Local Control Accountability Plan 2016-2019

What will it take to close the achievement gap in Travis Unified?

Our data shows that we have six student subgroups performing below our target goals on multiple measures. They include African American students, Hispanic/Latino students, socioeconomically disadvantaged students, English learners, students with disabilities, and foster youth. Three of the groups, socioeconomically disadvantaged students, English learners, and foster youth, have been identified by the state as needing targeted support, and our plan focuses on their needs plus the needs of our other three underperforming subgroups. We are committed to the success of all students.

This plan operationalizes our theory of action for closing the achievement gap. The following principles underline the actions outlined in the plan.

- All students who will live independently as adults are capable of mastering the core curriculum.
- If we work together as a district team, we have the capacity to close the achievement gap. Our schools are safe and generally high performing; our staff is smart, skilled, and focused on student success; and our challenges are not overwhelming.
- If the first time they work on a concept, students receive carefully planned, engaging instruction using research-based strategies, at least 85% of students will be able to master the concept without intervention (instruction outside the regular class).
- In order to succeed in school, all children must read at or above grade level by the end of third grade. We need to provide the right staff time, instruction, and support to ensure all students meet this critical target.
- Learning gaps must be closed quickly before they become large and difficult to overcome. Scheduling intervention within the school day guarantees that all students who need support to stay on pace with their peers will receive it.
- Our teachers are highly skilled professionals. If they have student performance data and time to analyze it together, they can design and implement the instruction students need to close learning gaps. The solutions to student learning problems lie within collaborative teams of our talented and creative professionals, not outside our system.
- Some students need additional time outside the school day to fill learning gaps so they don't fall behind. Time, not learning, becomes the variable. English learners need time to master English as well as time to learn the concepts in the core curriculum.
- Students learn best when they feel safe and connected to school. When students are anxious or their basic needs are not met, their capacity to succeed with challenging new concepts is impacted.
- We need to work as partners with families, who are their children's first and most important teachers.
- To close the achievement gap, we need to go beyond the core curriculum and provide all students with the kinds of enriching experiences that affluent families are able provide for their children, including experiences in the arts, music, science, technology, and career exploration. These experiences are highly motivating, develop creativity, allow students to solve complex problems, apply what they have learned in the core curriculum, and connect students to the world outside of school. Core curriculum alone will not prepare children for the future they face, and ensuring equitable access to enriching experiences is essential if we are to close the achievement gap.

Research-based strategies

- Common daily instructional schedules with time for regrouping students for targeted instruction
- Pacing guides that outline a guaranteed and viable curriculum
- Response to Instruction and Intervention (RtI^2) with Intervention Specialists to teach small groups
- Strategic support classes taken concurrently with core classes to provide pre-teaching, re-teaching, and instruction to close skill gaps
- Regular, facilitated Professional Learning Community meetings to analyze data, plan improvements to instruction, group students for small group instruction, and engage in collaborative inquiry into best practices
- Kagan cooperative learning strategies to engage students in hypothesizing, testing ideas, practice, and exploring content
- Elementary music programs to enhance math performance and belonging
- Arts programs with integrated instruction in reading, writing, speaking, and listening English language arts skills
- A2A attendance tracking system to identify students whose attendance is interfering with their success
- Singapore math to develop deep conceptual understanding of mathematical concepts in the early grades, leading to increased access to in the most rigorous college preparatory high school math curriculum
- READY! for Kindergarten to ensure all students start school ready to master grade level concepts
- Technology to support learning, including online learning
- PBIS systems to teach students appropriate behavior
- Socio-emotional learning and character education
- Career Technical Education that reflects industry trends and local economic direction to prepare students for careers and to connect them to school
- Parent Project parenting strategies
- Summer home learning to replace summer learning loss with performance gains
- Robotics to provide practice in solving complex problems in a highly engaging context

Definitions

A2A = attendance tracking program
AMAO = Annual Measurable Achievement Objectives for English learners. Students meet AMAO 1 when they make expected annual progress on the CELDT test, and students meet AMAO 2 when they become proficient in English on schedule.
API = Academic Performance Index (previous target was 800, system being revised by the state)
CA Standards = California's content standards in English Language Arts, Mathematics, English Language Development, Science, and other subject areas
CAHSEE = California High School Exit Exam required for graduation
CELDT = annual English learner progress monitoring test
CTE = Career Technical Education
ELA = English Language Arts
ELD = English Language Development instruction for English learners
FTE = Full Time Equivalent, a full time teacher
IA = Instructional Assistant
IAB = Interim Assessment Block, provided by Smarter Balanced to allow teachers to monitor student progress on standards
LCAP = Local Control Accountability Plan
LCFF = Local Control Funding Formula, refers to California's new school funding method and the unrestricted funds districts receive
LEA = Local Educational Agency (school district)
PBIS = Positive Behavior Interventions and Supports
PD = Professional Development for teachers or classified instructional staff
PLC = Professional Learning Community, teacher group that analyzes data, selects areas for collaborative inquiry, and plans improvements to instruction and intervention instruction for students who are struggling
RtI^2 = Response to Instruction and Intervention, a system of strategic progress monitoring and support for students who are not meeting academic or behavioral expectations; support ranges from general reteaching and support needed by all students to intensive support needed by only a few students
SARB = School Attendance Review Board (district level)
SART = School Attendance Review Team (school level)
SGF = LCFF Supplemental Grant Funds, funds the district receives on top of base LCFF funds to serve English learners, foster children, and socioeconomically disadvantaged students
Smarter Balanced = the new online testing system that replaced the state's STAR system
STEM = Science, Technology, Engineering, and Mathematics
Tier I, Tier II, Tier III = RtI^2 terms for instruction and support needed by all students (Tier I, general), small groups of students (Tier II, moderate), and a few students (Tier III, intensive).
Title I = Federal funds to serve low performing students
Title II = Federal funds for professional development
Title III = Federal funds for English learners
TOSA = Teacher On Special Assignment (outside the classroom)
UC a-g = Courses required for college admission; the 15 college preparatory academic courses required by most colleges
* = sample size too small to report while maintaining student privacy, seen in data tables

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Travis Unified School District **Contact (Name, Title, Email, Phone Number): Sue Brothers, Director of Curriculum, Instruction, and Assessment, sbrothers@travisusd.org, (707) 437-8223** **LCAP Year: 2015-18**

