <p>Title I Object Codes 1000 3000 5000</p>
<p>2.3 Provide lower class sizes, and/or support for students struggling with reading and math literacy.</p>	<p>All</p>	<p><u>_</u>ALL</p> <hr/> <p>OR:</p> <p><u>_X</u> Low Income pupils <u>_X</u> English Learners</p> <p><u>_X</u> Foster Youth <u>_X</u> Redesignated fluent English proficient</p> <p><u>_X</u> Other Subgroups:(Specify) <u>Students with Disabilities</u></p>	<p>\$105,600</p> <p>LCFF Supp.</p> <p>Object Codes 1000 2000 3000 4000 5000</p>
<p>2.4 Continue professional learning and collaboration opportunities for staff</p> <p>a) K-6 Teacher Leaders</p> <p>b) Literacy skills and capacities</p> <p>c) CA English Language Arts/English Language Development Framework and Standards</p> <p>d) Common SVUSD literacy assessments</p> <p>e) Provide alternate methods of professional development</p> <p>f) Create professional development Scope & Sequence Plan</p>	<p>All</p>	<p><u>_X</u>ALL</p> <hr/> <p>OR:</p> <p><u>_</u>Low Income pupils <u>_</u>English Learners</p> <p><u>_</u>Foster Youth <u>_</u>Redesignated fluent English proficient</p> <p><u>_</u>Other Subgroups:(Specify) _____</p>	<p>\$2,303,751</p> <p>LCFF Supp.</p> <p>Object Codes 1000 3000</p> <p>\$422,002</p> <p>Educ. Effect.</p> <p>Object Codes 1000 2000 3000 4000</p> <p>Title IIA Object Codes 1000 3000</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>All sites will establish a literacy goal that reflects site needs. The site goal will be in the area of non-fiction reading, non-fiction writing or academic vocabulary. After analyzing student achievement data, each site will set separate goals for all students, English Learners, socioeconomically disadvantaged students, students with disabilities and foster youth, provided the site has a significant subgroup of these students. Data from site-based assessments will be collected three times throughout the year for initial, interim and final assessments: October 2018, March 2019, June 2019, and will be reported to the District Data Team.</p> <ul style="list-style-type: none"> • 70% of schools will meet Site Literacy Goals established for All Students, English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, and Foster Youth (if these students are a member of a significant subgroup at the school site). • Percentage of students earning the State Seal of Biliteracy will increase.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Provide site based support for implementation of site literacy goal	All	<input type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$287,060 LCFF Supp. Object Codes 1000 2000 3000 4000 5000
2.2 Continue lowered class sizes for English Learners, low income pupils, and foster youth a) Sections for language and literacy instruction at grades 7-12 b) Reading intervention courses at grades 7-12 c) Reading intervention programs at grades 4-6	Grades 4-12	<input type="checkbox"/> ALL <hr/> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Disabilities</u>	\$438,372 LCFF Supp. Object Codes 1000 3000 5000 Title I Object Codes 1000 3000 5000
2.3 Provide lower class sizes, and/or support for students struggling with reading and math literacy.	All	<input type="checkbox"/> ALL <hr/> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u>	\$105,600 LCFF Supp. Object Codes 1000 2000 3000 4000 5000
2.4 Continue professional learning and collaboration opportunities for staff a) K-6 Teacher Leaders b) Literacy skills and capacities c) California English Language Arts/English Language Development Framework and Standards d) Common SVUSD literacy assessments e) Provide alternate methods of professional development f) Create professional development Scope & Sequence Plan	All	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$2,303,751 LCFF Supp. Object Codes 1000 3000 Title IIA Object Codes 1000 3000

- Students passing AP Exams with a score of 3 or higher: 79%
- Grade 11 students demonstrating readiness for college coursework on the Early Assessment Program (EAP): English – 37%; Math 24% (*grade11students who chose to take the EAP*)

December 2015 Status Update: Lowered class size grades 4-12; Continued professional development; Increased counseling services for students and parents of targeted subgroups; Increased the number of Academic Coaches at elementary and intermediate; Increased number of “a-g” courses and CTE “a-g” courses; Expanded AVID programs; Increased online course offerings and high school credit recovery opportunities; SST Online program purchased with PD and implementation scheduled for spring and summer 2016; Implemented iRead K-2 reading prevention/intervention program; Provided adequate infrastructure to improve assistance and support to students, teachers and parents

Goal Applies to: Schools: All - including Ralph A. Gates Charter Elementary School
 Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

- Graduation rates for students in significant subgroups will increase by
 TBD – All Students
 4% - English learners
 2% - Socioeconomically disadvantaged students
 6% - Students with disabilities
- % of graduates completing UC/CSU “a-g” requirements will increase by 5%
- % of students enrolled in UC a-g courses will increase
- % of students enrolled in Advanced Placement, International Baccalaureate, or dual credit courses will increase
- % of students passing Advanced Placement exams with a score of 3 or higher will be 80% or more
- % of grade 11 students demonstrating College Readiness on the Early Assessment Program (EAP) will be:
 English = 37% or more
 Math = 24% or more
- % of students enrolled in one or more AP or IB courses will increase
- % of students enrolled in one or more AP or IB courses and taking an AP or IB exam will increase
- % of students enrolled in a CTE pathway will increase
- % of student participating in grades 3-6 SDC Cluster or Gifted programs will increase
- % of grades 4-10 students identified as needing or receiving intervention who meet the established success criteria in identified core subjects will increase.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.1 Implement an effective Multi-Tier Systems of Supports (MTSS) prevention/intervention program</p> <ul style="list-style-type: none"> a) Integrated, systemic, tiered supports to respond to student needs, including targeted subgroups b) Continue with K-2 reading prevention program c) Implement Student Study Team system and process – (SST Online) d) Credit recovery programs, including online options at the high school level e) Summer bridge programs grades 7-9 f) Academic Coaches will support first, best instruction 	All	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$325,000</p> <p>LCFF Supp.</p> <p>Object Codes</p> <p>1000</p> <p>3000</p> <p>5000</p> <p>\$35,125</p> <p>Grant</p> <p>Supporting Inclusive Practices</p> <p>1000</p> <p>3000</p> <p>5000</p>
<p>3.2 Provide counselors and an effective infrastructure</p> <ul style="list-style-type: none"> a) Prevention/Intervention resource b) Guidance for enrollment/success in “a-g” courses c) Guidance for enrollment/success in Career Technical Education (CTE) pathways d) Student Services Staff e) Increase training for certificated and classified guidance staff 	Grades 7-12	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$1,360,775</p> <p>LCFF Supp.</p> <p>Object Codes</p> <p>1000</p> <p>2000</p> <p>3000</p>
<p>3.3 Increase number of “a-g” approved courses and reduce number of non-approved “a-g” courses</p> <ul style="list-style-type: none"> a) AP/IB courses b) Additional AP/IB trained teachers c) Online courses d) Expository Reading and Writing Course e) CTE courses and pathways 	Grades 9-12	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$66,000</p> <p>LCFF Base</p> <p>Object Codes</p> <p>1000</p> <p>3000</p> <p>4000</p> <p>5000</p> <p>Title IIA</p> <p>Object Codes</p> <p>1000</p> <p>3000</p>

