Introduction:

LEA: Foresthill Union Elementary School District   **Contact (Name, Title, Email, Phone Number):** Shannon Jacinto, Superintendent/Principal, sjacinto@fusd.org, 530-367-3782
LCAP Year: 2016-2017

Local Control and Accountability Plan and Annual Update Template

Foresthill Divide School is nestled in the Foothills of Northern California. Our community is filled with many active members and many different social clubs including the Lion's Club, American Legion and multiple others. However, many business in the community have had to leave our town. Yet, Foresthill Union School District remains a thriving business with a mission to provide our community with a collaborative and supportive team and to provide all students with opportunities to develop full academic potential, as well as to understand and value themselves. Our education community provides a meaningful school experience and helps students take pride in both personal and community achievements. This school was formerly Foresthill Elementary School, a K - 4 school. We merged to one school, Foresthill Divide School, and now offer grades K - 8. We work closely with Foresthill High School and provide multiple opportunities for our students and staff to get together and create opportunities for all students. Foresthill Divide School continues to pursue excellence in education by providing the most up to date technology, curriculum and professional development for staff.
Parents are always welcome at our school and many volunteer opportunities are available. The School Site Council, with 50% of its seats reserved for parents, makes decisions regarding the school's site plan, areas for improvement, categorical programs and budget. Parental involvement is also encouraged through our school's Parent Teacher Organization (PTO), which has regular meetings and provides many opportunities to assist students and staff, including fundraising and school/community events.
The Safe Schools Plan for Foresthill Divide School was developed cooperatively by the School Site Council and district personnel. The plan is updated annually and contains all the elements required in Senate bill 187: (1) An assessment of the current status of school-related crime, and; (2) Appropriate strategies designed to maintain a high level of school safety. Also included in this document are the school's Emergency Response Plan.
Our goal at FUSD is to continue to meet the needs of all of our students. In creating our Local Control Accountability Plan we have worked closely with the community stakeholders, Board Members, parents, staff and students to offer a plan that will enhance the education for our students for years to come.

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

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

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils

attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
September 2016 Annual CELDT Training December 14, 2015, First Interim Report with detailed information regarding the LCFF and LCAP presented to the Board at the regular meeting.	Administration and Staff attended annual CELDT training to ensure testing requirements and deadlines are met for EL students on campus. FUSD has only two students that are designated as requiring EL support at this time of the five total requiring CELDT testing--three have been re-designated. Communication with family members is frequent to ensure students are receiving necessary support within the classroom and on campus.

October-June --Updates and subgroup number reports are given each board meeting throughout the year.	The Business Manager and Vice Principal updated the board on progress towards current LCAP goals and related budget items. During this time members of the 7th & 8th grade student council members are present and also report on student activities and give opinions on programs and goals brought before the board. The board will often ask student council members to give their opinion of programs.
	Unduplicated pupil information is shared at each community Board meeting. The board is presented with the information on each sub-group including foster youth, free and reduced percentages, and enrollment based on race and ethnicity, as well as numbers of students in the Special Education program on campus. The Board has requested this information be readily available at each Board meeting. Due to the fact that FUSD has only 2 English Language Learners that have not been reclassified, it is not mandatory to have a DLAC committee. However, all numbers of EL students are shared at each board meeting and with staff at staff meetings.
	The board inquired about recent illnesses and activity in the community that prompted FDS to be on shelter in place for two days. They expressed concern about meeting the attendance goal with a number of students out due to each of these events.
January 2015 Community Forum with local Chamber of Commerce & Lion's Club	These community groups provide feedback to FUSD on activities they are currently focusing on that will support our school in reaching our goals. They also provide additional feedback on areas of improvement for FDS.
	The community is reaching out to FDS to support experiential learning, financial planning/ backing for field trips, and support the Superintendent in the ground work to establish community business support and a science camp on the elementary school site in the future.
February 2016 Community Forum with local High School District --Parent Night	This forum provided information for FUSD to utilize when hosting our parent/community and stakeholder groups. As our 8th grade students will attend the high school it is important to note the concerns of parents on the high school campus. This information was used to help guide and develop parent meetings for updating the LCAP for FDS.
	FHS parents note concerns purchasing chrome books for incoming freshmen and those students being able to utilize chrome books, and google docs. Staff state the incoming 8th grade class this current school year was doing much better in mathematics due to the collaboration with FDS and using CPM

Curriculum.

This forum opportunity gives FUSD the opportunity to understand the needs of the incoming freshmen and set our goals for students so that they meet the college and career readiness requirements. FUSD works consistently with FHS to ensure and maintain the zero percent drop out rate for the 8th grade students. Articulation with administration, teaching staff and parents is vital to the LCAP development.

Stakeholder Engagement with Site Council for FDS.
This group reviewed LCAP progress on the following dates:
Oct. 9
Dec. 4
Feb. 5
May 7

The school site council will serve as our school's PAC. This committee represents our low income, foster youth, and special education students. This group reviewed the 5 goals written for the 2015-2016 LCAP and provided feedback on continuing these goals. Student council members attend these meetings and offer their suggestions and feedback on existing programs as well as offering suggestions for new programs.
Suggestions or questions that came up include:
1. Is Friday attendance actually up due to offering electives/experiential learning classes?
2. Will goals be the same?---Yes no changes are anticipated
3. Subgroup numbers are reported at each meeting to keep the PAC informed of where our focus must be.
4. The committee suggested providing gardening plots for the SDC students to use when working on functional skills.
5. California Healthy Kids Survey results created questions and concerns regarding alcohol/tobacco/drug intervention/ education programs. As a result, new health curriculum is being piloted for the 2016-2017 school year.

More detailed information addressing these questions can be found in the annual update.

Stakeholder Engagement with Parent Teacher Organization for FDS.
Nov. 3
Dec. 1
Jan.15
Feb. 2
Mar. 1
Apr. 5
May 3

Once a month meetings were held to review progress towards goals written in 2014. The group participated in a review of current goals and progress towards meeting these goals. Provided information on subgroup needs and appropriate goals for these groups, to uncover prevalent trends in thought and opinion.
This group suggested:
Offering a wider variety of elective classes to capture the interest of a more diverse group of students. Fund raising ideas were discussed with the group. Several ideas were shared with the group including assemblies fostering self-

esteem, bullying/harassment prevention, and team work, hands on science and career exploration.

January 2015, Survey Monkey Survey for student involvement and to give input on progress towards current goals	Student leadership created a survey for 5th -8th grade students. The survey questions students on several topics including how they feel about safety, teaching staff, other staff, before and after school programs, transportation and sports/elective programs. The data was reviewed with students, the Board, and other parent action committees.
February 2015 newsletters were sent home with information on the LCAP and review of progress. Explanations were given to parents/families to help with the understanding of the LCAP and LCFF.	Provided information to stakeholders, parents and staff on areas of focus for goal writing for LCAP. Provided opportunity for all stakeholders in all subgroups to participate in updating of LCAP and monitoring of progress towards these goals.
March and April 1, 2016 Administrative staff met to review progress, plan, and develop the current plan of action on modifications needed to the LCAP as noted by PAC's, Staff and the Board.	The Superintendent/Principal, Vice Principal, Business Manager, and District Office Secretary met to discuss the board presentation regarding LCAP and current goals and financial decisions.
March 2016 California Healthy Kids Survey was given at FDS	March 2016 5th & 7th grade students participated in the California Healthy Families Survey. The results of this survey will help FDS better understand the needs of families in our community. Unfortunately not enough families agreed to allow their 5th grade student to participate in the survey and therefore we will not have data from that group. Based on survey responses FUSD will need to find additional programs to address the problems associated with early alcohol/tobacco/drug use. More information can be found in teh annual update section.
April 2016: Superintendent met with Foresthill High School and their PAC to review LCAP and goals	This activity helps keep the FDS' goals aligned with the local high school's goals. We share parents and staff on occasion. This is a great way to be sure we are aware of the needs of the community. Non-grads and drop out rates are discussed and ideas are shared to support students in staying in school. The high school and FDS work in conjunction to make connections for students to support attendance at both school sites.
September- June: Bargaining groups were invited to all staff meetings where the LCAP was reviewed monthly and progress towards goals was discussed. Additionally bargaining groups were invited to all site council, PTO and all parent advisory committee meetings.	This process allowed the barging units to be apprised of progress towards current LCAP goals and allowed for input throughout the year and with multiple groups.
June 13, 2016 Public hearing and Board Meeting	The updated LCAP was shared with the Board and community members. Comments were not made from the public, bargaining groups nor the board

regarding the LCAP. The superintendent will not need to post any written responses at this time.

The Superintendent invited the public to make any comments on the LCAP as written. After this the FUSD Board of Trustees voted to approve the LCAP as written.

June 2016	LCAP sent to county for approval and posted on school district website.

Annual Update:	**Annual Update:**
Beginning in September 2015 monthly updates were provided to the Board on the work towards the progress of each goal.	August 201-June 201 Monthly board meetings were held to provide ongoing stakeholder engagement and update the LCAP progress. Additionally, subgroup information was available along with attendance rates, suspensions, and behavior reports. Additionally curriculum updates were given along with staff hiring or retirements.
Beginning in September 2015 updates were shared with faculty and staff through staff meetings that provided updates on progress towards goals.

In December 2015, first trimester reports were shared based on the pre/post developed by staff. | Staff were given reports including data on school site SBAC scores, County comparisons and State Comparisons. Individual student scores were provided to staff as well. Scores on math pre-tests were examined against end of semester data.

Staff indicate use of the new math curriculum in 6-8th grade is becoming a little easier now that they have had a full year and several trainings. TK-5 staff expressed concerns using new Go Math curriculum but are excited to see if SBAC scores rise due to the new CCSS approved curriculum.

Additional assessments in ELA are necessary to determine student achievement as new curriculum will m=not be purchased until the 2017-2018 school year. Staff agree to create these assessments at buy-out dates scheduled for the current school year. |
| Administrative Staff met on the following dates to review information pertaining to LCAP and prepare to deliver information to the board.
December 14
February 8,9
March 14
April 11 | The following reports were evaluated during these meetings: Subgroup numbers, campus food programs, attendance, title-one programs, staffing, professional developments, student discipline, and curriculum needs.

As a result of these meetings the administrative team saw a need to enhance our food program based on the number of free and reduced students on campus (45%). Therefore we have decided to bring in a breakfast program beginning the 2016-2017 school year.   Due to several reports of |

	bullying/harassment the admin team decided to provide staff with professional development to address bullying/harassment and equality on campus. The Nutured Heart Approach will be one of the campus focuses for 2016-2017. Rationale for these changes can be found in more detail in the annual update section of this document.
April 2016 PACs met	PAC reviewed and discussed changes to the current LCAP. No changes were proposed at this time. The PAC did bring up the need for more parent communication from teaching staff. Additionally, the PAC stated they were impressed with the experiential learning classes and are in support of more offerings for students in the 2016-2017 school year. Student survey results were shared with students during spirit assembly in March 2015. Student data was still not available to share as testing had not yet occurred and pre-tests were given but not post tests.
Parent Night June 2016	The LCAP was presented by Rebecca Kattenhorn (Vice Principal) There were no comments from parents.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL 1:	FUSD will increase student attendance, decrease suspensions, keep expulsions at zero and provide positive behavior reinforcement programs and incentives.	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 _ 5 X 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	To meet the required State attendance goal, FDS will need to continue to Improve Student Attendance Metric: Attendance reports from Aeries; SARB reports (chronic absenteeism rates indicate 13% of students were classified as chronic absenteeism during the first trimester); PBIS Reports

Goal Applies to:	Schools: ALL
	Applicable Pupil Subgroups:	All--focus on Economically Disadvantaged and Foster/homeless youth.