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each school site, 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 for the development of the first LCAP in 2014-15	Impact on LCAP (2014-15)
The Superintendent and Executive Cabinet consulted with a broad range of stakeholders about their priorities during a series of meetings. All parents in the district were invited to attend any of the three parent/community meetings, including parents of children in significant subgroups: African American, Asian, Filipino, Hispanic/Latino, Native Hawaiian/Pacific Islander, White, Socioeconomically Disadvantaged, English Learner, Foster Youth, and Students with Disabilities • March 20: Local Bargaining Unites TUTA and CSEA (representatives of our teachers and classified staff) • March 24: Superintendent's Parent Advisory Group, which includes parent representatives from all schools and parents representing unduplicated students • March 25: Parents and community members at Golden West Middle School • March 26: Parents and community members at Cambridge Elementary School • March 27: Administrators • March 27: Parents and community members at Travis Elementary School • April 3: Parents of English learners at DELAC (District English Language Advisory Council) In addition to the opportunities listed above for adults to provide input into LCAP goals and activities, all schools ran student focus groups that included students representing the district's significant subgroups and unduplicated students. It was particularly important to get their input because the plan is intended to improve their academic performance. After these meetings, a first draft of the LCAP was developed. This draft was published on our website on April 18 for comment and review by all stakeholders. In addition, we took the first draft back to the Superintendent's Parent Advisory Council on April 28 for comment and review, and to DELAC on May 1 for comment and review. The second draft includes revisions from these meetings. Public hearings on the LCAP and budget were held at the May 13, 2014 Board meeting and the public was provided with an opportunity to comment. At a special Board meeting on June 3, 2014, information about the LCAP was shared and the public was provided with another opportunity to comment. On June 10, 2014, after additional opportunity for public comment, the LCAP and budget were adopted.	From the initial meetings, the following LCAP priorities emerged: • Class size reduction • Computer science and programming • CTE in STEM: engineering and robotics, aerospace engineering, and biomedical sciences • Curriculum and instruction for English learners • Elementary counseling • Elementary enrichment programs in music and the arts • Intervention Specialists for small group support in elementary schools • K-12 robotics programs • Keyboarding skills for students • Professional development • Reducing bullying and student conflicts on elementary playgrounds • Socio-emotional learning and character development • Standards-aligned instructional materials • Strategic support classes in secondary schools to close skill gaps • Updating student and staff technology From the second round of meetings with the Superintendent's Parent Advisory Group and DELAC, the plan was modified by adding details to keyboarding and adding computer programming. Stakeholder priorities and feedback from the Superintendent's Parent Advisory Group and DELAC led us to modify actions and services and to add actions and services in our first LCAP.
Involvement process for Annual Update 2015-16: To update the LCAP, the Superintendent and Executive Cabinet again consulted with a broad range of stakeholders about their priorities during a series of meetings. All parents in the district were invited to attend any of the three parent/community meetings, including parents of children in significant subgroups: African American, Asian, Filipino, Hispanic/Latino, Native Hawaiian/Pacific Islander, White, Socioeconomically Disadvantaged, English Learner, Foster Youth, and Students with Disabilities. • January 12: Superintendent's Parent Advisory Group • January 15: District Administrators and Managers • January 20: Local Bargaining Units TUTA and CSEA • January 20: School Site Council Meetings at Foxboro and Travis • January 20 and 21 (two meetings): Teachers, classified staff, and other school staff • January 21: Principals • January 22: District English Learner Advisory Committee (DELAC) • January 27: Parents and community members at Golden West Middle School • January 27: School Site Council meetings at Cambridge, Center and Scandia Elementary Schools • January 28: Parents and community members at Cambridge Elementary School • January 28: School Site Council Meeting at Golden West • January 29: Parents and community members at Travis Elementary School • February 3: Foster Parents • February 5: Student Focus Group data analysis (Administrators met with student focus groups throughout January and early February)	**Impact on LCAP for Annual Update 2015-16:** From the stakeholder meetings, the following comments and LCAP priorities emerged and led us to continue current actions and services or to add new actions and services. • Aeries Analytics to provide data to identify students falling behind • After school math support for elementary • Common daily instructional schedules in elementary schools • Computer programming and keyboarding • Continue A2A and SART/SARB attendance processes • Continue to reduce class size in K-3 and Math 7, reduce class sizes in general • Continue with socio-emotional learning, PBIS, Second Step, and anti-bullying programs • Credit recovery, ELD, CAHSEE prep summer school for high school students • Early reading assessments • Elementary and middle school summer school • Elementary arts programs • Elementary music program • English language development instruction for all English learners • Enhanced CTE, including Health Sciences, Biotechnology, Aerospace Engineering • Facilitated PLCs (elementary and secondary English/math) • Implement READY! for Kindergarten to help families prepare their children for Kindergarten success • Implement Watch D.O.G.S. program to enhance school safety and provide students with positive male role models • Important to attract and retain highly qualified teachers • Improve and better maintain facilities

- February 23: School Site Council Meeting at Vanden
- February 25: School Site Council Meeting at TEC/TCDS (combined SSC)
- March 9: Superintendent's Parent Advisory Group review of first draft
- March 23: District English Learner Advisory Committee (DELAC) review of first draft
- May 12: First public hearing on LCAP and district budget
- June 1: LCAP revisions in response to May Revise reviewed by Superintendent's Parent Advisory Group and DELAC members
- June 9: Second public hearing on revised 2015-18 LCAP and district budget
- June 11: Third public hearing on revised 2015-18 LCAP and district budget
- June 16: Adoption of 2015-18 LCAP and district budget

Student Focus Groups
Each of our 13 school administrators met with one or more student focus groups to find out what was working well for students and what they wanted to see improved. Students were asked open-ended questions appropriate for their grade level, and administrators included unduplicated students and struggling students as part of the sample. Students made positive comments about interventions, and they confirmed what we heard from other stakeholders about the value of STEM, arts, and CTE. Student contributions to priorities are included in the list in the right hand column.

After these meetings, a first draft of the LCAP was developed. We took the first draft back to the Superintendent's Parent Advisory Council on March 9 for comment and review, and to DELAC on March 26 for comment and review. After minor modifications and the addition of budget codes, the draft was posted on the district website on May 5, 2015.