			Grant – OC Career Pathways Grant Object Codes 1000 3000 4000 5000 Grant –CTE Incentive Grant Object Codes 1000 3000 4000 5000
3.4 Provide site-based support for unduplicated student subgroups	All	__ALL <hr/> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$269,310 LCFF Supp. Object Codes 1000 2000 3000 4000 5000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Graduation rates for students in significant subgroups will <u>increase</u> by TBD - All Students 4% - English learners 2% - Socioeconomically disadvantaged students 6% - Students with disabilities • % of graduates completing UC/CSU “a-g” requirements will <u>increase</u> by 5% • % of students enrolled in UC a-g courses will <u>increase</u> • % of students enrolled in Advanced Placement, International Baccalaureate, or dual credit courses will <u>increase</u> • % of students passing Advanced Placement exams with a score of 3 or higher will be 80% or more • % of grade 11 students demonstrating College Readiness on the Early Assessment Program (EAP) will be: English = 37% or more Math = 24% or more • % of students enrolled in one or more AP or IB courses will <u>increase</u> • % of students enrolled in one or more AP or IB courses and taking an AP or IB exam will <u>increase</u> • % of students enrolled in a CTE pathway will <u>increase</u> • % of student participating in grades 3-6 SDC Cluster or Gifted programs will <u>increase</u> • % of grades 4-10 students identified as needing or receiving intervention who meet the established success criteria in identified core subjects will increase.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.1 Implement an effective Multi-Tier Systems of Supports (MTSS) prevention/intervention program</p> <ul style="list-style-type: none"> a) Integrated, systemic, tiered supports to respond to student needs, including targeted subgroups b) Continue with K-2 reading prevention program c) Implement Student Study Team system and process – (SST Online) d) Credit recovery programs, including online options at the high school level e) Summer bridge programs grades 7-9 f) Academic Coaches will support first, best instruction 	All	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$325,000</p> <p>LCFF Supp.</p> <p>Object Codes</p> <p>1000</p> <p>3000</p> <p>5000</p> <p>\$35,125</p> <p>Grant –</p> <p>Supporting</p> <p>Inclusive Practices</p> <p>1000</p> <p>3000</p> <p>5000</p>
<p>3.2 Provide counselors and an effective infrastructure</p> <ul style="list-style-type: none"> a) Prevention/Intervention resource b) Guidance for enrollment/success in “a-g” courses c) Guidance for enrollment/success in Career Technical Education (CTE) pathways d) Student Services Staff e) Increase training for certificated and classified guidance staff 	Grades 7-12	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$1,360,775</p> <p>LCFF Supp.</p> <p>Object Codes</p> <p>1000</p> <p>2000</p> <p>3000</p>
<p>3.3 Increase number of “a-g” approved courses and reduce number of non-approved “a-g” courses</p> <ul style="list-style-type: none"> a) AP/IB courses b) Additional AP/IB trained teachers c) Online courses d) Expository Reading and Writing Course e) CTE courses and pathways 	Grades 9-12	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$66,000</p> <p>LCFF Base</p> <p>Object Codes</p> <p>1000</p> <p>3000</p> <p>4000</p> <p>5000</p> <p>Title IIA</p> <p>Object Codes</p> <p>1000</p> <p>3000</p> <p>Grant –</p> <p>OC Career</p> <p>Pathways Grant</p>

			Object Codes 1000 3000 4000 5000 Grant –CTE Incentive Grant Object Codes 1000 3000 4000 5000
3.4 Provide site-based support for unduplicated student subgroups	All	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$269,310 LCFF Supp. Object Codes 1000 2000 3000 4000 5000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Graduation rates for students in significant subgroups will <u>increase</u> by TBD - All Students 4% - English learners 2% - Socioeconomically disadvantaged students 6% - Students with disabilities • % of graduates completing UC/CSU “a-g” requirements will <u>increase</u> by 5% • % of students enrolled in UC a-g courses will <u>increase</u> • % of students enrolled in Advanced Placement, International Baccalaureate, or dual credit courses will <u>increase</u> • % of students passing Advanced Placement exams with a score of 3 or higher will be 80% or more • % of grade 11 students demonstrating College Readiness on the Early Assessment Program (EAP) will be: English = 37% or more Math = 24% or more • % of students enrolled in one or more AP or IB courses will <u>increase</u> • % of students enrolled in one or more AP or IB courses and taking an AP or IB exam will <u>increase</u> • % of students enrolled in a CTE pathway will <u>increase</u> • % of student participating in grades 3-6 SDC Cluster or Gifted programs will <u>increase</u> • % of grades 4-10 students identified as needing or receiving intervention who meet the established success criteria in identified core subjects will increase.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.1 Implement an effective Multi-Tier Systems of Supports (MTSS) prevention/intervention program</p> <p>a) Integrated, systemic, tiered supports to respond to student needs, including targeted subgroups</p> <p>b) Continue with K-2 reading prevention program</p> <p>c) Implement Student Study Team system and process – (SST Online)</p> <p>d) Credit recovery programs, including online options at the high school level</p> <p>e) Summer bridge programs grades 7-9</p> <p>f) Academic Coaches will support first, best instruction</p>	All	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$325,000</p> <p>LCFF Supp.</p> <p>Object Codes</p> <p>1000</p> <p>3000</p> <p>5000</p> <p>\$35,125</p> <p>Grant –</p> <p>Supporting Inclusive Practices</p> <p>1000</p> <p>3000</p> <p>5000</p>
<p>3.2 Provide counselors and an effective infrastructure</p> <p>a) Prevention/Intervention resource</p> <p>b) Guidance for enrollment/success in “a-g” courses</p> <p>c) Guidance for enrollment/success in Career Technical Education (CTE) pathways</p> <p>d) Student Services Staff</p> <p>e) Increase training for certificated and classified guidance staff</p>	Grades 7-12	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$1,360,775</p> <p>LCFF Supp.</p> <p>Object Codes</p> <p>1000</p> <p>2000</p> <p>3000</p>
<p>3.3 Increase number of “a-g” approved courses and reduce number of non-approved “a-g” courses</p> <p>a) AP/IB courses</p> <p>b) Additional AP/IB trained teachers</p> <p>c) Online courses</p> <p>d) Expository Reading and Writing Course</p> <p>e) CTE courses and pathways</p>	Grades 9-12	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$66,000</p> <p>LCFF Base</p> <p>Object Codes</p> <p>1000</p> <p>3000</p> <p>4000</p> <p>5000</p> <p>Title IIA</p> <p>Object Codes</p> <p>1000</p> <p>3000</p>

			Grant – OC Career Pathways Grant Object Codes 1000 3000 4000 5000 Grant – CTE Incentive Grant Object Codes 1000 3000 4000 5000
3.4 Provide site-based support for unduplicated student subgroups	All	<u> </u> ALL <hr/> OR: <u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> X Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify)_____	\$269.310 LCFF Supp. Object Codes 1000 2000 3000 4000 5000