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	Average attendance rates for the 2016-2017 school year will increase to 95.5% and suspension rates to drop by 1%. Expulsion rates will remain at zero FDS will continue to offer transportation and adjust routes when necessary FDS will maintain low class sizes (24:1--average) to keep students engaged. Vice Principal and Attendance Clerk will be utilized to help monitor attendance. Positive behavior reinforcement systems will continue to be employed. Incidents of bullying harassment will decrease by 2%. Chronic Absenteeism will decrease by 1%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Transportation *Provide transportation and adjust transportation routes as necessary including Special Education Van transportation for designated students and families. *Provide transportation for sports teams to away games *Provide professional development to current drivers *Add substitute drivers to the list	ALL	X All - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Transportation Home to School Transportation Base $228,000
1.2 Attendance *Evaluate attendance records monthly (Aeries, PBIS/SWIS)	ALL	X All - - - - - - - - - - OR: _ Low Income pupils	Attendance Clerk

*Monitor and evaluate SARB/Chronic absence numbers, communicate with families *Continue BEST committee meetings bi-monthly Vice Principal will: *Meet with students/parents *Communicate with families with chronic absence issues * Follow up with personal communications to families		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Base $20,739 VP Base $10,046
1.3 Behavior Support Systems *Promote and provide good behavior/honor roll/perfect attendance assemblies *Articulate with the high school for middle school rewards and student recognition * Staff (TA's, Bus Drivers, Maint. crews and all support staff as well as teaching staff) will be trained in Nurtured Heart Approach *Continue to offer student led opportunities (Leadership, Lunch helpers, Morning announcements) *Maintain attendance software (updates and other costs)	ALL	_ All - - - - - - - - - OR: X Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Special Ed.	VP Base $5,023 Field Trips Base $1,000 Staff trainings Base $550 Maintain Attendance software Base $500
1.4 Provide free transportation for targeted student populations	School Wide	X All - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Transportation Supplemental $61,655
1.5 Attendance Clerk Utilize attendance software to monitor attendance rates for targeted students. Clerk will generate and send SARB/attendance letters home monthly.	School Wide	X All - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Attendance Clerk Supplemental $29,765
1.6 Vice Principal will:	ALL	X All - - - - - - - - -	VP Base $10,046

*Analyze monthly PBIS reports including discipline and suspension rates, expulsion rates and meet with staff to determine any trends * Follow up with staff and students on behavior patterns/trends		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.7 Vice Principal will monitor attendance and suspension rates for sub groups and meet with students as needed to maintain and reinforce positive behavior choices.	School Wide	_ All OR: X Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Special Education	VP Supplemental $5,287
1.8 Vice Principal and staff will utilize BEST Awards program along with school awards assemblies to maintain and analyze behavioral issues. PBIS Software will be utilized to track trends in behavior. *Weekly prize drawings to reinforce positive behavior choices will continue at FDS. *Trimester award ceremonies will be held to honor academic achievements.	All	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	VP Base $10,046

LCAP Year 2: 2017-2018	
Expected Annual Measurable Outcomes:	Average attendance rates for the 2017-2018 school year will increase to 96.5% and suspension rates to drop by 1%. Expulsion rates will remain at zero Drop out rates will remian at zero. FDS will continue to offer transportation and adjust routes when necessary FDS will maintain low class sizes (24:1) to keep students engaged. Vice Principal and Attendance Clerk will be utilized to help monitor attendance. Positive behavior reinforcement systems will continue to be employed. Incidents of bullying harassment will decrease by 1%. Chronic absenteeism rates will decrease by 1.5%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Transportation *Provide transportation and adjust transportation routes as necessary including Special Education Van transportation for designated students and families. *Provide transportation for sports teams to away games *Provide professional development to current drivers *Add substitute drivers to the list	ALL	X All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Transportation Home to School Transportation Base $228,000
1.2 Attendance *Evaluate attendance records monthly (Aeries, PBIS/SWIS) *Monitor and evaluate SARB/Chronic absence numbers, communicate with families *Continue BEST committee meetings bi-monthly Vice Principal will: *Meet with students/parents *Communicate with families with chronic absence issues * Follow up with personal communications to families	All	_ All _ _ _ _ _ _ _ _ _ _ OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Special Education	Attendance Clerk Base $21,361 VP Base $10,347
1.3 Behavior Support Systems *Promote and provide good behavior/honor roll/perfect attendance assemblies *Articulate with the high school for middle school	All	X All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners	VP Base $5,174

rewards and student recognition * Continue to utilize NHA methods *Continue to offer student led opportunities (Leadership, Lunch helpers, Morning announcements) * Maintain attendance software		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Field Trips Base $1,000 Attendance software maintenance Base $500
1.4 Provide free transportation for targeted student populations	School Wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Transportation Supplemental $62,655
1.5 Attendance Clerk Utilize attendance software to monitor attendance rates for targeted students. Clerk will generate and send SARB/attendance letters home monthly.	School Wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Attendance Clerk Supplemental $30,658
1.6 Vice Principal will: *analyze monthly PBIS reports including discipline and suspension rates, expulsion rates and meet with staff to determine any trends * Follow up with staff and students on behavior patterns/trends	ALL	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	VP Base $10,347
1.7 Vice Principal will monitor attendance and suspension rates and meet with Students as needed to maintain and reinforce positive behavior choices.	School Wide	_ All _ _ _ _ _ _ _ _ _ _ _ OR: X Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient	VP Supplemental $5,446

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		X Other Subgroups: (Specify) Special Education	
1.8 Vice Principal and staff will utilize BEST Awards program along with school awards assemblies to maintain and analyze behavioral issues. PBIS Software will be utilized to track trends in behavior. *Weekly prize drawings to reinforce positive behavior choices will continue at FDS. *Trimester award ceremonies will be held to honor academic achievements.	All	X All _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	VP Base $10,347

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Average attendance rates for the 2017-2018 school year will increase to 97% and suspension rates to drop by 1%. Expulsion rates will remain at zero 8th grade drop out rates will remain at zero FDS will continue to offer transportation and adjust routes when necessary FDS will maintain low class sizes (24:1) to keep students engaged. Vice Principal and Attendance Clerk will be utilized to help monitor attendance. Positive behavior reinforcement systems will continue to be employed. Incidents of bullying harassment will decrease by 1%. Chronic absenteeism will decrease 2%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Transportation *Provide transportation and adjust transportation routes as necessary including Special Education Van transportation for designated students and families. *Provide transportation for sports teams to away games *Provide professional development to current drivers *Add substitute drivers to the list	ALL	X All _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Transportation Home to School Transportation Base $228,000
1.2 Attendance *Evaluate attendance records monthly (Aeries, PBIS/SWIS) *Monitor and evaluate SARB/Chronic absence numbers,	ALL	X All _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners	Attendance Clerk Base $22,002

communicate with families *Continue BEST committee meetings bi-monthly Vice Principal will: *Meet with students/parents *Communicate with families with chronic absence issues * Follow up with personal communications to families		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	VP Base $10,658
1.3 Behavior Support Systems *Promote and provide good behavior/honor roll/perfect attendance assemblies *Articulate with the high school for middle school rewards and student recognition * Continue to utilize NHA methods *Continue to offer student led opportunities (Leadership, Lunch helpers, Morning announcements) * Maintain attendance software	All	X All - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	VP Base $5,329 Field Trips Base $1,000 Attendance Software Maintenance Base $500
1.4 Provide free transportation for targeted student populations	School Wide	_ All - - - - - - - - - OR: X Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Special Education	Transportation Supplemental $63,655
1.5 Attendance Clerk Utilize attendance software to monitor attendance rates for targeted students. Clerk will generate and send SARB/attendance letters home monthly.	School Wide	_ All - - - - - - - - - OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Special Education	Attendance Clerk Supplemental $31,578
1.6 Vice Principal will: *analyze monthly PBIS reports including discipline and suspension rates, expulsion rates and meet with staff to determine any trends	All	_ All - - - - - - - - - OR: X Low Income pupils _ English Learners	VP Base $10,658

* Follow up with staff and students on behavior patterns/trends		X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.7 Vice Principal will monitor attendance and suspension rates and meet with Students as needed to maintain and reinforce positive behavior choices.	School Wide	_ All OR: X Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Special Education	VP Supplemental $5,609
1.8 Vice Principal and staff will utilize BEST Awards program along with school awards assemblies to maintain and analyze behavioral issues. PBIS Software will be utilized to track trends in behavior. *Weekly prize drawings to reinforce positive behavior choices will continue at FDS. *Trimester award ceremonies will be held to honor academic achievements.	All	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	VP Base $10,658

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

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GOAL 2:	Students will have access to a broad range of classes including elective classes.	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 _ 5 X 6 _ 7 X 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	Provide student choice in Academics-- course access Metric: 2015-2016 informal parent survey from staff and students indicates 90% of families support and desire adding electives (enrichment/remediation) classes

Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	4th-8th grade students will choose from approximately 11 different elective choices each trimester. A 5% increase of students satisfaction with course selection will be evident. Student surveys will be used to show satisfaction rate. Students with failing grades will have the option to choose intervention/study skills classes during the school day and after school, thus decreasing the number of students not passing courses by 1%. Friday attendance will increase 1% due to student engagement with elective/enrichment/intervention classes

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Physical Education *Retain Physical Education Staff member to offer PE classes to TK-8 students	ALL	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Athletics Base $23,984
2.2 Staffing * Additional staff will be hired to enhance offerings for	School Wide	X All OR:	Music, Art, Foreign Lang, Supplemental $40,269 Math teacher Title 1 Base $5,882

electives. * Survey parents for interest in teaching an elective class on campus * Provide assistance with fingerprinting/clearance paper work to new elective instructors		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.3 Enrichment/Remediation *Provide intervention support classes during school day and after school opportunities * Hire/maintain current staff for before/after enrichment/intervention class * Update/purchase software programs * Update or replace existing technology * Send correspondence to families promoting enrichment/intervention classes	School Wide	_ All ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ OR: X Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) <u>Special Education</u>	Read Naturally; Moby Max; Think Central; technology lab; library; hire new enrichment staff Supplemental $19,388

LCAP Year 2: 2017-2018	

Expected Annual Measurable Outcomes:	4th-8th grade students will choose from approximately 11 different elective choices each trimester. A 5.5% increase of students satisfaction with course selection will be evident. Student surveys will be used to show satisfaction rate. Students with failing grades will have the option to choose intervention/study skills classes during the school day and after school, thus decreasing the number of students not passing courses by 1.5%. Friday attendance will increase 1.5% due to student engagement with elective/enrichment/intervention classes

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Physical Education *Retain Physical Education Staff member to offer PE classes to TK-8 students	ALL	X All ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Athletics Base $24,704

2.2 Staffing * Additional staff will be hired to enhance offerings for electives. *Single subject science and math teachers will be retained for the 2017-2018 * Survey parents for interest in teaching an elective class on campus * Provide assistance with fingerprinting/clearance paper work to new elective instructors	School Wide	X All - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Music, Art, Foreign Lang, Supplemental $41,477 Math teacher Title I $6,058
2.3 Enrichment/Remediation *Provide intervention support classes during school day and after school opportunities * Hire/maintain current staff for before/after enrichment/intervention class * Update/purchase software programs * Update or replace existing technology * Send correspondence to families promoting enrichment/intervention classe	School Wide	_ All - - - - - - - - - - - - OR: X Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Special Education	Read Naturally; Moby Max; Think Central; technology lab; library; hire new enrichment staff Supplemental $19,670