A public hearing on the LCAP and budget was held at the May 12, 2015 Board meeting and the public was provided with an opportunity to comment. Then the Governor's May Revise, released on May 14, 2015, changed the amount of LCFF/SGF funding our district will receive, and in response, we revised the LCAP.

We scheduled an additional meeting for the Superintendent's Parent Advisory Group and DELAC for June 1, but parents were unable to attend. We sent members of both groups an e-mail summarizing changes since the draft they reviewed before the May Revise, and followed up with phone calls where needed. The revised LCAP was posted on the district website on June 2. On June 9, 2015, we held a second public hearing on the revised LCAP and district budget. Due to miscommunication about the hearing date, we held a third public hearing on June 11. On June 16, 2015, the Board adopted the LCAP and district budget.

- Improved high school course access and more elective choices
- Individualized schedules for tutoring for foster children
- Intervention Specialists in elementary schools for ELA and ELD as part of RtI^2
- Keep Aeries gradebooks current and consider expanding use to elementary schools
- Math Lab support classes in secondary schools
- Math pacing guides
- Meet with foster parents to learn more about children's needs, hold welcome meetings for foster children at all schools
- More *Imagine Learning English* software for English learners
- New English language arts and science materials
- Online learning for high school
- Provide counseling and support for elementary students struggling with behavior
- Provide math nights for parents to help them understand the new CA standards and new instructional materials
- Scandia remodel to provide a quieter learning environment by adding walls
- Summer learning opportunities for elementary students
- Teacher training in Kagan cooperative learning, instructional strategies, California standards, new math programs
- Train elementary Special Education Instructional Assistants in the new math program
- Upgrade software and technology equipment
- Vanden 7th period classes to provide the opportunity for to take more classes each year (7 instead of 6)

In addition, we allocated $4.9 million to fund a list of capital projects in response to priorities expressed by stakeholders related to facilities and safety enhancements.

We took a first draft of the LCAP to the Superintendent's Parent Advisory Group (March 9, 2015) and DELAC (March 26, 2015) to make sure the plan accurately reflected parent priorities. Both groups provided positive feedback about the plan, and no changes were requested. Due to budget changes from the May Revise, we revised the LCAP and the revisions were reviewed by Superintendent's Parent Advisory Group and DELAC members, who expressed support for the plan.

Involvement process for Annual Update 2016-17:
To update the LCAP, the Superintendent and Executive Cabinet again consulted with a broad range of stakeholders about their priorities during a series of meetings. All parents in the district were invited to attend any of the three parent/community meetings, including parents of children in significant subgroups: African American, Asian, Filipino, Hispanic/Latino, Native Hawaiian/Pacific Islander, White, Socioeconomically Disadvantaged, English Learner, Foster Youth, and Students with Disabilities.

- November 9: Superintendent's Parent Advisory Group LCAP progress report
- January 11: Superintendent's Parent Advisory Group
- January 14: District English Language Advisory Committee (DELAC)
- January 21: Local Bargaining Units TUTA and CSEA
- January 21: Teachers, Classified Staff, and other staff
- January 26: Parents and community members at Cambridge Elementary School
- January 27: Parents and community members at Golden West Middle School
- January 28: Parents and community members at Scandia Elementary School
- February 3: Foster Parents
- February 3: Principals

Impact on LCAP for Annual Update 2016-17:
From the stakeholder meetings, the following comments and LCAP priorities emerged, and all of the items below impacted the 2016-19 LCAP. Some of the consultation provided support for current actions and services, which we have therefore continued in next year's LCAP. Other information from consultation led us to include new actions and services to better meet student needs.

- Add four additional workdays for Library Media Technicians for barcoding and materials distribution
- After school math intervention is effective
- All teachers of English language arts will need training in the new materials and time to develop lessons and revise pacing and assessments
- Continue the Vanden Tutoring Center, which got off to a slow start but is working
- Continue the Watch D.O.G.S. program, which is very successful
- Continue to provide designated ELD because it is working
- Continue to provide intervention specialists, and expand this effective program
- Continue to reduce class sizes in Math 7, Math 8, and middle school math support classes
- Continue to reduce elementary class sizes
- Continue with robotics, coding, and engineering programs
- Develop a plan to replace outdated textbooks
- Develop a system to let parents know what online software is available and how to log in

• February 17: Administrators • February 17: Student Focus Group data analysis (Administrators met with student focus groups throughout January and early February) • March 11: Foster Parents review of first draft • March 14: Superintendent's Parent Advisory Group review of first draft • March 16: District English Learner Advisory Committee (DELAC) review of first draft • June 14: Public hearing on the LCAP and district budget • June 28: Adoption of the 2016-19 LCAP and district budget **Student Focus Groups** Each of our 13 school administrators met with one or more student focus groups to find out what was working well for students and what they wanted to see improved. Students were asked open-ended questions appropriate for their grade level, and administrators included unduplicated students and struggling students as part of the sample. Students made positive comments about interventions, and they confirmed what we heard from other stakeholders about the value of STEM, arts, and CTE. There were also multiple comments about how students appreciate their safe schools. Student contributions to priorities are included in the list in the right hand column. After these meetings, a first draft of the LCAP was developed. We took the first draft back for comment and review to foster parents on March 11, the Superintendent's Parent Advisory Council on March 14, and to DELAC on March 16, 2016. The draft was posted on the district website on May 20, 2016. A public hearing on the LCAP and budget was held at the June 14, 2016 Board meeting and the public was provided with an opportunity to comment. On June 28, 2016, the Board adopted the LCAP and district budget.	• Elementary and middle school students enjoyed the summer programs and they should be continued • Elementary teachers would benefit from training in Positive Behavior Interventions & Supports, communicating with parents, and strategies for working with students whose behavior interferes with learning • Expand Jumpstart Kindergarten because it is very beneficial to incoming Kindergarten students • Expand Kagan Cooperative Learning training to include days 3, 4, and 5 • Expand the SARB process to provide support to struggling students and families earlier, before there is a major problem • Expand the social worker program, which directly benefits students and helps them with socio-emotional problems interfering with learning • It would be helpful to have a bilingual staff member in Student Services • Keyboarding skills are essential for all students, and taught in elementary school; instruction should be available in middle school also • Monitor the progress of students attending under special agreements to improve their success when needed • Music instruction should remain a priority • Offer college courses on the Vanden campus (dual enrollment program) • Parent Project needs to be expanded, and more classes should be offered, including within the district • Parents appreciate the math nights and other curriculum nights and they should be continued and expanded, and held earlier in the year • PRISM robotics is fun and challenging • Provide after school tutoring for elementary students in math and other subjects • Provide an Internship Coordinator to help students find internships and to support student success in internship placements • Provide Kagan Cooperative Learning training again (days 1 and 2) • Provide Kagan Win-Win Discipline training for the Golden West staff on release time • Provide Kagan Win-Win Discipline training to all teachers • Provide probeware (scientific instrumentation) training for middle school science teachers along with time to develop labs • Provide TOSA support for beginning teachers • Provide training to our teacher leaders so that they can train their colleagues • Reading regrouping helps students • Reduce barriers to enrollment in Advanced Placement courses and other rigorous courses • Revise ELA pacing guides for new English language arts materials K-12 • Second Step is helping elementary students deal with bullying • Send high school teachers to Advanced Placement training • Summer materials kits were beneficial, and should be expanded to reach students entering K, 1, and 2 • Teachers and support staff need training in de-escalation techniques and active supervision of common areas • Train Instructional Assistants on working with challenging students with a variety of disabilities • Translation services need to be expanded because it can be hard to get a translator for a meeting or parent conference • Use Naviance to help students learn about postsecondary options • Use the Career Technical Education Incentive Grant to offer Video Production and to purchase equipment for engineering • We need more Behavior Intervention Specialists so that they have more time to work with challenging students • We need someone to work with families on attendance problems • Work with parents to explore possibilities for elementary academic competitions