GOAL 4:	Increase student engagement and parent involvement	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
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Identified Need:	<p>In the literature review <i>Defining Student Engagement</i>, Fletcher states: “It is tantamount that all schools continue to evolve towards becoming more engaging, more meaningful and more powerful learning environments for all students.” He describes engaged students as those who “show sustained...involvement in learning activities accompanied by a positive emotional tone.” Conversely, “Indicators of the absence of student engagement include unexcused absences from classes, cheating on tests, and damaging school property.” Student engagement is valued by, and has been a recent focus in the Saddleback Valley Unified School District as evidenced by the professional learning opportunities with Anita Archer, Dr. Spencer Kagan and AVID (Advancement Via Individual Determination), the focus of collaborative “reflective learning walks” and “administrative instructional rounds,” and the proactive work in the area of student discipline. Stakeholder Groups clearly supported continued emphasis on student engagement. Throughout the stakeholder discussions, the importance of parent involvement was frequently discussed. Parents and staff members alike described the need for parents to receive timely and relevant information so that they can provide knowledgeable guidance for their children. The formal communication provided through School Site Council (SSC), English Learner Advisory Committee (ELAC), Community Advisory Committee (CAC), and PTA/PTO meetings was identified as valuable; however, a need exists for improved parent communication from school sites and the district. Continued parent education is also an expressed need. Many stakeholders requested access to online information that could assist parents in understanding course sequences and graduation requirements, as well as providing information about post-secondary opportunities. All Stakeholder Groups identified the need to provide greatly increased counseling services to support both student engagement and parent involvement. A continued need was identified for social/emotional support as well as academic support and guidance. The need for increased staff on our campuses, provided by the District and not subsidized by parents, continues to be an identified area of concern. When offices, libraries, and health rooms are well-staffed and campuses are clean and in good repair, parents and students feel more welcomed and their needs are more efficiently addressed. Stakeholder Groups reviewed the following data and the December 2015 Status Update.</p> <p><u>2014-15 Data:</u></p> <ul style="list-style-type: none"> •SVUSD chronic absentee rate: Total = 4.9%; K-6 = 4.2%; 7-8 = 4.0%; 9-12 =6.4% •SVUSD student attendance rate: 96.56% •SVUSD number of student suspension days = 1,820 •SVUSD number of total student expulsions: 45 •SVUSD schools - at least 2 School Site Council Meetings: <i>data not collected</i> •SVUSD schools with 21 or more English Learners – at least 4 ELAC Meetings: <i>data not collected</i> • High School Cohort Dropout Rate: <i>data released July 2016</i> •Annual Adjusted Grades 7 and 8 Dropouts: <i>data released July 2016</i>
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- Title 1 parents reporting, “My child’s school is s safe place to learn.” = 98%
- Title 1 parents reporting, “My child likes to go to school.” = 95.6%
- Schools rated “Exemplary” on the Williams Settlement Facilities Inspection Tool = 91%

2013-14 Data:

- SVUSD chronic absentee rate: Total = 5.4%; K-6 = 4.3%; 7-8 = 4.3%; 9-12 = 7.7%
- SVUSD student attendance rate: 96.63%
- SVUSD # of days of student suspension = 2,172
- SVUSD number of total student expulsions: 54
- SVUSD schools – at least 2 School Site Council Meetings: *data not collected*
- SVUSD schools with 21 or more English Learners – at least 4 ELAC Meetings: *data not collected*
- High School Cohort Dropout Rate: 2.5%
- Annual Adjusted Grades 7 and 8 Dropouts: 0%
- Title 1 parents reporting, “My child’s school is a safe place to learn.” = 97.5%
- Title 1 parents reporting, “My child likes to go to school.” = 95.1%
- Schools rated “Exemplary” on the Williams Settlement Facilities Inspection Tool = 100%

2012-13 Data:

- SVUSD chronic absentee rate: Total = 6.1%; K-6 = 4.3%; 7-8 = 6.1%; 9-12 = 9.0%
- SVUSD student attendance rate: 96.18%
- SVUSD # of days of student suspension = 3,993
- SVUSD number of total student expulsions: 69
- SVUSD schools – at least 2 School Site Council Meetings: *data not collected*
- SVUSD schools with 21 or more English Learners – at least 4 ELAC Meetings: *data not collected*
- High School Cohort Dropout Rate: 2.4%
- Annual Adjusted Grades 7 and 8 Dropouts: 0%
- Title 1 parents reporting, “My child’s school is a safe place to learn.” = 96.1%
- Title 1 parents reporting, “My child likes to go to school.” = 95.6%
- Schools rated “Exemplary” on the Williams Settlement Facilities Inspection Tool = 100%

December 2015 Status: Maintained counseling services in grades 7-12 and added Mental Health Counselors to serve K-12; Increased the number of AVID sites and training/PD offered, but a continued need exists for a dedicated District AVID Coordinator; Provided new offerings of professional development and education for parents, certificated staff and paraprofessionals; Implemented the first phase of Naviance in grades 9-10; Reduced dependency on parent donations (staffing) by adding additional positions or hours for site Library/Media Clerks, Health Clerks, Office Clerks and/or Custodians at various schools. Provided adequate infrastructure.

Goal Applies to: Schools: All - including Ralph A. Gates Charter Elementary School
 Applicable Pupil Subgroups: All

4.4 Continue to provide social/emotional support staff	All	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$300,899 LCFF Supp. Object Codes 1000 3000
4.5 Continue Parent Advisory Committees a) School Site Councils b) English Learner Advisory Committees c) District English Learner Advisory Committee d) Community Advisory Committee e) Superintendent’s Forum	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$16,998 LCFF Supp. Object Codes 1000 3000
4.6 Provide appropriate staff/infrastructure for targeted services to English Learner (EL) students and parents/guardians a) Bilingual community liaisons b) Parent advocates c) EL instructional assistants d) EL site coordinators e) Family Resource Center f) Services for English Learners support staff	PreK-12	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1,768,841 LCFF Supp. Object Codes 1000 2000 3000 4000 5000
4.7 Continue to implement and expand parent education opportunities and online resources for parents of eligible subgroup students a) Naviance b) Community Advisory Committee outreach to parents of students with disabilities	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$78,477 LCFF Supp. Object Codes 5000 Title I Object Codes 1000 3000 5000 IDEA Object Codes 1000 3000 5000
4.8 Continue to reduce dependency on parent donations and provide adequate, well-qualified staff a) Health Office Aides b) Elem Office Clerks & Lib/Media Clerk	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$463,633 LCFF Base Object Codes 2000 3000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

- Student chronic absentee rate will decrease by 1% - for each grade level group (*All Students, K-6, 7-8, 9-12*)
- Student attendance rate will be 97% or higher - for each significant subgroup (*All Students, EL, SED, SWD*)
- Days of student suspension will decrease by 3% - for each significant subgroup (*All Students, EL, SED, SWD*)
- Total of student expulsions will decrease by 2% - for each significant subgroup (*All Students, EL, SED, SWD*)
- 100% of schools will hold at least two (2) School Site Council (SSC) Meetings
- 100% of schools with 21 or more English learners will hold at least four (4) English Learner Advisory Committee (ELAC) meetings
- Rate of high school cohort dropouts will decrease by 0.1% or more - for each significant subgroup (*All Students, EL, SED, SWD*)
- Annual Adjusted grades 7 and 8 dropouts will remain at 0
- % of Title I parents reporting “My child’s school is a safe place to learn” will be 98% or more
- % of Title I parents reporting “My child likes to go to school” will be 95.1% or more
- % of schools rated “Exemplary” on the Williams Settlement Facilities Inspection Tool will be 95.6% or more
- Opportunities for parent education will increase