<div align="center">LCAP Year 3: 2018-19</div>

Expected Annual Measurable Outcomes:	4th-8th grade students will choose from approximately 12 different elective choices each trimester. A 6% increase of students satisfaction with course selection will be evident. Students with failing grades will have the option to choose intervention/study skills classes during the school day and after school, thus decreasing the number of students not passing courses by 1%. Friday attendance will increase 2% due to student engagement with elective/enrichment/intervention classes

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Physical Education *Retain Physical Education Staff member to offer PE classes to TK-8 students	ALL	X All - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	Athletics Base $25,445

		(Specify)	
2.2 Staffing * Additional staff will be hired to enhance offerings for electives. *Single subject science and math teachers will be retained for the 2018-2019 * Survey parents for interest in teaching an elective class on campus * Provide assistance with fingerprinting/clearance paper work to new elective instructors	Schoolwide	X All – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Music, Art, Foreign Lang, Supplemental $42,721 Title 1 Base $6,240
2.3 Enrichment/Remediation *Provide intervention support classes during school day and after school opportunities * Hire/maintain current staff for before/after enrichment/intervention class * Update/purchase software programs * Update or replace existing technology * Send correspondence to families promoting enrichment/intervention classes	School Wide	_ All – – – – – – – – – OR: X Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Special Education	Read Naturally; Moby Max; Think Central; technology lab; library; hire new enrichment staff Supplemental $19,960

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

GOAL 3:	Provide and maintain a safe, secure, and welcoming school environment for students, staff, parents, and community members.	Related State and/or Local Priorities: 1 X 2 _ 3 X 4 _ 5 X 6 _ 7 _ 8 X COE only: 9 _ 10 _ Local : Specify

Identified Need :	Maintain Safe School Environment-- Parent survey indicates majority (87%) of respondents feel campus safety is a number one priority. Metrics: Facility Inspection Tool (FIT) or equivalent: Campus reports and SARC indicate the campus is in good to fair condition. Monthly safety drills: reports on safety drills from office/admin. indicate a grade of B+ or A- with the need for communication to improve between classroom staff to office staff. Evacuation times remain excellent with all staff and students able to evacuate in less than 3 minutes.

Goal Applies to:	Schools: ALL	
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	Safety drills will be held monthly and reports will see in increase in grade to A. Safety plan, as analyzed and updated yearly, will ensure safety and procedures are implemented appropriately. Emergency intervention teams will be trained and updated on latest supports for students in the SDC class that have medical needs. Incidents of bullying, behavior referrals, and suspensions will decrease by 1% and maintain zero expulsions. Maintain quality facilities using FIT tool, and make repairs and upgrades to facilities. Improve responses to survey questions relating to safety by 2%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Safety plan will be updated yearly	ALL	X All ————————— OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	VP Salary Base $5,023

3.2 Maintain existing facilities and replace/repair as needed to modernize existing spaces.	ALL	X All - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Main/Custodial Base $60,597
3.3 FDS will provide additional yard duty coverage during lunch recesses--medically fragile students	ALL	X All - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Aide Support Base $7,652
3.4 Vice Principal support during morning drop off, lunches, and pick up times	ALL	X All - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	VP Base $10,046

LCAP Year 2: 2017-2018	

Expected Annual Measurable Outcomes:	Safety drills will be held monthly and reports will see in increase in grade to A. Safety plan, as analyzed and updated yearly, will ensure safety and procedures are implemented appropriately. Emergency intervention teams will be trained and updated on latest supports for students in the SDC class that have medical needs. Incidents of bullying, behavior referrals, and suspensions will decrease by 1.2% and maintain zero expulsions. Maintain quality facilities using FIT tool, and make repairs and upgrades to facilities. Improve responses to survey questions relating to safety by 2.2%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Safety plan will be updated yearly	ALL	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	VP Salary Base $5,174
3.2 Maintain existing facilities and replace/repair as needed to modernize existing spaces.	ALL	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maint/Custodial Base $62,415
3.3 FDS will provide yard duty coverage during lunch recesses--medically fragile students	All	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	Aide Support Base $7,882

		(Specify)	
3.4 Vice Principal support during morning drop off, lunches, and pick up times	ALL	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	VP Base $10,347

<table>
<tr><td colspan="4" align="center">LCAP Year 3: 2018-19</td></tr>
<tr><td>Expected Annual Measurable Outcomes:</td><td colspan="3">Safety drills will be held monthly and reports will maintain excellent (A) rating from staff and students.
Safety plan, as analyzed and updated yearly, will ensure safety and procedures are implemented appropriately.
Emergency intervention teams will be trained and updated on latest supports for students in the SDC class that have medical needs.
Incidents of bullying, behavior referrals, and suspensions will decrease by 1.4% and maintain zero expulsions.
Maintain quality facilities using FIT tool, and make repairs and upgrades to facilities.
Improve responses to survey questions relating to safety by 2.5%.</td></tr>
<tr><td align="center">Actions/Services</td><td>Scope of Service</td><td>Pupils to be served within identified scope of service</td><td align="center">Budgeted Expenditures</td></tr>
<tr><td>3.1 Safety plan will be updated yearly</td><td>ALL</td><td>X All
_ _ _ _ _ _ _ _ _ _ _ _
OR:
_ Low Income pupils
_ English Learners
_ Foster Youth
_ Redesignated fluent English proficient
_ Other Subgroups: (Specify)</td><td>VP Salary Base $5,329</td></tr>
<tr><td>3.2 Maintain existing facilities and replace/repair as needed to modernize existing spaces.</td><td>ALL</td><td>X All
_ _ _ _ _ _ _ _ _ _ _ _
OR:
_ Low Income pupils
_ English Learners
_ Foster Youth
_ Redesignated fluent</td><td>Maint/Custodial Base $64,287</td></tr>
</table>

		English proficient _ Other Subgroups: (Specify)	
3.3 FDS will provide yard duty coverage during lunch recesses--medically fragile students	All	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Aide Support Base $8,118
3.4 Vice Principal support during morning drop off, lunches, and pick up times	ALL	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	VP Base $10,658

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

GOAL 4:	Increase current levels of community and parent involvement and provide communication that is clear and consistent to enhance student learning and engagement.	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 X 5 X 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	Sign in sheets indicate parent involvement in on campus groups (PTO, Site council. PAC) has decreased to an average of 4 parents attending meetings. Therefore FUSD has an immediate need to Increase current levels of community and parent Involvement. Metric: sign in sheets, survey

Goal Applies to:	Schools: FDS
	Applicable Pupil Subgroups: All

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	1% Increase in parent participation in on campus groups (PTO Site Council, yearbook, classroom helper, elective teacher, wellness/nutrition committee and leadership) will be documented by use of sign in sheets. To improve school communication with parents and community members the current Website/social media outlets will be updated weekly At community meetings Superintendent/Principal will advertise and explain opportunities for community groups to become involved in education of students. Attendance at these meetings will be documented and added as information in the stakeholder engagement section of LCAP. Friday updates will be sent to Board members to keep them updated on events going on on campus.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Local Community Participation: *Expand parent participation in Parents' Club *Make personal phone calls to families as outreach for involvement. *Create volunteer opportunities within the classroom during the school day *Increase communication between Board, Parents' Club, and Site Council *Plan and promote activities and events highlighting student successes *Superintendent will partner with community based organizations to build the skills of families to support	ALL	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Superintendent Base $26,394 VP Base $15,069

their child's academic and emotional resiliency *Plan and promote stakeholder meetings on campus *Sign in sheets will be gathered to determine participation of parents/members			
4.2 Administration will facilitate stakeholder meetings on the FDS campus	All	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	VP Base $15,069
4.3 Communication *Facebook/Twitter/Website accounts will be utilized and maintained to communicate with the community and FDS families. *Marquee will be updated weekly and maintained. *Teacher pages on website will be updated weekly with assignments and notes *Teaching staff will create Facebook pages to communicate assignments and upcoming events with families	ALL	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Internet, phone, postage Base $18,500

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	1.5% Increase in parent participation in on campus groups (PTO Site Council, yearbook, classroom helper, elective teacher, wellness/nutrition committee and leadership) will be documented by use of sign in sheets. To improve school communication with parents and community members the current Website/social media outlets will be updated weekly At community meetings Superintendent/Principal will advertise and explain opportunities for community groups to become involved in education of students. Attendance at these meetings will be documented and added as information in the stakeholder engagement section of LCAP. Friday updates will be sent to Board members to keep them updated on events going on on campus.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Local Community Participation: *Expand parent participation in Parents' Club *Make personal phone calls to families as outreach for involvement. *Create volunteer opportunities within the classroom during the school day *Increase communication between Board, Parents' Club, and Site Council *Plan and promote activities and events highlighting student successes *Superintendent will partner with community based organizations to build the skills of families to support their child's academic and emotional resiliency *plan and promote stakeholder meetings on campus * Sign in sheets will be gathered to determine participation of parents/members	ALL	X All - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Superintendent Base $27,186 VP Base $15,521
4.2 Administration will facilitate stakeholder meetings on the FDS campus	All	X All - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) Special Education,	VP Base $15,521

			Hispanic	
4.3 Communication *Facebook/Twitter/Website accounts will be utilized and maintained to communicate with the community and FDS families. *Marquee will be updated weekly and maintained. *Teacher pages on website will be updated weekly with assignments and notes *Teaching staff will create Facebook pages to communicate assignments and upcoming events with families	ALL	X All – – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Internet, phone, postage Base $19,000

LCAP Year 3: 2018-19				
Expected Annual Measurable Outcomes:	2% Increase in parent participation in on campus groups (PTO Site Council, yearbook, classroom helper, elective teacher, wellness/nutrition committee and leadership) will be documented by use of sign in sheets. To improve school communication with parents and community members the current Website/social media outlets will be updated weekly At community meetings Superintendent/Principal will advertise and explain opportunities for community groups to become involved in education of students. Attendance at these meetings will be documented and added as information in the stakeholder engagement section of LCAP. Friday updates will be sent to Board members to keep them updated on events going on on campus.			

Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
4.1 Local Community Participation: *Expand parent participation in Parents' Club *Make personal phone calls to families as outreach for involvement. *Create volunteer opportunities within the classroom during the school day *Increase communication between Board, Parents' Club, and Site Council *Plan and promote activities and events highlighting student successes *Superintendent will partner with community based organizations to build the skills of families to support their child's academic and emotional resiliency	ALL	X All – – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Superintendent Base $28,001 VP Base $15,987

*Plan and promote stakeholder meetings on campus * Sign in sheets will be gathered to determine participation of parents/members			
4.2 Administration will facilitate stakeholder meetings on the FDS campus	All	X All – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) Special Education, Hispanic	VP Base $15,987
4.3 Communication *Facebook/Twitter/Website accounts will be utilized and maintained to communicate with the community and FDS families. *Marquee will be updated weekly and maintained. *Teacher pages on website will be updated weekly with assignments and notes *Teaching staff will create Facebook pages to communicate assignments and upcoming events with families	ALL	X All – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Internet, phone, postage Base $19,000

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

GOAL 5:	All students will receive high quality instruction, delivered by highly qualified staff, and receive learning opportunities utilizing CCCSS curriculum aligned materials and instruction designed to support students in achieving high standards in ELA and mathematics.	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 X 5 _ 6 X 7 X 8 COE only: 9 _ 10 _ Local : Specify

Identified Need :	Provide Common Core State Standards (CCSS) Curriculum to staff and instruction to students Metric: Evaluation forms from staff (ELA pilot); Williams Act compliance Improve current SBAC scores across the grade levels. 2014-2015 scores indicate percent of students meeting or exceeding standard include: 3rd Grade ELA=40%; Math=33% 4th Grade ELA=50%; Math=22% 5th Grade ELA=31%; Math 20% 6th Grade ELA=37%; Math=41% 7th Grade ELA=42%; Math=43% 8th Grade ELA=46%; Math=40%

Goal Applies to:	Schools:	FDS
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	In grades K-8 staff will ensure 100% textbook availability for all students and begin to utilize CCCSS aligned textbooks in mathematics and ELA. Staff will continue to receive professional development in new math curriculum. ELA Materials (K-8) will be piloted for the 2016-2017 school year. Bridge materials will be used in all other subject areas. Administration will employ/hire single subject math and science specialists in grades 6-8. Ongoing professional development opportunities will be provided to staff, focusing on teaching strategies aligned to CCCSS. All teachers will be highly qualified with no mis-assignments. Year-end benchmark scores in ELA and Mathematics will increase by 1%. SBAC data will be reviewed by staff. SDC/RSP classrooms will utilize iPad/Chrome books to help students access curriculum and maintain engagement in the classroom. Logs of actual usage time will be kept by staff. Maintain a competitive salary schedule.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 CCSS curriculum will be utilized to improve tests scores of students * Follow up with purchasing any other math materials needed * Evaluation and pilot of ELA materials TK-8 * Purchase bridge materials to support in all other subject areas *Articulation with high school to align courses/curriculum in mathematics and ELA	ALL	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Eng. Lang. Arts textbooks Base $108,174 BTSA Trainings Base $4,000
5.2 Administration will continue to employ/hire highly qualified staff including single subject specialists in grades 6-8 * Continued professional development aligned with math purchase. * Continue professional development aligned to CCCSS * Professional development aligned with piloting and selection of language arts purchase. * Make opportunities for preview of professional development in science, and history available as provided. * All students will receive instruction from highly qualified staff.	ALL	X All _ _ _ _ _ _ _ _ _ _ _ OR: Low Income pupils _ English Learners Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Staff Development Base $9,475 Teacher and Administrator Salaries Base $1,384,133

5.3 Technological Needs * Technology delivery systems updated wireless access points replace * Computer workstations installed in classrooms * Upgrade/replace teacher laptops with mobile devices *Purchase one mobile cart and class set of laptops (6-8th students will have one to one devices)	ALL	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Technology Salary and software and equipment Base $32,349
5.4 Staff will use SBAC scores to analyze data to determine 1% increase in benchmark scores from 2015-2016 *Update and analyze SBAC scores from baseline established in 2015 *Staff will complete and turn in Criterion Recording Sheets with class pre/post test data to help determine student improvement in Math and ELA	All	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teacher Salaries Base $64,396
5.5 To support students, extended computer lab hours (Before/After school) will be available to students that are economically disadvantaged/ foster youth. *Students may utilize the California Learns Portal (world book, Khan Academy, CCSS resources etc.), internet, word processing, and Google Docs to complete assignments and projects *After school tutoring will be available to at risk students	School Wide	_ All _ _ _ _ _ _ _ _ _ _ _ _ OR: X Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Special Education, Hispanic	Teacher Salaries Supplemental $64,396
5.6 Professional Development *BTSA training for beginning teachers *Buy-out days will be scheduled into school calendar	School Wide	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Staff Development Supplemental $18,950

5.7 Maintain lower than 30:1 (K-3 locally bargained) *Maintain existing facilities	School Wide	_ All _ _ _ _ _ _ _ _ _ _ _ OR: X Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teacher, Maintenance, and Custodial Salaries Supplemental $202,877

LCAP Year 2: 2017-2018			

Expected Annual Measurable Outcomes:	In grades K-8 staff will ensure 100% textbook availability for all students and begin to utilize CCCSS aligned textbooks in mathematics and ELA. Staff will continue to receive professional development in new math curriculum. ELA Materials (K-8) piloted in the 2016-2017 school year will be adopted and implemented to support increase in ELA SBAC scores. Bridge materials will be used in all other subject areas. Ongoing professional development opportunities will be provided to staff, focusing on teaching strategies aligned to CCCSS. All teachers will be highly qualified with no mis-assignments. Administration will continue to employ/hire single subject specialists in grades 6-8 Year-end benchmark scores in ELA and Mathematics will increase by 2%. SBAC data will be reviewed by staff. SDC/RSP classrooms will utilize iPad/Chrome books to help students access curriculum and maintain engagement in the classroom. Staff will log actual time spent on devices accessing curriculum. Maintain a competitive salary schedule.		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 CCSS curriculum will be utilized to improve tests scores of students * Follow up with purchasing any other math materials needed * Evaluation and pilot of Science/History as determined by state release of materials TK-8 * Purchase bridge materials to support in all other subject areas * Provide BTSA training to newly hired FTE's *Articulation with high school to align courses/curriculum in mathematics and ELA	ALL	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Textbooks Base $109,797
5.2 Administration will continue to employ/hire highly	ALL	X All _ _ _ _ _ _ _ _ _ _ _	Staff Development Base $9,759

qualified staff including single subject specialists in grades 6-8 * Continued professional development aligned with math purchase. * Continue professional development aligned to CCCSS * Professional development aligned with piloting and selection of language arts purchase. * Make opportunities for preview of professional development in science, and history available as provided. * All students will receive instruction from highly qualified staff.		OR: Low Income pupils _ English Learners Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teacher and Administrator Salaries Base $1,425,657
5.3 Technological Needs * Technology delivery systems updated wireless access points replace * Computer workstations installed in classrooms * Upgrade/replace teacher laptops with mobile devices *Purchase one mobile cart and class set of laptops (5-8th students will have one to one devices)	ALL	X All _ _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Technology Salary and software and equipment Base $33,319
5.4 Staff will use SBAC scores to analyze data to determine 1% increase in benchmark scores from 2016-2017 *Update and analyze SBAC scores from baseline established in 2015 *Staff will complete and turn in Criterion Recording Sheets with class pre/post test data to help determine student improvement in Math and ELA	All	X All _ _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teacher Salaries Base $66,328
5.5 To support students, extended computer lab hours (Before/After school) will be available to students that are economically disadvantaged/ foster youth. *Students may utilize the California Learns Portal (world book, Khan Academy, CCSS resources etc.), internet, word processing, and Google Docs to complete assignments and projects *After school tutoring will be available to at risk students	School Wide	_ All _ _ _ _ _ _ _ _ _ _ _ _ _ OR: X Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Hispanic	Teacher Salaries Supplemental $66,328

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.6 Professional Development *BTSA training for beginning teachers *Buy-out days will be scheduled into school calendar	School Wide	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Professional Development Supplemental $19,519
5.7 Maintain lower than 30:1 (K-3 locally bargained) *Maintain existing facilities	School Wide	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teacher, Maintenance, and Custodial Supplemental $208,963

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	In grades K-8 staff will ensure 100% textbook availability for all students and begin to utilize CCCSS aligned textbooks in mathematics and ELA. Staff will continue to receive professional development in new math curriculum. ELA Materials (K-8) will continue to be implemented to support increase in ELA SBAC scores. NGSS will be implemented and curriulum will be piloted to support the increase in CST/SBAC scores. Bridge materials will be used in all other subject areas. Administration will continue to employ/hire single subject specialists in grades 6-8. Ongoing professional development opportunities will be provided to staff, focusing on teaching strategies aligned to CCCSS. All teachers will be highly qualified with no mis-assignments. Year-end benchmark scores in ELA and Mathematics will increase by 3%. SBAC data will be reviewed by staff. SDC/RSP classrooms will utilize iPad/Chrome books to help students access curriculum and maintain engagement in the classroom. Maintain a competitive salary schedule.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 CCSS curriculum will be utilized to improve tests scores of students * Follow up with purchasing any other math materials	ALL	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils	Textbooks Base $111,444

needed * Evaluation and pilot of Science/History as determined by state release of materials TK-8 * Purchase bridge materials to support in all other subject areas * Provide BTSA training to newly hired FTE's *Articulation with high school to align courses/curriculum in mathematics and ELA		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
5.2 Administration will continue to employ/hire highly qualified staff including single subject specialists in grades 6-8 * Continued professional development aligned with math purchase. * Continue professional development aligned to CCCSS * Professional development aligned with piloting and selection of language arts purchase. * Make opportunities for preview of professional development in science, and history available as provided. * All students will receive instruction from highly qualified staff.	ALL	X All — — — — — — — — — OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Staff Development Base $10,052 Teacher and Administrator Salaries Base $1,468,427
5.3 Technological Needs * Technology delivery systems updated wireless access points replace * Computer workstations installed in classrooms * Upgrade/replace teacher laptops with mobile devices *Purchase one mobile cart and class set of laptops (6-8th students will have one to one devices)	ALL	X All — — — — — — — — — OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Technology Salary and software and equipment Base $34,319
5.4 Staff will use SBAC scores to analyze data to determine 1% increase in benchmark scores from 2017-2018 *Update and analyze SBAC scores from baseline established in 2015 *Staff will complete and turn in Criterion Recording Sheets with class pre/post test data to help determine student improvement in Math and ELA	ALL	X All — — — — — — — — — OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	Teacher Salaries Base $68,318

		(Specify)	
5.5 To support students, extended computer lab hours (Before/After school) will be available to students that are economically disadvantaged/ foster youth. *Students may utilize the California Learns Portal (world book, Khan Academy, CCSS resources etc.), internet, word processing, and Google Docs to complete assignments and projects *After school tutoring will be available to at risk students	School Wide	_ All – – – – – – – – – – – OR: X Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Hispanic	Teacher Salaries Supplemental $68,318
5.6 Professional Development *BTSA training for beginning teachers *Buy-out days will be scheduled into school calendar	School Wide	X All – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) Hispanic, Special Ed.	Professional Development Supplemental $20,104
5.7 Maintain lower than 30:1 (K-3 locally bargained) *Maintain existing facilities	School Wide	X All – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teacher, Maintenance, and Custodial Supplemental $215,232

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	FUSD will increase student attendance, decrease suspensions, keep expulsions at zero and provide positive behavior reinforcement programs and incentives.	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 _ 5 X 6 X 7 _ 8 COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools: ALL	
	Applicable Pupil Subgroups:	All--focus on Economically Disadvantaged and Foster/homeless youth.

Expected Annual Measurable Outcomes:	1.1 Average attendance rates for the 2015-2016 school year will increase to 96.5% and suspension rates to drop by 2%.	Actual Annual Measurable Outcomes:	1.1 Attendance *Evaluate attendance records monthly (Aeries, PBIS/SWIS) Overall attendance for the 2015-2015 school year was at 95.8%. We predicted an increase to 96% for the 2015-2016 school year. Due to illness and criminal activity resulting in a two day man-hunt very close to the campus, FDS attendance rates did not meet the anticipated increase and present as 94.9%. This is a decrease of 1.1% FUSD is petitioning for an excusal during the month of February as approximately 50% of the student population did not attend school. Over all attendance rates by grade level: 2016 2015 K=92.4% 92.5% 1st=93.6% 95.8% 2nd=94.5% 96.5% 3rd=95.1% 94.7% 4th=94.4% 94.7% 5th=94.6% 95.6% 6th=94.2% 95.0% 7th=94.0% 95.3% 8th=94.6% 94.8% Changes are noted in grades across the board due to illness and criminal activity that caused families to keep students home during a two day stand-off.
	1.2 Expulsion rates will remain at zero.		Suspensions stayed exactly the same--15 in the 2014-2015 school year and 15 in the 2015-2016 school year. We did not meet the goal of a 2% decrease A few students that have had

multiple referrals and discipline issues throughout the year continued their behavior. As a result administration brought in a new program to use next school year to try and reach these chronic discipline issue students through the Nurtured Heart Approach.