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

Notes on Metrics

Metrics marked California are state required metrics that come from the eight state areas of focus. Metrics marked DM (district metric) are Travis Unified metrics that measure what the district considers important beyond the state measures.

California will set performance targets for required metrics before the end of 2016. When that happens, Travis Unified will adopt the required state metrics in place of similar metrics below.

Two types of metrics:

Performance metrics measure the degree to which we are achieving established performance targets. The percentage of students completing the UC a-g college entrance requirements is a performance metric. The percentage of students scoring proficient or above on the Smarter Balanced English language arts assessment is a performance metric. Performance metrics measure achievement on a scale.

Process metrics measure whether we are accomplishing what was planned. Are we meeting benchmarks toward completion of a project? What has been finished? An example of a process metric would be whether we have met with parents to review the LCAP and incorporated parent ideas in the finished product. Another process metric would be whether we held parent math nights. Implementation of state standards is also a process metric. Process metrics measure what was done.

How are the Title I alternative supports required under the federal Every Student Succeeds Act provided to students at Golden West Middle School (the district's only Title I school)?

Academic support
- English language development classes [1.2.7]

Supplemental materials
- READ 180 software and instructional materials [1.2.10]
- Math 180 software and instructional materials (Course I and Course II, which focuses on rate, ratio, percent, functions, equations, and linear relationships to build skills to succeed in Algebra 1,) [1.2.9]

Small group instruction
- Class size reduction in Math 7, Math 7 Lab, Math 8, and Math 8 Lab allows for small group instruction [1.2.9, 1.2.11]
- English language development classes are kept small to allow small group instruction and targeted support (6-11 students in 2015-16) [1.2.7]

Intervention offered during the regular school day
- Math 7 Lab and Math 8 Lab [1.2.9]
- Math 180 Course I and Math 180 Course II [1.2.9]
- READ 180 [1.2.10]

Intervention offered after school
- After school intervention sessions [1.2.8]

What criteria are used to identify eligible students?

Students are eligible if they meet any of the following criteria:
- English learner with overall CELDT score of 1-5
- Scored on the 25th percentile or below (1.5 years below grade level) on the Gates-MacGinitie Reading Test (GMRT) or 30% or below on the math placement assessment
- Scored below Standard Met on the Smarter Balanced English language arts or math assessment
- Ds or Fs in core academic classes
- Foster and homeless students
- Teacher, counselor, parent, or social worker request based on academic performance or support needs

Please see page 23 for details about the Actions and Services related to alternative supports.

LCAP GOAL 1: Narrow the achievement gap while improving academic achievement for all students. Provide students with equitable access to rigorous, standards-based core curriculum and quality Career Technical Education (CTE). Ensure that all students graduate.		Related State and/or Local Priorities: 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☐ 6 ☐ 7 ☒ 8 ☒ Local: • Reading Proficiency (State Priority 8) • District Metric 1.1: Participation in professional development activities related to Goal 1. • District Metric 1.2: The extent to which CTE pathways align to the California CTE Model Curriculum Standards and the 10 CTE Program Requirements.

Identified Need :

LCAP Goal 1 emerged from multiple data points that show a difference between the performance of subgroups, with examples included below. Equitable acess to rigorous, standards-based core curriculum is a key element in closing the achievement gap.

	African American	Hispanic or Latino	White	Filipino	Asian
2016 Reading Fluency	31	26	33	40	41
2015 10th Grade Science Test Proficiency	57	63	74	77	72
2015 EAP ELA Ready or Conditionally Ready for College	59	58	70	79	84
2015 EAP Math Ready or Conditionally Ready for College	19	16	31	38	35
2015 Smarter Balanced ELA Percent Met/Exceeded Standards	41	44	55	66	65
2015 Smarter Balanced Math Percent Met/Exceeded Standards	21	31	46	51	53
UC a-g College Entrance Requirement Completion	37	38	44	62	73

Since a primary purpose of K-12 education is to produce high school graduates, it is essential to include high school graduation as a goal. Although we have a low dropout rate, we do have some dropouts who leave our system without a diploma. Our cohort graduation rate for 2014 (most recent state data available) is 97.3%. In 2014, the following numbers of students were counted as dropouts: 4 Hispanic/Latino, 1 Asian, 2 African American, 4 White, and 1 Two or More Races.

Data analysis efforts this year showed we have a gap in our ability to track student outcomes in CTE programs. Quality CTE is a district priority, and in order to achieve that priority, we need to improve our CTE data collection methods as well as continue to align our CTE programs to California CTE Standards.

These identified needs led us to develop LCAP Goal 1.