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Continue implementation and expansion of AVID (Advancement Via Individual Determination) <ul style="list-style-type: none"> a) Secondary and elementary schools b) Part-time AVID Coordinator c) AVID strategies professional learning opportunities 	Grades 6-12	__ALL <hr/> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u>	\$296,917 LCFF Supp. 1000 3000 4000 5000
4.2 Continue elementary summer English Language Development enrichment program	Grades 1-6	__ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$138,000 LCFF Supp. Object Codes 1000 2000 3000 4000 5000
4.3 Continue full-time intervention counselors <ul style="list-style-type: none"> a) Student support b) Outreach to parents of unduplicated students 	All	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$370,850 LCFF Supp. Object Codes 1000 3000

4.4 Continue to provide social/emotional support staff	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$300,899 LCFF Supp. Object Codes 1000 3000
4.5 Continue Parent Advisory Committees a) School Site Councils b) English Learner Advisory Committees c) District English Learner Advisory Committee d) Community Advisory Committee e) Superintendent's Forum	PreK-12	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$16,998 LCFF Supp.
4.6 Provide appropriate staff/infrastructure for targeted services to English Learner (EL) students and parents/guardians a) Bilingual community liaisons b) Parent advocates c) EL instructional assistants d) EL site coordinators e) Family Resource Center f) Services for English Learners support staff	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1,768,841 LCFF Supp. Object Codes 1000 2000 3000 4000 5000
4.7 Continue to implement and expand parent education opportunities and online resources for parents of eligible subgroup students a) Naviance b) Community Advisory Committee outreach to parents of students with disabilities	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$78,477 LCFF Supp Object Codes 5000 Title I Object Codes 1000 3000 5000 IDEA Object Codes 1000 3000 5000
4.8 Continue to reduce dependency on parent donations & provide adequate, well-qualified staff a) Health Office Aides b) Elem Office Clerks & Lib/Media Clerks c)	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$473,633 LCFF Base Object Codes 2000 3000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

- Student chronic absentee rate will decrease by 1% - for each grade level group (*All Students, K-6, 7-8, 9-12*)
- Student attendance rate will be 97% or higher - for each significant subgroup (*All Students, EL, SED, SWD*)
- Days of student suspension will decrease by 3% - for each significant subgroup (*All Students, EL, SED, SWD*)
- Total of student expulsions will decrease by 2% - for each significant subgroup (*All Students, EL, SED, SWD*)
- 100% of schools will hold at least two (2) School Site Council (SSC) Meetings
- 100% of schools with 21 or more English learners will hold at least four (4) English Learner Advisory Committee (ELAC) meetings
- Rate of high school cohort dropouts will decrease by 0.1% or more - for each significant subgroup (*All Students, EL, SED, SWD*)
- Annual Adjusted grades 7 and 8 dropouts will remain at 0
- % of Title I parents reporting “My child’s school is a safe place to learn” will be 98% or more
- % of Title I parents reporting “My child likes to go to school” will be 95.1% or more
- % of schools rated “Exemplary” on the Williams Settlement Facilities Inspection Tool will be 95.6% or more
- Opportunities for parent education will increase

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Continue implementation and expansion of AVID (Advancement Via Individual Determination) <ul style="list-style-type: none"> a) Secondary and elementary schools b) Part-time AVID Coordinator c) AVID strategies professional learning opportunities 	Grades 6-12	__ALL <hr/> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Disabilities</u>	\$296,917 LCFF Supp. 1000 3000 4000 5000
4.2 Continue elementary summer English Language Development enrichment program	Grades K-6	__ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$138,000 LCFF Supp. Object Codes 1000 2000 3000 4000 5000
4.3 Continue full-time intervention counselors <ul style="list-style-type: none"> a) Student support b) Outreach to parents of unduplicated students 		<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$370,850 LCFF Supp. Object Codes 1000 3000
4.4 Continue to provide social/emotional support staff	All	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$300,899 LCFF Supp. Object Codes 1000 3000

<p>4.5 Continue Parent Advisory Committees</p> <ul style="list-style-type: none"> a) School Site Councils b) English Learner Advisory Committees c) District English Learner Advisory Committee d) Community Advisory Committee e) Superintendent's Forum 	PreK-12	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$16,998</p> <p>LCFF Supp.</p> <p>Object Codes</p> <p>1000</p> <p>3000</p>
<p>4.6 Provide appropriate staff/infrastructure for targeted services to English Learner (EL) students and parents/guardians</p> <ul style="list-style-type: none"> a) Bilingual community liaisons b) Parent advocates c) EL instructional assistants d) EL site coordinators e) Family Resource Center f) Services for English Learners support staff 	All	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$1,768,841</p> <p>LCFF Supp.</p> <p>Object Codes</p> <p>1000</p> <p>2000</p> <p>3000</p> <p>4000</p> <p>5000</p>
<p>4.7 Continue to implement and expand parent education opportunities and online resources for parents of eligible subgroup students</p> <ul style="list-style-type: none"> a) Naviance b) Community Advisory Committee outreach to parents of students with disabilities 	All	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$78,477</p> <p>LCFF Supp</p> <p>Object Codes</p> <p>2000</p> <p>3000</p> <p>Title I</p> <p>Object Codes</p> <p>1000</p> <p>3000</p> <p>5000</p> <p>IDEA</p> <p>Object Codes</p> <p>1000</p> <p>3000</p> <p>5000</p>
<p>4.8 Continue to reduce dependency on parent donations and provide adequate, well-qualified staff</p> <ul style="list-style-type: none"> a) Health Office Aides b) Elem Office Clerks & Lib/Media Clerks 	All	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$473,633</p> <p>LCFF Supp</p> <p>Object Codes</p> <p>2000</p> <p>3000</p>

GOAL 5:	Expand and Support 21 st Century Technology and Learning	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
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Identified Need: The use of technology to support teaching and learning has always been an area of focus for Saddleback Valley Unified School District (SVUSD). Stakeholder groups agreed that a continued need exists to expand and support district and site technology infrastructure and equipment to better meet the needs of 21st century student learning. **December 2015 Status Update:** Nearly every stakeholder group recommended the addition of a goal reflective of 21st century technology and learning. Although references to technology are embedded throughout Goals 1 through 4, consensus dictated that a new goal specific to technology be created. One-to-one devices (chromebooks) have been purchased and implemented district-wide for students in grades 4, 7 and 10; several schools have purchased some additional devices (iPads grades K-2, chromebooks grades 3-12) in an effort to expand the 1:1 initiative to more grade levels. Technology infrastructure has been strengthened across the district, including additional access points and devices deployed; new Digital Standards have been approved and implemented; professional development on Substitution, Augmentation, Modification, Redefinition (SAMR) Model provided; additional staff hired and assigned to service site “break-fix” needs; media coaches hired to support site-based instructional technology; number of online course offerings increased; and digital, multimedia, and online resources implemented in classrooms.