1.2 Expulsions remain at 0%

1.3 FDS will continue to offer transportation and adjust routes when necessary

1.3 Transportation
*Transportation was offered to all students including those in the subgroups, SED, and Special Education.

*11 Special Education students were transported by van and a new Transportation Supervisor for the vans was hired to support training of staff and communication between drivers.

~4 students were transported to other school sites outside of the FDS district
~1 foster youth was transported door to door outside of school district boundaries

*Transportation was provided for all sports activities and elective class field excursions

Free transportation: 195 students utilize transportation and 134 students free and reduced riders-- 69% of our riders are in the FDS free and reduced population.

*All transportation personnel participated in annual training updates and all district training including but not limited to Blood

	Borne Pathogens, Mandated Reporter and Safety. additional training was provided: January 8, 2016 • Supplemental Time Cards • Submitting time Cards • W2 forms • Requests for Absences • Fuel Receipts • Vehicle inspections forms • Vehicle detail receipts February 5, 2013 • Proper use of snow chains • Protocols for use of snow chains • Protocols for sick leave • Emergency situations • Protocols for seat belt cutting tool • Protocols for use of EZ-harness March 4, 2016
1.4 FDS will maintain low class sizes (24:1) to keep students engaged	
1.5 Vice Principal and Attendance Clerk will be utilized to help monitor attendance.	• Protocols for radio traffic • Protocols for cell phone use • Emergency protocols for transporting Gabriel S. • Protocols for vehicle inspections • Protocols for use of "Vehicle Work Order form" • Reporting Absences • Use of fuel cards
	*4 Substitute drivers were employed and utilized as needed.
	1.4 On average FDS met the goal of maintaining low class sizes. Overall enrollment was up this year.
	1.5 Attendance clerk utilized Aeries to monitor and evaluate SARB/Chronic absence numbers, communicate with families. Letters are sent to families with chronic absences. The process
1.6 Positive behavior reinforcement systems will continued to be	includes sending 4 letters to families before utilizing a SARB

employed.		hearing. the 2015-2016 numbers are: Letter One – 52 Letter Two – 5 Letter Three- 2 Letter Four – 1 Vice Principal met with a number of students throughout the year to check in with those experiencing higher rates of absenteeism, tardiness, low grades, and other personal issues. Student participated in conversations and plans to help them remain successful and stay on track for graduation. VP took notes on meetings including noting the plan for individual students successes. Connections were made with students and staff members due to these one on one meetings. Personal communications in the form of phone calls, one on one meetings, and emails were utilized to communicate plans for success.
1.7. Incidents of bullying and harassment will decrease by 2%		1.6 Monthly meetings were held with the BEST team to determine trends in attendance, discipline and expulsions. Data was shared with staff. Trends indicate increased discipline issues occur on the playground during afternoon recess and during PE. Additional staff were hired to support during PE times. Expulsion rates remain at 0%. Positive Behavior Support: Bi-Monthly meetings of the BEST committee were held to review positive rewards systems, incentive programs for students, programs to bring to campus to support positive discipline/responsibility. Spirit Rallies and award ceremonies were held during each trimester. Additionally Friday drawings continued to reward students being safe, respectful, and responsible. This year the team added an additional award during spirit rallies to show case students that went above and beyond in behaviors. Student were rewarded for turning lost keys, cell phones and money. Each student was awarded a certificate and a school spirit t-shirt. PBIS software was utilized to generate reports for the BEST

committee as well as staff to utilize when looking for trends. Foresthill High School Principal Randy Ittner provided spirit wear for 7th and 8th grade students as prizes for the Friday drawings. He will also participate in the 8th grade graduation in 2016.

1.7 Incidents of Harassment and bullying were reported at 9 incidents for the 2014-2015 school year and 10 for the 2015-2016 school year. This is an increase of approximately 11%. ** This increase is due to one student that has struggled all year. Multiple meetings, phone calls, and emails were sent to the family. As a result the school resource officer was called in to support the team. Additional measures were utilized. For example, PCSO came to the FDS campus to address cyber-bullying and bullying in general to support staff with this issue. Additional staff was hired to support during the PE program.

LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

1.1. Provide transportation and adjusting transportation routes as necessary Including Special Education Ban transportation for designated students and families.
• Provide transportation for sports teams to away games
• provide professional development to current drivers
• add substitute drivers to the list.
	Transportation
	Home to School Transportation
	  Base $228,000
		1.1 Provide transportation and adjusting transportation routes as necessary
		A. Transportation was offered to all students including those in the subgroups, SED, and Special Education. Routes were adjusted as needed to meet needs of students and families
		
		B. Transportation was provided for all sports activities and additional trips for elective class field excursions were added to the mix.
		
		C. All transportation personnel participated in annual training updates and all district training including but not limited to Blood Borne Pathogens, Mandated Reporter and Safety.
		
		D. Substitute drivers were maintained and utilized as needed.
			Transportation
			Home to School Transportation
			  Base $228,000

Scope of Service All X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service All X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.2 Attendance *Evaluate Attendance records monthly (Aeries, PBIS, SWISS) *Monitor and evaluate chronic absences/SARB numbers, communicate with families *Continue BEST committee Meetings Bi-monthly *Vice Principal will *Meet with students/parents *Communicate with families with chronic absences issues *Follow up with personal communications to families	Attendance Clerk Base $19,565 VP Base $9,928	1.2 Attendance Clerk Utilized attendance software to monitor attendance rates. Attendance clerk evaluated attendance records monthly (Aeries, PBIS/SWIS) Monitor and evaluate SARB/Chronic absence numbers, communicate with families; letters were sent to families with chronic absenteeism. SARB review meetings were held for one student. Bi-Monthly meetings of the BEST committee were held to review positive rewards systems, incentive programs for students, programs to bring to campus to support positive discipline/responsibility. The high school became part of these award assemblies thus adding connections for students Administration met with attendance clerk to monitor attendance of targeted students.	Attendance clerk Supplemental $19,978 VP Base $9,874
Scope of Service All X All OR:		Scope of Service School Wide X All OR:	

_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.3 Behavior Support Systems *promote and provide good behavior/honor roll/ perfect attendance assemblies *articulate with the high school for middle school rewards and student recognition *add at lease one assembly promoting school spirit *Continue to offer student led opportunities (Leadership, Lunch Helpers, Morning Announcements)	VP Base $4,963 Field Trips Base $1,000	1.3 Vice Principal: Vice Principal and staff utilized BEST Awards program along with school awards assemblies to maintain and analyze behavioral issues. PBIS Software was utilized to track trends in behavior. Additional staff were added to support during PE as trends show many discipline issues occur during this time. Assemblies were held each trimester to honor students achieving honor roll status. Additionally good conduct awards were made available to students (ice cream parties and movie days) FHS principal meet with administrative staff to increase incentive programs for 7th & 8th grade students. Prizes were offered from the high school. FHS principal will also participate in the 2016 graduation ceremony. Additional assemblies were not added for the 2015-2016 school year due to time constraints and lack of personnel. School dances were made available to 6th-8th grade students this year. Multiple opportunities were made available to students Continue to offer student led opportunities (Leadership, - Lunch helpers, Morning announcements) TA's and classroom buddies. Additionally high school students were brought onto campus to support teachers within the classroom.	VP Base $5,197 Field Trips Base $1,000

Scope of Service ALL X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ALL X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.4 Provide free transportation for targeted student populations	Transportation Supplemental $60,655	1.4 Provide free transportation for targeted student populations Transportation was offered to all students including special education and foster youth students. Routes were increased as the need increased. Applications for free/reduced transportation were provided to families in need.	Transportation Supplemental $60,655
Scope of Service School Wide _ All OR: X Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service All _ All OR: X Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.5 Attendance Clerk Utilized attendance software to monitor attendance rates for targeted students. Clerk will generate and	Attendance Clerk Supplemental $28,425	1.5 Attendance Clerk Utilized attendance software to monitor attendance rates for targeted students	Attendance Clerk Supplemental $29,482

send SARB/attendance letters home monthly		Letters were sent home each month and updated rates were shared with staff at the end of each trimester.	
Scope of Service	School wide	Scope of Service	School Wide
_ All OR: X Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.6 Vice Principal will: *Analyze monthly PBIS reports including discipline and suspension rates, expulsion rates, and meet with staff to determine any trends * Follow up with staff and students on behavior patterns/trends *Weekly prize drawings to reinforce positive behavior choices will continue at FDS.	VP Base $9,928	1.6 Vice Principal will analyze monthly attendance VP analyzed PBIS reports and shared data at BEST meetings and with staff during staff meetings. PBIS reports were tracked including discipline and suspension rates, expulsion rates and meet with staff to determine any trends. New discipline methods were implemented. Reports were generated and discussed to determine when students were having the most issues. Additional staff was added to support during PE classes. Weekly prize drawings continued as to reinforce positive behavior choices will continue at FDS. Additional rewards were added throughout the year to recognize above and beyond behaviors.	VP Base $9,874
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)	
1.7 Vice Principal will monitor attendance and suspension rates and meet with students as needed to maintain and reinforce positive behavior choices.	VP Supplemental $4.964	1.7 Vice Principal will monitor attendance and suspension rates and meet with students as needed to maintain and reinforce positive behavior choices. Vice Principal and staff utilized BEST Awards program along with school awards assemblies to maintain and analyze behavioral issues.	VP Supplemental $5,197
Scope of Service ⦙ School Wide _ All OR: X Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Special Education		Scope of Service ⦙ School Wide _ All OR: X Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Special Education	
1.8 VP and staff will utilize BEST awards program along with school	VP Base $9,928	VP met with staff and BEST committee to discuss and analyze behavioral	VP Base $9,874

awards assemblies to maintain and analyze behavioral issues. PBIS software will be utilized to track trends in behavior	Title 1 Aides Title I $27,249 Title 1 Teacher Title I $29,990	issues and concerns. Multiple opportunities were given to students achieving high academic standards and good behavior. Trends were tracked with the PBIS software and the team worked towards creating solutions to current behavior problems times and areas. Additional staff were hired to support students with special needs and those needing pull out programs to help the achieve their goals.	Title 1 Aides Title I $28,144 Title 1 Teacher Title I $34,264
Scope of Service ┊ ALL X All - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ┊ ALL X All - - - - - - - - - - - - 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?	FUSD did not meet the percent increase goal for attendance due to criminal activity in the immediate area that prompted a lock-down within the neighborhood. It was determined by law enforcement that it was safe (law enforcement remained present on campus for 2 days) to hold classes but several families chose to keep students at home while law-enforcement activity continued. Additionally, a virus was causing several students to be absent during this same period of time. FUSD applied for an attendance waiver from the County. We have received the waiver and await the final attendance numbers to come in and as such we anticipate meeting the 2015-2016 attendance goal of 96.5%. Suspension rates stayed the same as a few students with chronic discipline issues were suspended the last few days of school. A new program, Nurtured Heart Approach, will be utilized in the upcoming school year to support all staff in dealing with students with chronic discipline issues.		

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.