Goal Applies to:

Schools: ☒ Cambridge Elementary ☒ Center Elementary ☒ Foxboro Elementary ☒ Scandia Elementary ☒ Travis Elementary ☒ Golden West Middle ☒ Vanden High ☒ Travis Education Center ☒ Travis Community Day School

Applicable Pupil Subgroups: ☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ RFEP ☐ Other _____

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

Measurable Outcome Targets for LCAP Goal 1: Narrow the achievement gap while improving academic achievement for all students. Provide students with equitable access to rigorous, standards-based core curriculum and quality Career Technical Education (CTE). Ensure that all students graduate.

Metrics	Measureable outcomes

California Priority 2 State Standards 2A: The LCAP addresses the implementation of state board adopted academic content and performance standards for all students.	Performance metric 2016-17, 2017-18, and 2018-19 1. Continue to provide 100% of students with access to a broad courses of study as required in Education Code §51210 and §51220(a-i). Process metrics 2016-17 1. Implement new ELA curriculum aligned to California's new ELA Standards for each elementary grade, each middle school English class, and high school English 1, 2, 3, and 4. 2. Create pacing guides for each elementary grade, each middle school English class, and high school English 1, 2, 3, and 4. 3. Update math pacing guides as needed for each elementary grade, Math 7, Math 8, Accelerated Math 7/8, Algebra 1, Geometry, and Algebra 2. 4. Develop a progress monitoring system for elementary ELA. Process metrics 2017-18 1. Select instructional materials aligned to the California Next Generation Science Standards for K-12. Process metrics 2018-19 1. Implement new K-12 science curriculum aligned to California's Next Generation Science Standards.
California Priority 2 State Standards 2B: The LCAP addresses how the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.	Performance metrics for English learners may be found in 4D and 4E (for 2016-17, 2017-18, and 2018-19) Process metrics 2016-17 1. Provide elementary teachers with training on the integrated and designated ELD components of the new ELA program. 2. All elementary English learners receive a minimum of 150 minutes per week of ELD instruction that includes the ELD standards and support for accessing California ELA standards. All secondary English learners receive a minimum of 220 minutes per week of ELD instruction that includes the ELD standards and support for accessing California ELA standards. 3. Invite English learners to elementary summer programs to increase ELA, math, and ELD learning time. 4. Reach out to parents of elementary English learners to let them know about after school programs including tutoring, Arts Adventures, and STEM programs. 5. Continue to provide classes for secondary English learners that provide ELD and also support student success in the core academic curriculum and access to the California ELA standards. Process metrics 2017-18 1. All elementary English learners receive a minimum of 150 minutes per week of ELD instruction that includes the ELD standards and support for accessing California ELA standards. All secondary English learners receive a minimum of 220 minutes per week of ELD instruction that includes the ELD standards and support for accessing California ELA standards. 2. Invite English learners to elementary summer programs to increase ELA, math, and ELD learning time. 3. Reach out to parents of elementary English learners to let them know about after school programs including tutoring, Arts Adventures, and STEM programs. 4. Continue to provide classes for secondary English learners that provide ELD and also support student success in the core academic curriculum and access to the California ELA standards. Process metrics 2018-19 1. All elementary English learners receive a minimum of 150 minutes per week of ELD instruction that includes the ELD standards and support for accessing California ELA standards. All secondary English learners receive a minimum of 220 minutes per week of ELD instruction that includes the ELD standards and support for accessing California ELA standards. 2. Invite English learners to elementary summer programs to increase ELA, math, and ELD learning time. 3. Reach out to parents of elementary English learners to let them know about after school programs including tutoring, Arts Adventures, and STEM programs. 4. Continue to provide classes for secondary English learners that provide ELD and also support student success in the core academic curriculum and access to the California ELA standards.

	California Priority 4 Pupil Achievement 4A: The LCAP addresses pupil achievement as measured by statewide assessments.	Performance metric: Spring, 2015 California Assessment of Student Performance and Progress (CAASPP) state assessment results provided a baseline for Smarter Balanced math and ELA assessments. Targets for out years are shown below. We have met the target as a district if the target was met for 17 of the data points below for ELA and math. Because science is in transition, we have met the target for science if all three data points exceed 50. **CAASPP (Smarter Balanced) English Language Arts targets for 2016-17, 2017-18, and 2018-19** Numbers show the percentage of students scoring Standard Met or Standard Exceeded.

	2014-15 Baseline	2015-16 Target	2016-17 Target	2017-18 Target	2018-19 Target
District	51	52	53	54	55
Male	44	45	46	47	48
Female	59	60	61	62	63
African American	41	42	43	44	45
American Indian/Alaskan Native	60	61	62	63	64
Asian	65	66	67	68	69
Filipino	66	67	68	69	70
Hispanic or Latino	44	45	46	47	48
Native Hawaiian/Pacific Islander	44	45	46	47	48
White	55	56	57	58	58
Two or more races	50	51	52	53	54
Students with Disabilities	16	17	18	19	20
Economically Disadvantaged	38	39	40	41	42
English Learner	10	11	12	13	14
Cambridge Elementary	39	40	41	42	43
Center Elementary	41	42	43	44	45
Foxboro Elementary	38	39	40	41	42
Scandia Elementary	50	51	52	53	54
Travis Elementary	55	56	57	58	59
Golden West Middle	59	60	61	62	63
Vanden High	75	76	77	78	79
Travis Education Center	13	14	15	16	17

CAASPP (Smarter Balanced) Math targets for 2016-17, 2017-18, and 2018-19

Numbers show the percentage of students scoring Standard Met or Standard Exceeded.

	2014-15 Baseline	2015-16 Target	2016-17 Target	2017-18 Target	2018-19 Target
District	39	40	41	42	43
Male	40	41	42	43	44
Female	39	40	41	42	43
African American	21	22	23	24	25
American Indian/Alaskan Native	56	57	58	59	60
Asian	53	54	55	56	57
Filipino	51	52	53	54	55
Hispanic or Latino	31	32	33	34	35
Native Hawaiian/Pacific Islander	39	40	41	42	43
White	46	47	48	49	50
Two or more races	43	44	45	46	47
Students with Disabilities	13	14	15	16	17
Economically Disadvantaged	30	31	32	33	34
English Learner	16	17	18	19	20
Cambridge Elementary	35	36	37	38	39
Center Elementary	32	33	34	35	36
Foxboro Elementary	41	42	43	44	45
Scandia Elementary	53	54	55	56	57
Travis Elementary	55	56	57	58	59
Golden West Middle	42	43	44	45	46
Vanden High	31	32	33	34	35
Travis Education Center	0	1	2	3	4

Numbers for Travis Community Day School and Travis Independent Study are too small to report.