Goal Applies to: Schools: All – including Ralph A. Gates Charter Elementary School
 Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

- % of students district-wide using 1:1 devices in grades K-3, 5-6, 8-9 and 11-12 will increase
- Number of Digital Standards metrics (embedded in performance tasks) recorded in the electronic Data Assessment System will increase
- % of teachers who have attended chromebook and iPad “institute” professional development will increase
- % of teachers using interactive online resources regularly with students will increase
- % of students enrolled in and successfully completing online courses will increase
- % of students referred for Digital Citizenship disciplinary violations will decrease

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 Provide appropriate digital equipment for classroom teachers and students.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$300,000 LCFF Supp. Object Codes 4000 5000

			<p>\$667,000 LCFF Base Object Codes 4000 5000</p>
<p>5.2 Strengthen technology infrastructure to facilitate the effective use of educational technology in the instructional program</p> <ul style="list-style-type: none"> a) Site-based support staff for break/fix b) Site-based instructional support staff c) Robust physical infrastructure d) Replace and expansion plan 	All	<p><u>X</u>_ALL</p> <hr/> <p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____</p>	<p>\$1,459,618 LCFF Supp. Object Codes 1000 2000 3000</p> <p>\$41, 372 LCFF Base Object Codes 1000 2000 3000</p> <p>Title IIA Object Codes 1000 3000</p>
<p>5.3 Provide and expand professional learning opportunities</p> <ul style="list-style-type: none"> a) Educational technology b) Digital Citizenship c) Digital Standards d) Instructional strategies and applications to support the instructional program 	All	<p><u>X</u>_ALL</p> <hr/> <p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____</p>	<p>\$235,160 LCFF Base Object Codes 1000 2000 3000 4000</p> <p>Educ. Effect Object Codes 1000 3000</p> <p>Title IIA Object Codes 1000 3000</p>

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

- % of students district-wide using 1:1 devices in grades K-3, 5-6, 8-9 and 11-12 will increase
- Number of Digital Standards metrics (embedded in performance tasks) recorded in the electronic Data Assessment System will increase
- % of teachers who have attended chromebook and iPad “institute” professional development will increase
- % of teachers using interactive online resources regularly with students will increase
- % of students enrolled in and successfully completing online courses will increase
- % of students referred for Digital Citizenship disciplinary violations will decrease

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>5.1 Continue to provide appropriate digital equipment for classroom teachers and students.</p>	<p align="center">All</p>	<p><u>X</u>_ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners</p> <p><input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient</p> <p><input type="checkbox"/>_Other Subgroups: (Specify)_____</p>	<p>\$300,000 LCFF Supp. Object Codes 4000 5000</p> <p>\$667,000 LCFF Base Object Codes 3000 4000</p>
<p>5.2 Continue to strengthen technology infrastructure to facilitate the effective use of educational technology in the instructional program</p> <p>a) Site-based support staff for break/fix</p> <p>b) Site-based instructional support staff</p> <p>c) Robust physical infrastructure</p> <p>d) Replace and expansion plan</p>	<p align="center">All</p>	<p><u>X</u>_ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners</p> <p><input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient</p> <p><input type="checkbox"/>_Other Subgroups: (Specify)_____</p>	<p>\$1,459,618 LCFF Supp. Object Codes 1000 2000 3000</p> <p>\$41,372 LCFF Base Object Codes 1000 2000 3000</p> <p>Title IIA Object Codes 1000 3000</p>

<p>5.3 Continue to provide and expand professional learning opportunities</p> <ul style="list-style-type: none"> a) Educational technology b) Digital Citizenship c) Digital Standards d) Instructional strategies and applications to support the instructional program 	All	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$235,160</p> <p>LCFF Base</p> <p>Object Codes</p> <p>1000</p> <p>2000</p> <p>3000</p> <p>4000</p> <p>Educ. Effect</p> <p>Object Codes</p> <p>1000</p> <p>3000</p> <p>Title IIA</p> <p>Object Codes</p> <p>1000</p> <p>3000</p>
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LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

- % of students district-wide using 1:1 devices in grades K-3, 5-6, 8-9 and 11-12 will increase
- Number of Digital Standards metrics (embedded in performance tasks) recorded in the electronic Data Assessment System will increase
- % of teachers who have attended chromebook and iPad “institute” professional development will increase
- % of teachers using interactive online resources regularly with students will increase
- % of students enrolled in and successfully completing online courses will increase
- % of students referred for Digital Citizenship disciplinary violations will decrease

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>5.1 Continue to provide appropriate digital equipment for classroom teachers and students.</p>	All	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$300,000</p> <p>LCFF Supp.</p> <p>Object Codes</p> <p>4000</p> <p>5000</p> <p>\$667,000</p> <p>LCFF Base</p> <p>Object Codes</p> <p>4000</p>

<p>5.2 Continue to strengthen technology infrastructure to facilitate the effective use of educational technology in the instructional program</p> <ul style="list-style-type: none"> a) Site-based support staff for break/fix b) Site-based instructional support staff c) Robust physical infrastructure d) Replace and expansion plan 	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$1,459,618</p> <p>LCFF Supp.</p> <p>Object Codes 1000 2000 3000</p> <p>\$41,372</p> <p>LCFF Base</p> <p>Object Codes 1000 2000 3000</p> <p>Title IIA</p> <p>Object Codes 1000 3000</p>
<p>5.3 Provide and expand Professional learning opportunities</p> <ul style="list-style-type: none"> a) Educational technology b) Digital Citizenship c) Digital Standards d) Instructional strategies and applications to support the instructional program 	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$235,160</p> <p>LCFF Base</p> <p>Object Codes 1000 2000 3000 4000</p> <p>Educ. Effect</p> <p>Object Codes 1000 3000</p> <p>Title IIA</p> <p>Object Codes 1000 3000</p>

Annual Update

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

Guiding Questions:

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

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

Saddleback Valley Unified School District Annual Update

Original GOAL from prior year LCAP:	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	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3__ 4 <u>X</u> 5__ 6 <u>X</u> 7 <u>X</u> 8 <u>X</u> COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: English learners, socioeconomically disadvantaged students, foster youth and students with disabilities		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> •% of students who met or exceeded California Assessment of Student Performance and Progress (CAASPP) in ELA/Literacy & Math, Grades -8 & 11 - <i>Baseline Data</i> •% of students proficient on Science California Standards Test, grades 5, 8 and 10, will increase at all grade levels by 2% •% of students in significant subgroups passing the 10th grade CAHSEE will increase by 5% (English learners), 2% (socioeconomically disadvantaged students) and 5% (students with disabilities) •% of English learners demonstrating progress towards English proficiency on the CELDT will increase by 5% •% of EI Reclassifications will increase by 1% •% of students proficient on K-6 writing benchmarks will increase by 5% •% of teachers appropriately assigned and fully credentialed will be 100% •% of students with sufficient instructional materials will be 100% 	Actual Annual Measurable Outcomes: 2014-15 Data: <ul style="list-style-type: none"> •SVUSD California Assessment of Student Performance and Progress (CAASPP) ELA/Literacy & Math - Grades 3-8 & 11, % of students who Met or Exceeded Standard: ELA: All Students = 61%; EL= 14%; SED = 36%; SWD = 23% Math: All Students = 48%; EL= 11%; SED = 22%; SWD = 17 •SVUSD Science CST Proficient and Above = 81% •SVUSD passing CAHSEE – Grade 10 Passing Rate: ELA: All Students = 92%; EL= 46%; SED = 82%; SWD= 60% Math: All Students = 92%; EL= 54%; SED = 82%; SWD= 49% •SVUSD EL progressing towards CELDT proficiency; EL Making Progress in Learning English = 65% •SVUSD EL Reclassification: 8.4% •SVUSD students proficient on District K-6 writing benchmarks: 57% •SVUSD teachers appropriately assigned and fully credentialed: 100% •SVUSD students with sufficient instructional materials: 100% 	
LCAP Year: 2015.16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