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

Original GOAL 2 from prior year LCAP:	Students will have access to a broad range of classes including elective classes.	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 _ 5 X 6 _ 7 X 8 COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	2.1 Electives 2.2 Student engagement will continue to show in increase as more college and career readiness electives are offered.	Actual Annual Measurable Outcomes:	2.1 Electives were revamped for the 2015-2016 school year. The time was increased to two and a half hours each Friday from one hour. Additionally 4th grade was added into the mix. First Trimester: 12 electives were offered to 4th-8th grade students Second Trimester: 12 electives were offered to 4th-8th grade students Third trimester: 12 electives were offered to 4th-8th grade students Several sports were offered throughout the year: Volleyball, basketball (boys/girls), Track, cross country. Transportation was provided for away games and cost was covered for students participating in free and reduced programs. 2.2 To prepare FDS students for college and career readiness several computer based programs were purchased such as Read Naturally, which was purchased during the 2014-2015 school year. However, due to lack of training and time this program was not utilized. FDS does plan to utilize this program next year.. After school tutoring was made available for 3rd -8th grade students. Sign in sheets were not utilized and therefore tracking percent of students using this activity is not possible. An additional staff member was hired to support the numbers of

	2.3 Students will make connections with multiple staff members on campus	students participating. Earobics was purchased for TK-5 students to utilize. The current math curriculum purchased last school year but utilized this year contains a program where students can practice mathematics concepts at home. MobyMax was used again as a support for K-5th grade classrooms • Several laptops were purchased for staff. The 6th grade classroom received a cart and a bank of 36 mobile computers. Several projectors were replaced and updated to support staff. Wireless – 9 new wireless access points across campus running the latest 802.11ac protocals. 5 previously running 802.11g. Wireless G had a throughput of about 54mbps and a range of 75ft radius. Our Wireless AC is up to 1300mbps and a range about 300ft radius. FDS provided classroom music to TK-4th grade students and choir to 4-8th grade students as an elective. One PT art teacher was hired to provide elective art for 4th-8th grade students on Fridays. FDS administration is looking at ideas to continue music programs on campus with the support of the local high school.
		2.3 One additional art teacher was was hired. K-5 had weekly art lessons and 5-8 students had art as an elective choice. A parent survey was not conducted during the 2015-2016 school year. Parents that attend PTO and site council meetings were informally surveyed. Many stated they felt uncomfortable teaching a class/elective but would consider being a support within the class. Students and parents will be surveyed during the 2016-2017 school year. Parents/Volunteers were assisted in obtaining and completing volunteer paperwork throughout the year. An additional Title-one teacher was hired to support struggling students.

LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
2.1 Electives * Promote and provide enrichment opportunities including music, art, library support, athletics, foreign language * Extend time of elective offerings to 2 hours weekly * Provide one additional college and career readiness class * Increase off campus expeditions by 1 per grade level * Promote after school sports participation * Student survey reflecting attitudes and opinions on electives	Athletics Base $22,093	2.1 Electives * Enrichment opportunities were offered including music, art, library support, athletics, ukulele building, weaving, and hiking, film studies, mindcraft, creative writing, yearbook, etc. * The time frame for enrichment was extended to 2.5 hours weekly * One additional elective class in finance and public speaking was offered. Additionally 4th-6th grade students had the option of taking "BizWorld" an elective designed to promote student interest in being self employed and/or managing a company. * Off campus expeditions were at an all time high thus increasing the amount of money needed for transportation. * After school sports were offered to students in the 4th-8th grades. * Student survey reflecting attitudes and opinions on electives was not given in the 2015-2016 school year. However, informal surveys of students indicate satisfaction with electives and time increase.	Athletics Base $23,720

*Monitor Friday attendance to determine student engagement * Student sign in sheets will be monitored to determine multiple staff members are seeing students throughout the year.		* Friday attendance was not up compared to the last school year. However, this is due to conflicts with the high school calendar, illness, and criminal activity happening in the area that prompted 50% of the student population to stay home. * Office staff created class lists and placed those into Aeries so attendance can be taken each Friday. Students are now receiving a Pass/Fail grade in their elective choice.	
Scope of Service ALL X All - - - - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ALL X All - - - - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.2 Enrichment/Remediation * Offer before/after school enrichment classes * Hire staff for before/after enrichment class * Update/purchase software programs * Update or replace existing technology * Send correspondence to families promoting enrichment classes	Read Naturally; Moby Max; Think Central; technology lab; library; hire new enrichment staff Supplemental $19,127	2.2 Enrichment/Remediation * After school tutoring was made available to students in 3rd-8th grade. *On campus classes included one additional field trip/on campus excursion per grade level. Transportation was provided for these trips as needed. * Three staff members were hired to support the after school tutoring program. They share the days so there are two teachers each day. * Software programs were purchased to support ELA and reading in the TK-5	Read Naturally; Moby Max; Think Central; technology lab; library; hire new enrichment staff Supplemental $19,127

		classrooms and for the special education students, those with SST's and 504's. * Several computers were purchased for staff. 6th grade was supported with a mobile computer lab. Projectors were purchased to replace broken/outdated devices. * Electives/Enrichment classes were advertised on school website and social media. Assemblies were held each trimester to inform students of choices available. Students presented projects from previous classes.2.2 Staffing * One PT Additional staff member was hired to teach art as an elective.	
Scope of Service School Wide _ All - - - - - - - - - - - - - - - - - OR: X Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service All _ All - - - - - - - - - - - - - - - - - OR: X Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.3 Staffing * Additional staff will be hired to enhance offerings for electives. * Survey parents for interest in teaching an elective class on campus	Music, Art, Foreign Lang, Supplemental $53,196	2.3 Staffing *One additional staff member was hired t teach art as an elective * An additional staff member was hired to support title-1 services. This staff member ended up being funded by Title-1 rather than using supplemental funds.	Music, Art, Foreign Lang, Supplemental $39,096 Math Teacher Title-1 Base $11,421

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* Provide assistance with fingerprinting/clearance paper work to new elective instructors		*Parents were informally surveyed at PTO and Site council meetings. * District office personnel provided proper paperwork and procedures to parents seeking to be volunteers.	
Scope of Service School Wide X All OR: X Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service School Wide _ All OR: X Low Income pupils _ English Learners X 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?	Transportation costs are up from expectations due to the fact that Friday electives added several off campus experiential learning trips. These trips are designed to promote student attendance on Fridays and increase student desire to attend school and be provided choice in their schedule each trimester. One additional teacher was hired to support a pull-out Title-1 support program.		

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.

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

Original GOAL 3 from prior year LCAP:	Provide and maintain a safe, secure, and welcoming school environment for students, staff, parents, and community members.	Related State and/or Local Priorities: 1 X 2 _ 3 X 4 _ 5 X 6 _ 7 _ 8 X COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools: ALL	
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	Safety drills will be held monthly and incidents of error will decrease by 2% Safety plan, as analyzed and updated yearly will ensure safety and procedures are implemented appropriately. Emergency intervention teams will be trained and updated on latest supports for students in the SDC class that have medical needs. Incidents of bullying, behavior referrals, and suspensions will decrease by 2% and maintain zero expulsions.	Actual Annual Measurable Outcomes:	Safety drills were held monthly. Grade reports taken by office staff indicate a grade of A or A-. There was not a way to track incidents of error created so the team could not verify a 2% decrease. For the upcoming school year the safety team will create a rubric to establish improvement in incident areas in which to track data. Safety plan, as analyzed and updated yearly will ensure safety and procedures are implemented appropriately. To support parents and community members in understanding verbiage in safety plan a document was created to explain the procedures used on campus for lock-down, shelter in place, and fire drills/evacuation. Emergency intervention teams received annual training. Staff were trained in EPI pen injections and kits were placed on campus in easy access locations. Additional training in diastat injections (seizure medication) to members of staff that volunteered to participate. One incident occurred in the 2015-2016 school year where the injection was needed and the trained team administered the procedure without error. EMT's were not trained and allowed staff to support students until procedure was completed. Additional training was provided in NCI - Nonviolent Crisis Intervention.

Maintain quality facilities using FIT tool, and make repairs and upgrades to facilities. Improve responses to survey questions relating to safety by 2%.	PBIS data indicates a 19% decrease in the number of referrals given in 2015-2016. The total number went from 175 to 141. This change is due to the positive behavior interventions used this year (Nurtured Heart Approach) suspensions have decreased by 33% and expulsions remain at zero. Information for the California Healthy Kids Survey indicates: (7th grade survey data) 61% feel safe at school 27% neither feel safe nor unsafe 12% state they feel unsafe at school Compared to last year's data students feeling unsafe is up 3%. FUSD contributes these feelings to criminal activity that has occurred near campus during the 2015-2016 school year. Maintenance staff repaired existing facilities as needed. Paint and repairs were made to exterior walls. Propane lines and tank were updated after an accidental hit of one of the propane lines. HVAC repairs were made to classroom heating/air. Lighting was updated throughout the campus. New carpet was installed in several classrooms. Survey response was down this year. 5th grade data from the California Healthy Kids Survey was not provided as there were less than 10 students participating in the survey. 7th grade numbers were down as well. FUSD is not sure why parents did not allow their student to participate. Next year we will promote the survey for a longer period of time and on social media and class newsletters.

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
3.1 Safety plan will be updated yearly	VP Salary Base $4,923	3.1 VP updated and shared plan with Board, PTO, Site Council and	VP Salary Base $4,937

		administrative team.	
Scope of Service ALL X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ALL X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.2 Maintain existing facilities and replace/repair as needed to modernize existing spaces.	Maint/Custodial Base $74,146	3.2 Maintenance staff repaired existing facilities as needed. Paint and repairs were made to exterior walls. Propane lines and take were updated after an accidental hit of one of the propane lines. HVAC repairs were made to classroom heating/air. Lighting was updated throughout the campus. Carpet was replaced in several classrooms.	Maint/Custodial Base $77,040
Scope of Service ALL X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ALL X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.3 FDS will provide yard duty coverage during lunch recesses	Aide support Base $8,635	3.3 FDS provided yard duty coverage during lunch recesses. Several TA schedules were extended to	Aide support Base $6,781

		accommodate increased student numbers and a new employee was hired to replace a retiree that retired mid year. As students were added to the SDC program more coverage was needed for support.	
Scope of Service: School Wide _ All OR: X Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) <u>Medically Fragile Students</u>		Scope of Service: All X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.4 Vice Principal support during morning drop off, lunches, and pick up times	Vice Principal Base $9,928	3.4 Vice Principal supported students, parents and staff during morning drop off, lunches, and pick up times.	Vice Principal Base $9,874
Scope of Service: ALL X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: ALL X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.5 Provide one on one aide assistance/supervision to student with special needs	Instructional Aide Supplemental $9,428	3.5 Students deemed medically fragile and special needs students in need of one on one assistance were assigned a instructional aide to support throughout the day. Due to increased numbers of students needing assistance throughout the day hours for TA's were increased to accommodate need.	Instructional Aide Supplemental $20,348

Scope of Service	School Wide		Scope of Service	School Wide	
_ All			_ All		
OR:			OR:		
_ Low Income pupils			_ Low Income pupils		
_ English Learners			_ English Learners		
_ Foster Youth			_ Foster Youth		
_ Redesignated fluent English proficient			_ Redesignated fluent English proficient		
X Other Subgroups: (Specify)			X Other Subgroups: (Specify)		
Medically fragile/special needs			Medically fragile/special needs		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	One TA left FDS and she was replaced with two FTE to support the needs of special needs students. These TA's travel to all classes with special needs students to provide opportunities for them to mainstream into general education and elective classes.

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.