CAASPP California Standards Test in Science targets for 2016-17, 2017-18, and 2018-19

Numbers show the percentage of students scoring Proficient or Advanced.

	2014-15 Baseline	2015-16 Target	2016-17 Target	2017-18 Target	2018-19 Target
Grade 5	70	71	72	73	74
Grade 8	71	72	73	74	75
Grade 10	69	70	71	72	73

California Priority 4 Pupil Achievement 4B: The LCAP addresses pupil achievement as measured by the Academic Performance Index.	The API has been suspended. Measureable outcomes will be established when California provides districts with information about the new system.
California Priority 4 Pupil Achievement 4C: The LCAP addresses pupil achievement as measured by the percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical education standards and framework.	CTE completion rate 2016-17 process metric: Develop a method of tracking students who complete CTE sequences aligned to state CTE standards and establish a baseline. 2017-18 performance metric: Increase the percentage of high school students completing a CTE sequence by 1% over the 2016-17 baseline. 2018-19 performance metric: Increase the percentage of high school students completing a CTE sequence by 2% over the 2016-17 baseline. UC a-g college entrance requirements completion rate Performance metric for 2016-17: Increase compared to the 2015 baseline level the number of students completing the UC a-g college entrance requirements by 1% overall and for all subgroups. The target will be considered met if 70% or more of the data points shown below increase or the district percentage increases by 2%. Performance metric for 2017-18: Increase compared to the 2015 baseline level the number of students completing the UC a-g college entrance requirements by 1% overall and for all subgroups. The target will be considered met if 70% or more of the data points shown below increase or the district percentage increases by 2%. Performance metric for 2018-19: Increase compared to the 2015 baseline level the number of students completing the UC a-g college entrance requirements by 1% overall and for all subgroups. The target will be considered met if 70% or more of the data points shown below increase or the district percentage increases by 2%.

Percentage of students completing UC a-g	All Students	African American	Asian	Filipino	Hispanic or Latino	Native Hawaiian or Pacific Islander	White	Military Affiliated	English Learners	RFEP	Students with Disabilities	Socioeconomically Disadvantaged	Male	Female
2019 Target: Graduates completing UC a-g	43	32	67	61	32	42	45	45	44	52	8	34	36	51
2018 Target: Graduates completing UC a-g	42	31	66	60	31	41	44	44	43	51	7	33	35	50
2017 Target: Graduates completing UC a-g	41	30	65	59	30	40	43	43	42	50	6	32	34	49
2016 Target: Graduates completing UC a-g	40	29	64	58	29	39	42	42	41	49	5	31	33	48
2015 performance: Graduates completing UC a-g	39	28	63	57	28	38	41	41	40	48	4	30	32	47

California Priority 4 Pupil Achievement
4D: The LCAP addresses pupil achievement as measured by the percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT.

Performance metric: Increase by 1% per year the percentage of students who moved up one or more levels on the CELDT compared to their previous year scores, demonstrating their increasing proficiency in English. Moving up one or more levels is considered making adequate progress toward English proficiency.

	2014-15 Baseline	2015-16 Target	2016-17 Target	2017-18 Target	2018-19 Target
District	52.2	53.2	54.2	55.2	56.2

California Priority 4 Pupil Achievement
4E: The LCAP addresses pupil achievement as measured by the English learner reclassification rate.

Performance metric: Increase the percentage of students by 1% per year who were English learners but who have now demonstrated proficiency in the English language through CELDT scores, CAASPP scores, and/or other measures (called reclassification). Track the performance of English learners in two groups: 1) English learners who have been in United States schools for fewer than five years; and 2) English learners who have been in United States schools for five years or more.

	2014-15 Baseline	2015-16 Target	2016-17 Target	2017-18 Target	2018-19 Target
Students who have been in US schools **fewer than 5 years**	35.0	36.0	37.0	38.0	39.0
Students who have been in US schools **5 years or more**	15.0	16.0	17.0	18.0	19.0

California Priority 4 Pupil Achievement
4F: The LCAP addresses pupil achievement as measured by the percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.

Performance metric: Increase the number of Advanced Placement tests passed with a 3 or higher by significant subgroups as shown in the table below. We have met the target if four or more data points meet the target.

	African American	Asian	Filipino	Hispanic or Latino	White	Total*
2018-19 Target: Number of tests passed with a 3, 4, or 5	49	55	76	62	140	350
2017-18 Target: Number of tests passed with a 3, 4, or 5	46	52	73	59	137	347
2016-17 Target: Number of tests passed with a 3, 4, or 5	43	49	70	56	134	344
2015-16 Target: Number of tests passed with a 3, 4, or 5	40	46	67	53	131	329
2014-15 Number of tests passed with a 3, 4, or 5	35	41	62	48	126	304
2013-14 Number of tests passed with a 3, 4, or 5	30	36	57	43	116	294

* includes subgroups numbers are too small to preserve student privacy if reported individually

California Priority 4 Pupil Achievement

4G: The LCAP addresses pupil achievement as measured by the percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Performance metrics for the Early Assessment Program ELA and Math: See tables below showing the percentage of students scoring ready for college or conditionally ready for college. We have met the target as a district if 9 or more data points meet the target.