1.1 Reduce class size	\$4,085,920	<ul style="list-style-type: none"> • Maintain class sizes lowered in 2014-2015 in gr 4 – 12 • Reduce class sizes further in grades 9-12 	\$4,085,920
Scope of service: All		Scope of service: All	
X_ALL		X_ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
1.2 Provide professional learning opportunities and professional development for all staff members	\$ 520,910	<ul style="list-style-type: none"> • CCSS PD opportunities for teachers ongoing • CCSS, ELA/ELD framework, standards PD for K-12 teachers • New Algebra 1 & Geometry materials PD provided by publishers for all Algebra 1 & Geometry teachers. • Math Modeling & Performance Task (PT) Academy for gr 3-12 teachers • Instructional strategies for ELs PD for IA-ESL • ELA/ELD & NGSS Frameworks PD for Elem Teacher Leaders, 7-12 Science teachers 	\$ 520,910
Scope of service: All		Scope of service: All	
X_ALL		X_ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
1.3 Maintain an effective infrastructure to support professional learning and site collaborative leadership	\$823,131	<ul style="list-style-type: none"> • Curriculum Leader MOU expired June 2015. Tentative agreement reached with SVEA for Elem/Sec Chairs; to be implemented once contract is ratified • Maintained Ed Services infrastructure, which was expanded in 2014-15 to support content area instruction and collaboration 	\$407,713

Scope of service:	All		Scope of service:	All	
<u>X</u> ALL			<u>X</u> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
1.4 Provide appropriate, current instructional materials	\$2,800,000		<ul style="list-style-type: none"> •Grades 7-10 ELA/ELD adoption completed and textbooks/teacher materials purchased for all students and teachers •Selected high school textbooks were purchased •Supplementary materials were purchased 	\$2,167,633 Resource 6300 Object Code 4000	
Scope of service:	All		Scope of service:	All	
<u>X</u> ALL			<u>X</u> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
1.5 Develop SVUSD curriculum and support documents to facilitate the implementation of: a. Current standards b. Research based instructional strategies and assessment practices for all students and for students in targeted subgroups c. Instructional materials	\$279,871		<ul style="list-style-type: none"> •Multiple lessons and curriculum to reflect CCSS developed by teacher committees at all grade levels/subjects. •Various strategies have been provided to teachers in addition to PD opportunities; many grade level assessments have been created 	\$279,871	
Scope of service:	All		Scope of service:	All	
<u>X</u> ALL			<u>X</u> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

Scope of service:	All		Scope of service:	All	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
1.8 Assess, monitor, and support all English Learners (EL) and Redesignated Fluent English Proficient (R-FEP) students	\$301,597		<ul style="list-style-type: none"> Initial & annual CELDT admin, IPT for newly arrived Spanish speaking students, data entry & CALPADS monitoring provided by Language Assessment Center (LAC) CELDT is used to monitor progress & accountability ADEPT to provide information on language progress & to identify ELs' language strengths/needs R-FEPs monitored for 2 years by staff 	\$301,597	
Scope of service:	All		Scope of service:	All	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			<ul style="list-style-type: none"> Instructional materials will continue to be evaluated and replaced/updated in a systematic manner. With the suspension of the CAHSEE, sections allocated for remediation have been converted to intervention support sections for students struggling in ELA and mathematics. Items related specifically to technology infrastructure, support, and instructional technology professional development has been moved to a new Goal 5. Several additional metrics will be added to the 2016-19 LCAP(See Goal 1 – Expected Annual Measureable Outcomes). 		

Original GOAL from prior year LCAP:	Improve literacy in all content areas.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ <u>X</u> COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: English learners, socioeconomically disadvantaged students, foster youth and students with disabilities		
Expected Annual Measurable Outcomes:	85% of SVUSD schools will meet site literacy goals established for all students and for each of the subgroups: English Language Learners, socio-economically disadvantaged students; foster youth, and students with disabilities.		Actual Annual Measurable Outcomes:	2014-15 Data: • 61% of SVUSD schools met site literacy goals established for all students in 2014-15
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
2.1 Provide site based support for implementation of school literacy goal		\$290,000	<ul style="list-style-type: none"> • \$10 per student was allocated to all school sites to support the implementation of the school literacy goal • Literacy Goal Toolkit, containing multiple resources to support site literacy goal (academic vocabulary, non-fiction reading or non-fiction writing), provided to sites. 	
Scope of service:	All		Scope of service:	All
X_ALL			X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

<p>1.7 Continue lowered class sizes for EL, low income pupils, and foster youth</p> <p>a. Sections for language and literacy instruction at grades 9-12</p> <p>b. Reading intervention courses at grades 7-8</p> <p>c. Reading intervention programs at grades 4-6</p>	\$454,170	<ul style="list-style-type: none"> • Additional sections funded gr 9-12 for English Support, ELD Reading, & Power Reading courses. • Additional sections funded gr 7-8 for Reading, Power Reading & TWI courses. • ELD teachers funded at some elementary schools. • Materials and licenses provided for the implementation of READ 180/System 44 in English Support & Reading courses 	\$454,170
<p>Scope of service: All</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u></p>		<p>Scope of service: All</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u></p>	
<p>2.3 Continue elementary summer English Language Development enrichment program</p>	\$138,000	<ul style="list-style-type: none"> •ELD Summer Enrichment Program was held summer 2015 for ELs in gr K-7 	\$138,000
<p>Scope of service: All</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>Scope of service: All</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>2.4 Continue professional learning and collaboration opportunities for staff</p> <p>a. K-12 Teacher Leaders & Coaches</p> <p>b. Literacy skills and capacities</p> <p>c. CA ELA/ELD Framework & Standards</p> <p>d. Common SVUSD literacy assessments</p> <p>e. Continue professional learning and collaboration opportunities for staff</p>	\$ 54,450	<ul style="list-style-type: none"> •.Number of elementary teacher leaders increased to 12 in 2015-2016 •ELA/ELD Framework PD attended by teacher leaders. All teacher leaders provide PD within their classrooms, as model classrooms for engagement and shifts. •ELA/ELD Framework PD was provided to all secondary academic coaches who will train teachers on Performance Task (PT) scoring 	\$ 74,250

		sessions as well as textbook adoption meetings.. • Gr 3-12 Math Modeling & Performance Task Academy PD • Summer Committee work (secondary math and science) • Secondary Math coach (60% time)	
Scope of service:	All	Scope of service:	All
X_ALL		X_ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<ul style="list-style-type: none"> Professional development topics/activities/objectives will be determined based on input from teachers and staff interest and need. Alternate methods of professional development will also be created and/or provided. A professional development Scope and Sequence Plan will be created. An increased percentage of students earning the State Seal of Biliteracy will be an added Expected Annual Measureable Outcome on the 2016-19 LCAP. 		
Original GOAL from prior year LCAP:	Improve access to, enrollment in, and completion of a rigorous course of study		Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6_X 7__ 8_X COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All	Applicable Pupil Subgroups:	English learners, socioeconomically disadvantaged students, foster youth and students with disabilities
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Graduation rates for students in significant subgroups will increase by: 4% (English learners) 2% (socioeconomically disadvantaged students) 6% (students with disabilities) % of graduates completing UC/CSU "a-g" requirements will increase by 5% 		2014-15 Data: <ul style="list-style-type: none"> SVUSD 2014-15 Cohort Graduation Rates: EL = 83%; SED = 88%; SWD = 78% (2013-14 data) SVUSD 2014-15 graduates completing UC/CSU "a-g" requirements = 49% (2013-14 data) Students enrolled in UC "a-g" Courses (% of course enrollments) = 74% Students enrolled in Advanced Placement (AP),