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

Original GOAL 4 from prior year LCAP:	Increase current levels of community and parent involvement and provide communication that is clear and consistent to enhance student learning and engagement.	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 X 5 X 6 X 7 _ 8 COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	FDS
	Applicable Pupil Subgroups:	All

| Expected Annual Measurable Outcomes: | FDS will continue to offer parent surveys, enhance current website, increase parent participation in which parents are not proportionately represented

FUSD will provide opportunities for parents and community members to become actively involved such as: PTO Site Council, yearbook, classroom helper, elective teacher, wellness/nutrition committee and leadership. | Actual Annual Measurable Outcomes: | The school website was switched to a new user friendly format. Multiple updates including teacher web pages, transportation, parent, board links and a yearly calendar which contains all upcoming activities and important dates. This new website also houses all important news and fliers that are sent home to families. Families are directed to the website for everything related to the school.
Parent surveys were not offered during the 2015-2016 school year. However, informal surveys related to LCAP were given during PTO/Site Council meetings as parent turn out for LCAP meetings remains very low. Information obtained was written down and shared at monthly board meetings.
Superintendent/Principal attended community meetings with local high school and several community groups in order to obtain current needs and opinions of community. These ideas were shared at administrative meetings as well as at monthly board meetings.
Teachers utilized the FDS school website to create teacher pages. Each teacher created a calendar containing homework assignments and due dates. Several staff also created classroom Facebook pages designed to improve school to home communication. Parent groups indicate this is a much desired improvement and would like to see it for all grade levels. Staff were provided professional development on how to create a page. Links will be attached to the FDS website/teacher pages for ease of use. |
|---|---|---|---|

Opportunities will be presented to community groups to become involved in education of students.	FDS continued to offer opportunities for parents and community members to become actively involved on campus. Multiple measures were utilized to advertise meetings including social media, FDS school website, fliers, and posters/banners. Robo-calls were utilized to notify families and community members of upcoming LCAP meetings. Parent volunteers supported staff with leadership/student council, interviews, yearbook assistance, sports programs and other various volunteer activities Due to low turn out at PTO and Site council meetings several new ideas were discussed to entice more families to participate Ideas include making PTO responsibilities smaller and having parents sign up for individual jobs (book fair, fundraising, t-shirts etc.) instead of a full year commitment. Meeting times will be varied throughout the 2016-2017 school year to see if this helps attendance to increase. While there are multiple opportunities for community groups and parents to become involved there is a certain fear parents have regarding teaching a classroom of students. FDS is working on providing opportunities for parents to work in the classroom in a non-threatening way to increase comfort level of these parents. Community groups participated in events on campus including Lions Club doing a flag day presentation, a pioneer experience on campus field-trip, and providing eye glasses to a family in need. Additionally, the American Legion's Women's Auxiliary provided the opportunity for students to write essays about freedom. Several FDS students placed in the State competition.

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
4.1 Local Community Participation: *Expand parent participation in Parents' Club *Make personal phone calls to families as outreach for involvement.	Superintendent Base $25,937 VP Base $15,986	4.1 Local Community Participation: *Two new members joined the PTO group this year *Robo-calls and personal phone calls and emails were sent to families to entice them to participate in on campus groups.	Superintendent Base $25,948 VP Base $14,811

*Create volunteer opportunities within the classroom during the school day *Increase communication between Board, Parents' Club, and Site Council *Plan and promote activities and events highlighting student successes *Superintendent will partner with community based organizations to build the skills of families to support their child's academic and emotional resiliency *plan and promote stakeholder meetings on campus *sign in sheets will be gathered to track attendance of families/members		*All classrooms have open door policies for parents to volunteer. Several parents volunteer on a regular basis.+ *The FUSD Board of Trustees is updated monthly regarding the on-goings with PTO and Site Council. *Trimester award banquets were held to honor student achievement in academics, attendance, and in PBIS/BEST achievements *Superintendent/Principal attended multiple community organization meetings to provide updates as to what is going on on campus as well as future plans. All ideas and programs are designed to promote academic successes and emotional resiliency for our students. *All on campus meetings were advertised on Marquee, social media, and via flyer. *sign in sheets were gathered at PTO, Site Council, Music in our Schools meetings.	
Scope of Service ALL _____ X All – – – – – – – – – – – – – – – – – – OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ALL _____ X All – – – – – – – – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

4.2 Administration will facilitate stakeholder meetings on the FDS campus	VP Base $15,986	4.2 Several Stakeholder meetings were held on campus to inform parents of progress towards LCAP goals, student successes, and program improvements. Due to low (zero) turn out the same information was presented, and information gathered, at PTO and Site Council groups and Board meetings where administration knew parents and community members would be in attendance.	VP Base $14,811
Scope of Service ALL X All - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ALL X All - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4.3 Communication *Facebook/Twitter accounts will be utilized and maintained to communicate with the community and FDS families. *Marquee will be updated weekly and maintained *VP Newsletter will be sent bi-monthly *School website will be updated and teacher pages will be created	Internet, phone, postage Base $18,000	4.3 Communication *FDS utilized several social media applications to communicate with the FDS families and community members. These include Facebook, Twitter, and email. *Marquee was updated weekly by leadership students and VP. *VP Newsletter was only sent one time during the 2015-2016 school due to time constraints. However, all news items, parent notifications and dates (normally included in VP newsletter) were added to the new school website. Parents are directed to the website daily.	Internet, phone, postage Base $18,389

		*School website was updated and teacher pages were created. Each page had an assignment calendar with assignment due dates. Several staff members also created class Facebook pages to increase school to parent communication.	
Scope of Service ALL X All - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ALL X All - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Scope of Service _ All - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All - - - - - - - - - - - - - - - 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?	FUSD has attempted to have parents participate in PAC's and other on site parent groups. Enrollment is generally low. Next year we hope to break some of the PTO activities into smaller chunks in order to stimulate parents who may be interested in being on a one time committee and not filling a position throughout the school year. We hope this will increase the numbers of parents/community members who will be involved in the LCAP decision making process as well. VP newsletter will be come part of the school website and will be updated bi-monthly. This will help keep parents informed of meeting times and what will be discussed to help alleviate anxiety in being part of a PAC.

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.

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

| Original GOAL 5 from prior year LCAP: | All students will receive high quality instruction, delivered by highly qualified staff, and receive learning opportunities utilizing CCCSS curriculum aligned materials and instruction designed to support students in achieving high standards in ELA and mathematics. | Related State and/or Local Priorities: 1 X 2 X 3 _ 4 X 5 _ 6 X 7 X 8 _ COE only: 9 _ 10 _ Local : Specify |

Goal Applies to:	Schools: FDS
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	5.1 In grades K-8 staff will ensure 100% textbook availability for all students and begin to utilize CCCSS aligned textbooks in mathematics.	Actual Annual Measurable Outcomes:	5.1 All grade levels were provided with textbooks covering all subjects. CCCSS math was implemented in grades Tk-5 (Go Math) and was already in place for 6-8 (College Preparatory Math). All other materials for ELA were ordered and supplied to each classroom. For the 2016-2017 school all staff will pilot new CCSS aligned curriculum and report on findings and choose one to purchase. All Williams Act Compliance regulations are met.
	5.2 Staff will continue to receive professional development in new math curriculum. Bridge materials will be used in all other subject areas.		5.2 6-8 grade staff were sent to CPM (mathematics) training during the school year. an additional staff member attended a CPM Math conference for two days. TK-5th grade staff attended a Go-Math three hour professional development in September 2015. Staff did not request any further bridge materials in math nor ELA. FDS continued to use existing ELA program but has increased writing across the curriculum.
	5.3 Evaluation and piloting of ELA curriculum will begin as soon as materials are released by the State.		5.3 A team of teachers was sent to the County training for the ELA adoption process. They were trained on how to utilize a rubric in which to evaluate State approved curriculum. These staff members also took time to review curriculum and provide insight to all staff. Curriculum has not been selected yet but a decision will be made as to which curriculum will be evaluated during the 2016-2017 school year. Several samples were
	5.4 Ongoing professional development opportunities will be		brought to campus to review for staff that could not attend

provided to staff, focusing on teaching strategies aligned to CCCSS.		evaluation training.

5.5. All teachers will be highly qualified with no mis-assignments.

5.4   Six, three-hour, training was provided to staff during the 2015-2016 school year:
September (2): Go Math & CPM & Aeries (Training for grade reporting and new features of the Aeries.net program)
January: Technology, School Website, ELA curriculum and staff updates
March: Nurtured Heart Approach
April: Social Media, Google Docs & Applications
May: Test results, End of year processing, Documentation of student progress

5.6 Year-end benchmark scores in ELA and Mathematics will increase by 1%.

5.5   All teachers are highly qualified and are fully credentialed for the classroom in which they teach. New staff are participating in BTSA and are provided multiple opportunities for observation of similar classrooms off campus. Administrative evaluations were conducted via walk-throughs, non-formal and formal observation. Several new staff members will be hired for the 2016-2017 school.

5.6 Pre & Post test data in mathematics and ELA was gathered by staff to assess student progress. Data was entered in % correct format. As such, it was difficult to measure actual improvement. Student scores were analyzed and the number of students showing progress was used to determine the 1% increase from the previous year. We will clarify what 1% increase means for the next school year. Data is reported by grade level not individual classrooms.

Scores on FDS assessments were counted as improved if student showed any improvement. Student that stayed the same were not added into total numbers. If a student was missing a score they were not added into the data.

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Mathematics FDS created assessment:

2014-2015(baseline data) 2015-2016 (%=number of students that showed progress)

3rd=96%   3rd=99%
4th= 92%   4th=89.5%
5th=90%   5th=90%
6th=91%   6th=100%
7th= NA   7th=73%
8th= 95%   8th=83%

Writing-FDS created assessment:

2014-2015 (baseline data) 2015-2016 (%=number of students that showed progress)

3rd=85%   3rd=96%
4th=93%   4th=96.5%
5th= NA   5th=75%
6th=57%   6th=59%
7th= 95%   7th=63%
8th= 89%   8th=77%

Writing-CAASPP Scores--Meets or Exceeds Standards:

2014-2015 (baseline data) 2015-2016

3rd=40%   3rd=38%
4th=50%   4th=28%
5th=31%   5th=41%
6th=37%   6th=23%
7th=42%   7th=42%
8th=46%   8th=47%

Grades 5 & 8 met the 1% increase in ELA scores. Students did not have CCCSS materials/textbooks as materials were not available for pilot for the 2015-2016 school year. Additional experiences writing multiple paragraph essays on the computer will be required for all staff/students.

Mathematics-CAASPP Scores:

2014-2015 (baseline data) 2015-2016

3rd=33%   3rd=49%
4th=22%   4th=20%
5th=20%   5th=26%
6th=41%   6th=31%
7th=43%   7th=52%

		8th=34% 8th=30%
	5.7 SBAC data will be reviewed by staff.	Grades 3, 5, and 7 met the 1% increase in Math. All 3rd-8th grade students had CCSS approved curriculum for mathematics. Additional support (pull out remediation) was offered in mathematics to grades 5, 6 and 8. After school math tutoring was available for an hour after school 4 days per week. Few students participated.
	5.8 SDC/RSP classrooms will utilize iPad/Chrome books to help students access curriculum and maintain engagement in the classroom.	Subgroup Data: Hispanic Student Achievement:
	5.9 Maintain a competitive salary schedule. 5.10 Continue to offer low class sizes 30:1	Writing (ELA) Math 3rd=3/7--49% 2/7--28% 4th=3/7--49% 2/7-- 28% 5th=1/4--25% 0/4--0% 6th=0/8--0% 1/8--12% 7th= 1/4--25% 2/4--50% 8th=1/5--20% 0/5--0% After school tutoring was available and promoted to at-risk/sub-group students. No tracking method was utilized to ascertain if students were actually in a sub-group. sign in sheets will be used in the 2016-2017 school year.
		5.7. SBAC data was provided to Staff in September. The FUSD Board of Trustees was updated on progress of FDS students and comparison to similar schools as well as comparison to County and State data. SBAC data is used to set the baseline data for FDS students in 3rd-8th grade. SBAC data along with district created pre and post test data in mathematics and writing were reviewed to assess student and sub-group improvement.
		5.8 iPads were purchased and utilized in the SDC classroom. More are on order for the upcoming school year. Applications to support reading and mathematics were purchased as well.