	District	Male	Female	African American	Asian	Filipino	Hispanic or Latino	Native Hawaiian or Pacific Islander	White	Socioeconomically Disadvantaged	English Learners	Students with Disabilities
2018-19 Target ELA Ready plus Conditional	72	66	78	63	88	83	61		74	59		29
2017-18 Target ELA Ready plus Conditional	71	65	77	62	87	82	60		73	58		28
2016-17 Target ELA Ready plus Conditional	70	64	76	61	86	81	59		72	57		27
2015-16 Target ELA Ready plus Conditional	69	63	75	60	85	80	58		71	56		26
2014-15 ELA Ready plus Conditional	68	62	74	59	84	79	58	*	70	55	*	25

	District	Male	Female	African American	Asian	Filipino	Hispanic or Latino	Native Hawaiian or Pacific Islander	White	Socioeconomically Disadvantaged	English Learners	Students with Disabilities
2018-19 Target Math Ready plus Conditional	31	32	31	23	39	42	20		35	26		9
2017-18 Target Math Ready plus Conditional	30	31	30	22	38	41	19		34	25		8
2016-17 Target Math Ready plus Conditional	29	30	29	21	37	40	18		33	24		7
2015-16 Target Math Ready plus Conditional	28	29	28	20	36	39	17		32	23		6
2014-15 Math Ready plus Conditional	27	28	27	19	35	38	16	*	31	22	*	5

* indicates numbers are too small to preserve student privacy

California Priority 7 Course Access 7A: The LCAP addresses the extent to which pupils have access to and are enrolled in courses described under Sections 51210 and 51220(a)-(i), as applicable.	Performance metric for 2016-17, 2017-18, 2018-19: Continue to provide 100% of students with access to a broad courses of study as required in Education Code §51210 and §51220(a-i). Process metric 2016-17: Analyze barriers to enrollment in AP and other rigorous courses and develop a plan to remove these barriers to meet the timelines below. Process metric 2017-18: Begin to remove barriers to enrollment in AP and other rigorous courses for students registering for the 2018-19 school year. Process metric for 2018-19: Barriers to enrollment in AP and other rigorous courses have been removed.
California Priority 7 Course Access 7B: The LCAP addresses the extent to which pupils have access to and are enrolled in programs and services developed and provided to unduplicated pupils.	Process metric for 2016-17: Establish baseline data for participation in programs and services for unduplicated pupils as shown in the chart below. During 2015-16, we had 156 unduplicated students participating in Arts Adventures classes, but we did not measure participation in the other programs and services on the list. Performance metric for 2017-18: Increase the number/percent of unduplicated students participating in programs and services appropriate for their needs. (An unduplicated student reading above grade level expectations would not receive intensive reading support, but a struggling student should.) Numerical targets will be established in 2016-17. Performance metric for 2018-19: Increase the number/percent of unduplicated students participating in programs and services appropriate for their needs. (An unduplicated student reading above grade level expectations would not receive intensive reading support, but a struggling student should.) Numerical targets will be established in 2016-17.

	Elementary Schools	**Middle School**	**High Schools**
Programs and Services for Unduplicated Pupils	Number 2016-17	Number 2017-18	Number 2018-19
Intensive reading support (READ 180, Intervention Specialists)			
Tutoring Center used 5 hours or more			
English Language Development instruction for English Learners			
Math Lab classes			
Social Worker services			
Student2Student program			
CTE program participation			
Naviance accounts			
Summer programs			
After school Arts Adventures and STEM, competitive robotics			

<u>California Priority 7 Course Access</u>

7C: The LCAP addresses the extent to which pupils have access to and are enrolled in programs and services developed and provided to individuals with exceptional needs.

Process metric for 2016-17: Report the number of students participating in the following programs and services developed to support students with exceptional needs.

Process metric for 2017-18: Report the number of students participating in the following programs and services developed to support students with exceptional needs.

Process metric for 2018-19: Report the number of students participating in the following programs and services developed to support students with exceptional needs.

	Elementary Schools	**Middle School**	**High Schools**
Programs and Services for Students with Exceptional Needs	Number	Number	Number
Learning Center/Resource Center support	217	98	172
Speech and language services	242	57	27
Behavior services	36	4	2
Occupational therapy	48	3	3
Counseling	12	10	16
Replacement curriculum (use of functional academics/life skills curriculum or curriculum below student's grade level)	25	14	8
Assistive technology	0	2	2

<u>California Priority 8 Pupil Outcomes</u>

8A: The LCAP addresses pupil outcomes, if available, for courses described under Sections 51210 and 51220(a)-(i), as applicable.

Priority 8A metric: Increase the percentage of students reading proficiently by the end of third grade.

Performance metric: The most important pupil outcome from the core curriculum is reading proficiently by the end of third grade because students who read proficiently can access any curriculum. We are using winter Aimsweb fluency results and the English Language Arts Smarter Balanced assessment to measure reading proficiency. Because we only get Smarter Balanced data in the spring, the fluency of the students who took the Smarter Balanced test last year in third grade is shown below (same group of students for both measures). Data from current third grade students is included for monitoring purposes: Are students doing better than they did the previous year?

	2015-16 Baseline	2016-17 Target	2017-18 Target	2018-19 Target
2015-16 Percent of 3rd graders proficient in reading (Aimsweb winter fluency)	30	31	32	33
2014-15 Percent of 3rd graders proficient in reading (Aimsweb winter fluency)	30			
2014-15 Percent of 3rd graders met/exceeded standard on Smarter Balanced ELA	38	39	40	41

<u>District Metric 1.1</u>

DM1.1: Participation in professional development activities related to Goal 1.

Process metric: We will collect data about participation in professional development activities related to Goal 1 during the 2016-17 school year. Our intent with this metric is to report on the trainings in the LCAP that were completed this year. We will repeat this process in 2017-18 and 2018-19 for training that takes place in those years.

District Metric 1.2

DM1.2: The extent to which CTE pathways align to the California CTE Model Curriculum Standards and the 10 CTE Program Requirements.

Performance metric: 2016-17 is a baseline year for data about the degree to which our CTE pathways align to the California CTE Model Curriculum Standards and meet the 10 CTE Program Requirements. The goal is to have all pathways fully aligned, and all program requirements met. Extensive work with community partners and staff outside the pathway is necessary for full implementation of several of these elements, and full implementation will take several years.

Process metric 2016-17: All pathways will compare their program to the requirements and provide evidence to support their rating of each area. Pathways will select improvement targets and develop action plans for the subsequent years.

Performance metric 2017-18: All pathways will score a minimum of a 1 on each element (no zeros), a 2 on element 10, and will have a minimum overall score of 15.