- % of students enrolled in UC a-g courses will increase
- % of students enrolled in Advanced Placement, International Baccalaureate, or dual credit courses will increase
- % of students passing Advanced Placement exams with a score of 3 or higher will be 80% or more
- % of grade 11 students demonstrating College Readiness on the Early Assessment Program (EAP) will be:
English = 37% or more
Math = 24% or more

- International Baccalaureate (IB), or Dual Credit Courses (*% of course enrollments*) = 8%
- Students passing AP Exams with a score of 3 or higher: 81.9%
- Grade 11 students demonstrating readiness for college coursework on the Early Assessment Program (EAP): English – 32%; Math 17%

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
3.1 Implement an effective prevention/intervention program <ul style="list-style-type: none"> a. Integrated, systemic, tiered supports to respond to student needs, including targeted subgroups b. K-2 reading prevention program c. Academic coaches to support best, first instruction d. improved Student Study Team (SST) system and process e. Credit recovery programs, including online options 	\$1,671,237	<ul style="list-style-type: none"> • Number of Elem Instructional Coaches increased from 10 to 12 in 2015-2016; 4 Sec Academic Coaches (1 at each intermediate school) added in 2015-2016 • Elem Instructional & Sec Academic Coaches support instruction by attending PD workshops, actively coaching one-on-one and small group), peer-observing, modeling strategies & lessons, co-teaching, and providing PD to teachers at staff meetings • High school intervention courses include: English 1 Intensive blocked with English Support, Reading & Power Reading (using Read 180 and System 44), Academic Improvement Program (AIP), and Freshman Focus. • High school credit recovery is offered through: <ul style="list-style-type: none"> – SVUSD alternative education (Silverado HS, Mira Monte HS, Adult Education) 	\$1,611,000

			<ul style="list-style-type: none"> - After hours ROP courses - Non-SVUSD public or private schools (in-seat or online) for elective courses - An increased number of Edgenuity online courses offered through SVUSD alternative education • SST online program purchased; PD & implementation scheduled for spring 2016. iRead, a K-2 reading prevention/intervention program, was purchased and is currently being used in all K-2 classrooms to support foundational literacy skills. 	
Scope of service:	All		Scope of service:	All
X_ALL			X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3.2 Provide counselors and an effective infrastructure <ul style="list-style-type: none"> a. Prevention/Intervention resource b. Guidance for enrollment/success in “a-g” courses c. Guidance for enrollment/success in Career Technical Education (CTE) pathways d. Pupil Services Staff 	\$953,282		<ul style="list-style-type: none"> • Four counselors were added to support guidance and prevention/intervention services to students in gr 9-12. • Increased Pupil Services Staff (program specialists and coordinator). • Continued outreach and support to students and parents. 	\$875,600
Scope of service:	All		Scope of service:	All
X_ALL			XALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

<p>3.3 Increase number of “a-g” approved courses and reduce number of non-approved “a-g” courses</p> <ul style="list-style-type: none"> a. AP/IB courses b. Additional AP/IB trained teachers c. Online courses d. Expository Reading and Writing Course (ERWC) e. Career Technical Education courses and pathways 	\$ 86,000	<ul style="list-style-type: none"> • High School math pathway being developed to transition out Algebra 1A/1B courses. • Online course offerings expanded grades 9-12, including the addition of several Edgenuity courses. • ERWC course added at THHS increasing the number of students enrolled in an “a-g” college-prep English course. • CTE “a-g” courses added in 2015-2016. 	\$ 86,000
<p>Scope of service: All</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service: All</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<ul style="list-style-type: none"> • Provide site based support for unduplicated subgroup students 	\$291,000	<ul style="list-style-type: none"> • \$30 per unduplicated student was allocated to all school sites to support services for unduplicated students 	\$286,480
<p>Scope of service: All</p> <p><input type="checkbox"/> ALL</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service: All</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<ul style="list-style-type: none"> • Based on the success of the elementary Instructional Coaches, and Intermediate Academic Coaches, it was agreed that the service would be expanded to our high schools; One Secondary Academic Coach will be assigned to each of the four high schools and one .49% Secondary Academic Coach will be assigned to our alternative high school. • Expanded counseling services are desired (one additional counselor t each intermediate school), but lack of funds may preclude implementation. 		

- Professional development will be provided to expanded Guidance Support Staff at secondary schools.
- The following metrics will be added to the Expected Annual Measurable Outcomes:
 - % of students enrolled in one or more AP or IB courses will increase
 - % of students enrolled in one or more AP or IB courses and taking an AP or IB exam will increase
 - % of students enrolled in a CTE pathway will increase
 - % of student participating in grades 3-6 SDC Cluster Gifted programs will increase
 - % of grades 4-10 students identified as needing or receiving intervention who meet the established success criteria in identified core subjects will increase.

Original GOAL from prior year LCAP:	Increase student engagement and parent involvement	Related State and/or Local Priorities: 1 <u>X</u> 2__ 3 <u>X</u> 4__ 5 <u>X</u> 6 <u>X</u> 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Student chronic absentee rate will decrease by 1% for each grade level group (<i>All Students, K-6, 7-8, 9-12</i>) • Student attendance rate will be 97% or higher - for each significant subgroup (<i>All Students, EL, SED, SWD</i>) • Days of student suspension will decrease by 3% - for each significant subgroup (<i>All Students, EL, SED, SWD</i>) • Total of student expulsions will decrease by 2% - for each significant subgroup (<i>All Students, EL, SED, SWD</i>) • 100% of schools will hold at least two (2) School Site Council (SSC) Meetings • 100% of schools with 21 or more English learners will hold at least four (4) English Learner Advisory Committee (ELAC) meetings • Rate of high school cohort dropouts will decrease by 0.1% or more - for each significant subgroup (<i>All Students, EL, SED, SWD</i>) • Annual Adjusted grades 7 and 8 dropouts will 	Actual Annual Measurable Outcomes:	<p>2014-15 Data:</p> <ul style="list-style-type: none"> • SVUSD chronic absentee rate: Total = 4.9%; K-6 = 4.2%; 7-8 = 4.0%; 9-12 = 6.4% • SVUSD student attendance rate: 96.56% • SVUSD number of student suspension days = 1,820 • SVUSD number of total student expulsions: 45 • SVUSD schools - at least 2 School Site Council Meetings: <i>data not collected</i> • SVUSD schools with 21 or more English Learners – at least 4 ELAC Meetings: <i>data not collected</i> • High School Cohort Dropout Rate: <i>data released July 2016</i> • Annual Adjusted Grades 7 and 8 Dropouts: <i>data released July 2016</i> • Title 1 parents reporting, “My child’s school is a safe place to learn.” = 98% • Title 1 parents reporting, “My child likes to go to school.” = 95.6% • Schools rated “Exemplary” on the Williams
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remain at 0

- % of Title I parents reporting “My child’s school is a safe place to learn” will be 98% or more
- % of Title I parents reporting “My child likes to go to school” will be 95.1% or more
- % of schools rated “Exemplary” on the Williams Settlement Facilities Inspection Tool will be 95.6% or more