5.9 2015-2016 salary schedule was adjusted to reflect recent raises adopted during the school year. New staff are brought in on step 6 of the salary schedule. The Board approved stipends for the Special Education director due to work load and for coaches.

5.10 FUSD continues to offer low class sizes. There are currently two classrooms (5th & 6th) that are over the 1:30 ratio. However, multiple measures have been put in place to support classroom instructors. Each of these classrooms have TA support, access to computers (6th grade has one to one devices), PE teacher for pull out PE(thus providing prep for the classroom teacher), Pull out math support for struggling math students. The pull out program offers support within the classroom by lowering numbers of students when teaching mathematics.

LCAP Year: 2015-2016

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
5.1 Purchasing CCCSS aligned materials * Follow up with purchasing any other math materials needed * Evaluation and pilot of ELA materials TK-8 * Purchase bridge materials to support in all other subject areas	Eng.Lang. Arts textbooks Base $106,575	5.1 Purchasing CCCSS aligned materials * Evaluation and pilot of ELA materials TK-8 did not occur as materials were not released by the State. *Bridge materials were purchased as needed by individual staff members.	Eng.Lang. Arts textbooks Base $0
Scope of Service ALL X All - - - - - - - - - - - - - - - - - - OR: _ Low Income pupils		Scope of Service ALL X All - - - - - - - - - - - - - - - - - - OR: _ Low Income pupils	

_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
5.2 Provide Professional Development to support new purchase, continued professional development aligned with math purchase. *Continue with professional development aligned to CCCSS *Professional development aligned iwth piloting and selection of Language Arts purchase. * Make opportunities for preview of professional development in language arts, science, and history available as provided. * All students will receive instruction from highly qualified staff. * Hire and retain highly qualified staff.	Staff Development Base $9,025 Teacher and Administrator Salaries Base $1,318,021	5.2 Several opportunities for Professional Development covering CCSS mathematics, technology, and creation of teacher pages was offered to staff. Additional opportunities were taken by individual staff. * Professional development aligned with piloting and selection of language arts purchase did not really occur as curriculum was not readily available. * Multiple offers were presented to staff for opportunities for professional development in language arts, science, and history available as provided. Staff decided which to attend * All students received instruction from highly qualified staff. *No new teachers were added to the teaching staff at FDS for the 2015-2016 school year. However, all staff were retained and remain highly qualified.	Staff Development Base $9,025 Teacher and Administrator Salaries Base $1,382,717
Scope of Service ⋮ ALL X All - - - - - - - - - - - - - - - - OR: Low Income pupils _ English Learners Foster Youth _ Redesignated fluent English		Scope of Service ⋮ ALL X All - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
5.3 Technological Needs * Technology delivery systems updated wireless access points replace * Computer workstations installed in classrooms * Upgrade/replace teacher laptops with mobile devices *	Technology Salary and software and equipment Base $32,233	5.3 Technological Needs * Technology delivery systems updated wireless access points replace * Three computer work station were placed in the RSP classroom to support students with needs in writing. * Six teacher computers were replaced with new laptop/tablet computers. several projectors were replaced as well.	Technology Salary and software and equipment Base $33,561
Scope of Service ALL X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ALL X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
5.4 Staff will analyze data from ELA and mathematics to determine 1% increase in benchmark scores from 2014-2015 *Compare benchmark scores to SBAC baseline scores	Teacher Salaries Base $61,330	5.4 Year end data for mathematics and writing were analyzed by staff during buy-out days and reports were given to administration. Results were also shared with the FUSD Board of Trustees. *The 2014-2015 SBAC scores were reviewed with staff, administration, parent action committees and the FUSD Board. As new data comes in	Teacher Salaries Base $61,885

		from the 2015-2016 school year the results will be compared to the prior school year's data to determine of each grade level made the 1% increase goal. Assessments were also done comparing school testing data to state testing data. New methods of analyzing school data is needed to ensure correlation to CAASPP/SBAC scores has validity.	
Scope of Service ALL X All ------------------------------ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ALL X All ------------------------------ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
5.5 Economically disadvantaged/ foster youth will have first access to computer lab. Students may utilize the California Learns Portal (world book, Khan Academy, CCSS resources etc.)	Teacher Salaries Supplemental $61,330	5.5 The FDS mobile computer lab is open before and after school for students to utilize. Most need to utilize the lab for printing purposes. There was no way to track which students are using the lab and if they met the subgroup qualification at this point in time. Additionally students may utilize the internet, world book, Khan Academy, CCSS resources, online math textbooks etc. Teaching staff are utilized to support students with homework help and computer needs in the FDS library 4 days per week.	Teacher Salaries Supplemental $61,885
Scope of Service School Wide		Scope of Service School Wide	

_ All OR: X Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
5.6 Professional Development *BTSA training for beginning teachers *Buy-out days will be scheduled into school calendar *Training in new technology will be provided (website, Read Naturally, Go Math)	Two Staff development days Supplemental $18,210	5.6 Professional Development *1 FTE Staff participates in BTSA training for beginning teachers *6 Buy-out days were held throughout the school year. *Nurtured Heart Approach training was provided. *APE training classes were purchased for the PE instructor. *Training in new technology was provided (website, Google Docs/Apps, Go Math, Microsoft products and Aeries)	Two Staff development days Supplemental $18,210
Scope of Service: School Wide _ All OR: X Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) Special Ed, Hispanic		Scope of Service: ALL X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
5.7 Maintain lower than 30:1 (K-3 locally bargained)	Teacher Salaries Supplemental $148,365 Maintenance and Custodial	5.7 Maintain lower than 30:1 (K-3 locally bargained) --all classes, with the exception of the current 5th and 6th grade classrooms meet the required	Teacher Salaries Supplemental $160,558 Maintenance and Custodial

	Supplemental $44,719	30:1 ratio. Several supports have been provided to those two classrooms to support staff and students. *Facilities were maintained and updated as deemed necessary.	Supplemental $51,953
*Maintain existing facilities			
Scope of Service School Wide X All OR: X Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service School wide X All 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?	English Language Arts textbooks were not purchased during the 2015-2016 school year as materials were not ready to pilot. Materials are now available and staff will pilot during the 2016-2017 school year and purchase for the 2017-2018 school year. Science and Social Studies will be FUSD's next textbook purchase as materials become available. Staff will utilize interim testing for CAASPP in order to provide more experience with the online testing format. This is designed to support students in making the 1% increase in ELA and Math scores. Additionally, FDS staff will develop a rubric to align teacher created assessments/benchmarks more closely to CAASPP scores.

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	$235,941

Foresthill Union School District can be found in the Sierra foothills, an isolated rural area. We are proud to offer our own transportation to many of our FDS families. With consideration to our unique location, providing our families with transportation options ensures maximum attendance on a daily basis. As another service to our community we also provide the most updated technological components in order to allow students access to the latest technology to ensure they become college and career ready and are afforded the most updated academic experiences. The lab will be available for these students to utilize throughout the school day to provide online services and curriculum to our identified subgroups. We will continue to offer support services, instructional aide push in support, school supplies, interventions and enrichment to our identified subgroups as well. Specifically our economically disadvantaged students benefit from this funding method by: Increasing the students ability to access core curriculum, provide academic support when needed, and exposing these students to enrichment opportunities they may not have otherwise.

Communication is a priority with our families and multiple ways of communication are budgeted into our LCAP. Multiple methods of communication are utilized for maximum exposure to events on campus.   However, FUSD's main focus is to create a rich learning experience for all students. To meet the unique needs of our students, including those in our subgroups, our staff are highly qualified and we offer on average class size of 30:1. Professional development and training is a high priority for our staff to ensure all students are demonstrating improvement in the CCCSS. Additionally to enrich the educational experiences of our students, off campus educational excursions are a priority. Student education is enhanced through these hands on experiences. Each staff member will be adding one additional off campus experience for the upcoming school year. Finally, we celebrate the successes of all of our students through multiple awards assemblies, the BEST program and use of local media. FDS is a safe campus and is updated and maintained as needed to ensure the safety of each child and staff member on campus. Drills are held monthly to ensure the readiness of staff and students. Overall, it is our goal to provide the most effective educational experience in a safe and welcoming environment and ensure communication of our amazing program to all stakeholders.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

   Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

8.42	%

FUSD feels that since we are a small, rural district, the best way to provide the best educational opportunities to our students and so we don't separate the targeted students out and treat them as a whole, most of our programs are designed as whole school programs. However, every attempt is made to facilitate the needs of our subgroup students. For instance, our computer lab is open and available before and after school for students who may need to access the internet as they do not have access at home. FUSD is purchasing computer software used for enrichment of sub group students. Additional staff was hired this year to support the needs of our sub groups students in ELA and mathematics achievement. An after school tutoring program began this school year servicing students grades 3-8. Two staff members were hired to provide this service to our struggling students. More mobile computers were also purchased this school year to provide internet access and technological skill development to students that may not have computers/internet access in the home. An additional software program, Earobics, was purchased to support special education students and struggling readers that need additional support with phonics and reading skills. Transportation was provided to a foster youth student to and from school for a portion of the school year.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	**2015-2016 Annual Update Budgeted**	**2015-2016 Annual Update Actual**	**2016-2017**	**2017-2018**	**2018-19**	**2016-2017-2018-19 Total**
All Funding Sources	2,506,828.96	2,507,636.00	2,519,280.00	2,580,460.00	2,647,594.00	7,747,334.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	2,006,130.00	1,958,739.00	2,076,693.00	2,119,686.00	2,180,417.00	6,376,796.00
CCSS	0.00	0.00	0.00	0.00	0.00	0.00
MOE	0.00	0.00	0.00	0.00	0.00	0.00
Supplemental	443,459.96	486,489.00	442,587.00	454,716.00	467,177.00	1,364,480.00
Title I	57,239.00	62,408.00	0.00	6,058.00	0.00	6,058.00

Total Expenditures by Object Type						
Object Type	**2015-2016 Annual Update Budgeted**	**2015-2016 Annual Update Actual**	**2016-2017**	**2017-2018**	**2018-19**	**2016-2017-2018-19 Total**
All Expenditure Types	2,506,828.96	2,507,636.00	2,519,280.00	2,580,460.00	2,647,594.00	7,747,334.00
	2,506,828.96	2,507,636.00	2,519,280.00	2,580,460.00	2,647,594.00	7,747,334.00
1000-1999: Certificated Personnel Salaries	0.00	0.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	**Funding Source**	**2015-2016 Annual Update Budgeted**	**2015-2016 Annual Update Actual**	**2016-2017**	**2017-2018**	**2018-19**	**2016-2017-2018-19 Total**
All Expenditure Types	All Funding Sources	2,506,828.96	2,507,636.00	2,519,280.00	2,580,460.00	2,647,594.00	7,747,334.00
		0.00	0.00	0.00	0.00	0.00	0.00
	Base	2,006,130.00	1,958,739.00	2,076,693.00	2,119,686.00	2,180,417.00	6,376,796.00
	CCSS	0.00	0.00	0.00	0.00	0.00	0.00
	MOE	0.00	0.00	0.00	0.00	0.00	0.00
	Supplemental	443,459.96	486,489.00	442,587.00	454,716.00	467,177.00	1,364,480.00
	Title I	57,239.00	62,408.00	0.00	6,058.00	0.00	6,058.00
1000-1999: Certificated Personnel Salaries		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	0.00	0.00	0.00	0.00	0.00	0.00

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]