Settlement Facilities Inspection Tool = 91%

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
4.1 Continue implementation and expansion of AVID (Advancement Via Individual Determination) <ul style="list-style-type: none"> a. Secondary and elementary schools b. Part-time AVID Coordinator c. AVID strategies professional learning opportunities 	\$152,000	<ul style="list-style-type: none"> • Number of AVID sites increased to 11 (7 elementary & 4 secondary). • AVID Summer Institute, as well as Path trainings, were offered in SVUSD, attended by teachers & admin from AVID sites. • AVID strategies integrated into PD • PD and school-wide writing, inquiry, collaboration, organization and reading (WICOR) consistently practiced at AVID sites. • Coordination of AVID responsibilities being shared among Ed Services staff and principals. A dedicated AVID Coordinator does not yet exist; however, Ed Services coordinator has been designated to serve as AVID liaison between elementary and secondary AVID sites, as well as offer other AVID support. 	\$152,000
Scope of service:	All	Scope of service:	All
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	

OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
4.2 Continue full-time intervention counselors and provide social/emotional support staff	\$383,554	<ul style="list-style-type: none"> Continue to fund 4 Full Time Intervention Counselors for student support and outreach to parents of unduplicated students. 4 Mental Health Counselors were added in 2015-2016 to provide social/emotional support to students in grades K-12. 	\$562,599
Scope of service: Grades 9-12		Scope of service: Grades 9-12	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
4.3 Continue Parent Advisory Committees a. School Site Councils b. English Learner Advisory Committees c. District English Learner Advisory Committee d. Superintendent's Forum	\$15,788	<ul style="list-style-type: none"> Site and District Parent Advisory Committees meet regularly throughout the 2015-2016 school year 	\$15,788
Scope of service: All		Scope of service: All	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
4.4 Provide appropriate staff/infrastructure for targeted services to English Learner (EL) students and parents/guardians a. Bilingual community liaisons	\$1,912,112	<ul style="list-style-type: none"> Staff meet regularly to coordinate targeted services to assist with parent education and involvement, student instruction, and facilitate resources to meet needs of all EL students. 	\$1,912,112

b. Parent advocates c. EL instructional assistants d. EL site coordinators e. Family Resource Center f. Services for English Learners support staff					
Scope of service:	PreK-12		Scope of service:	PreK-12	
__ALL			__ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
4.5 Implement parent education opportunities and online resources for parents of eligible subgroup students a. Naviance b. Community Advisory Committee (CAC) outreach to parents of students with disabilities		\$ 77,118	<ul style="list-style-type: none"> • 4 CAC meetings scheduled for the 2015-2016 school year with family evening events scheduled. • SOC SELPA and CAC to host a booth at the City of Lake Forest Resource Fair. • Parent Mentor program piloted at La Tierra ECC. • Parent Project provided with Mission Viejo Police Services. • 10 Education Commandments for Parents Training • Contract for Naviance, college & career readiness software program, signed and services being provided to students in grades 7-9. Naviance will continue to be implemented with final goal of serving students in grades 7-12. • Math Parent Academy (multiple dates) 		\$ 77,118
Scope of service:	All		Scope of service:	All	
__ALL			<input checked="" type="checkbox"/> ALL		
OR:			OR:		

<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
4.7 Reduce dependency on parent donations and provide adequate, well-qualified staff a. Health Office Aides b. Clerks c. Computer Analyst & Tech Assistants d. Custodians		\$640,440	<ul style="list-style-type: none"> •Funding maintained for elementary Library/Media clerks added in 2014-2015. Every elementary school has a Library/Media clerk 5 days/week. •Funding maintained for intermediate school Health Clerks added in 2014-2015. Every intermediate school has a Health Clerk 5 days/week. •Seventeen 3.7 hour elementary Clerk 2 positions added in 2015-2016 so that every elementary school has 2 office clerical staff during school hours. •Custodial staffing at elementary & intermediate schools increased in 2015-2016 by adding 8 3.7 hour custodians. •Four 8-hr Computer Analysts I (1 at each comprehensive high school) added in 2015-2016. •Eight 8-hour tech assistants added in 2015-2016 to provide support to elementary & intermediate schools. 	\$640,440
Scope of service:	All		Scope of service:	All
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<ul style="list-style-type: none"> • Additional Health Clerks will be added to elementary schools to equalize all sites having a Health Clerk 5 days a week. • Naviance training will continue and site implementation will expand. • Increased parent education opportunities will be an additional metric on the 2016-19 LCAP. 		

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

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

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

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a 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 and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$11,560,956</u>
<p>In the 2016-17 school year, the Saddleback Valley Unified School District will receive \$11,560,956 in supplemental funds based on the number of socioeconomically disadvantaged students, foster youth, and English learners in the District. 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. The expansion of AVID at multiple sites provides a needed and effective support system for students specifically recommended to this program, as well as providing AVID strategies and methodologies school-wide. According to Dr. Dennis Johnston, Senior Director and Chief Research Officer at AVID Center, "Equity gaps, which are typically seen and all too expected in educational attainment, have not yet surfaced for AVID students currently enrolled in college. Signs of equitable persistence among diverse groups of college students, as illustrated in the research findings, are evidence of success from our efforts to close the achievement gaps by preparing <i>all</i> students for college readiness and success." Teacher professional development in summer/fall 2016 will continue to include multiple AVID Pathway Trainings for teachers 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.* The technology infrastructure support implemented in 2015-16 will continue to provide students year after year with greater 21st Century learning opportunities. The integration of Digital Standards and technology in daily instruction, additional devices, and teacher training on instructional materials with embedded technology, will enhance student understanding and learning outcomes. 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.</p> <p>SVUSD will provide targeted support for our English learners, many of whom are also socioeconomically disadvantaged. Resources will be dedicated to provide English Language Development (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</p>	

support English learners, such as ELD our summer enrichment program for grades 4-7; ELD instructional assistants; credentialed teachers who provide ELD support to school sites; professional development on the ELD standards and the California English Language Arts/English Language Development Framework in conjunction with newly adopted ELA/ELD instructional materials grades 7-10; 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, if the site has a significant number of those students. Funds will be allocated to the sites for local decisions about how to support these students beyond the district wide support systems.

* Related Research

1. Fixsen, D.L., Naoom, S.F., Blase, K.A. Friedman, R.M. & Wallace, F. (2005). Implementation Research: A Synthesis of the Literature. Tampa, FL. University of South Florida, Louis de La Parte Mental Health Institute, The National Implementation Research Network (FMHI Publication #231).
2. International Reading Association. (2012) *Adolescent Literacy* (Position Statement, Rev. 2012 ed.) Newark, DE: Author
3. Schanzenbach, D.W. (2014). *Does Class Size Matter?* Boulder, CO: National Educational Policy Center.

6.17	%
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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 4.35%. The five goals delineated in the plan establish high levels of expectation for our subgroup students. All of these goals will lead to their success in post-secondary opportunities. The goals are:

1. 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
2. Improve literacy in all content areas
3. Improve access to, enrollment in and completion of a rigorous course of study
4. Increase student engagement and parent involvement
5. Expand & Support 21st Century Technology and Learning

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 continued and expanded. Intervention classes at the intermediate and high schools are specifically designed to assist struggling students with academic, behavioral, and social supports. The increased number of counselors focused on social/emotional support will directly impact these students and their parents. The restructured Student Services Department will provide additional support for our foster youth, our homeless students, and students with chronic absenteeism. The continued implementation of an early prevention program for primary students will continue 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.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

01-13-15 [California Department of Education]