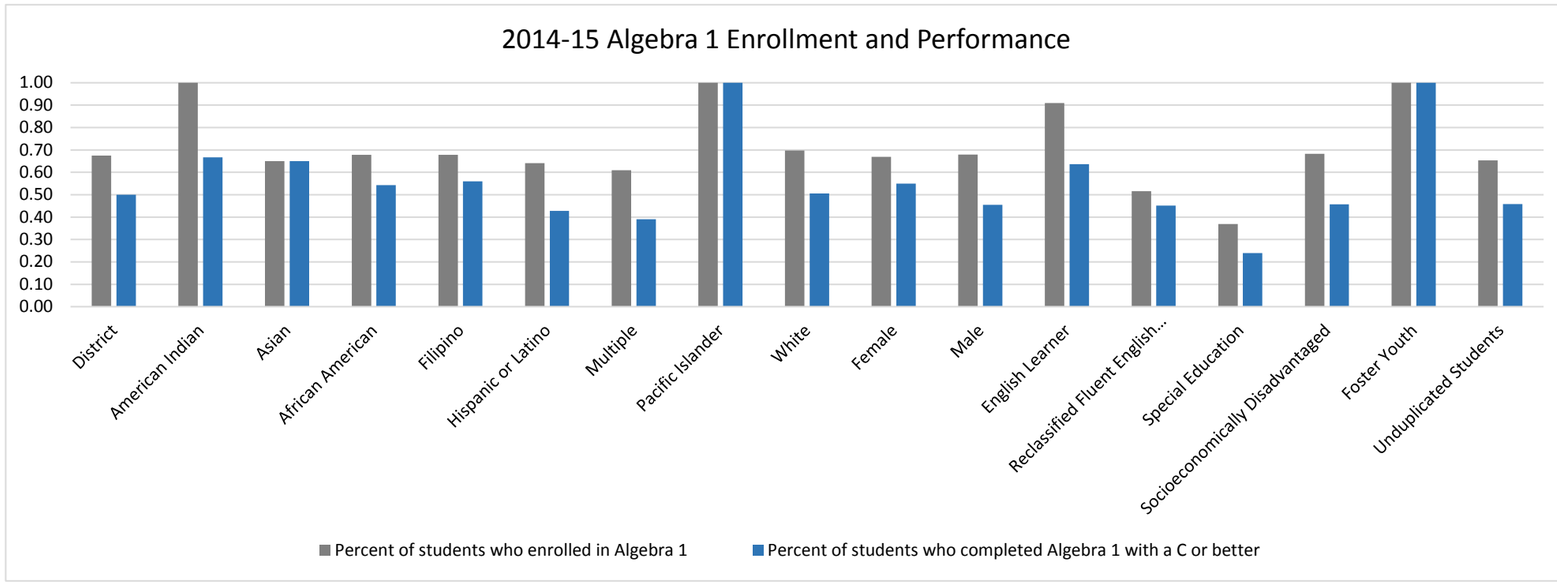
Performance metric 2018-19: All pathways will score a minimum of a 1 on each element (no zeros), a 2 on element 10, and will have a minimum overall score of 17.

Rating scale 0 = not implemented 1 = partially implemented 2 = fully implemented Baseline data for 2016-17	Pathway Name									
1. Offers high quality curriculum and instruction aligned with the California CTE Model Curriculum Standards, including, but not limited to, providing a coherent sequence of CTE courses that enable pupils to transition to postsecondary education programs that lead to a career pathway or attain employment upon graduation from high school.										
2. Provides pupils with quality career exploration and guidance.										
3. Provides pupil support services, including counseling and leadership development.										
4. Provides for system alignment, coherence, and articulation, including ongoing and structural regional or local partnerships with postsecondary educational institutions, with documented formal written agreements.										
5. Forms ongoing and structural industry and labor partnerships, documented through formal written agreements and through participation on advisory committees.										
6. Provides opportunities for pupils to participate in after school, extended day, and out-of-school internships, competitions, and other work-based learning opportunities.										
7. Reflects regional or local labor market demands and focuses on current or emerging high-skill, high-wage, or high-demand occupations.										
8. Leads to an industry-recognized credential or certificate or appropriate postsecondary training or employment.										
9. Is staffed by skilled teachers (CTE credentialed teachers) or faculty and provides professional development opportunities for those teachers or faculty members.										
10. Reports data to allow for an evaluation of the program.										

District Metric 1.3

DM1.3: The percent of students who have successfully (with an A, B, or C grade) completed Algebra 1 by the end of 9th grade.

Algebra 1 success rates are a strong leading indicator for UC a-g college entrance requirements completion. The data below is for students who were in 9th grade in 2014-15. Some students completed Algebra 1 in 8th grade, and some completed Algebra 1 in 9th grade. The chart below shows the relationship between the percentage of students who enroll in a course and the percentage that complete it with an A, B, or C. If the bars have the same length, all students enrolled earned an A, B, or C. Where the bars have very different lengths, significant percentages of students earned Ds or Fs. This data should be interpreted with an understanding that some subgroups are very small, and others are much larger. We have met the target if 12 of the data points in the chart met the target.



	District	American Indian	Asian	African American	Filipino	Hispanic or Latino	Multiple	Pacific Islander	White	Female	Male	English Learner	Reclassified Fluent English Proficient	Students with Disabilities	Socioeconomically Disadvantaged	Foster Youth	Unduplicated Students
2018-19 Target (percent Algebra 1 with C or better)	62	70	68	57	59	46	42	100	54	58	49	67	48	27	49	100	49
2017-18 Target (percent Algebra 1 with C or better)	58	69	67	56	58	45	41	100	53	57	48	66	47	26	48	100	48
2016-17 Target (percent Algebra 1 with C or better)	54	68	66	55	57	44	40	100	52	56	47	65	46	25	47	100	47
2014-15 Completed Algebra 1 with C or better (percent)	50	67	65	54	56	43	39	100	51	55	46	64	45	24	46	100	46
2014-15 Enrolled in Algebra 1 (percent)	67	100	65	68	68	64	61	100	70	67	68	91	52	37	68	100	65

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Provide professional development experiences to enhance the knowledge and skills of instructional staff and time to develop the essential components of a guaranteed and viable curriculum where all students have the time and opportunity to learn essential skills. Professional Learning Communities 1.1.1 Implement PLCs for K-6 teachers and teachers of secondary English, math, and science. 1.1.2 Provide training for PLC facilitators, coaches, and administrators in effective facilitation and coaching techniques. Curriculum, Instruction, Assessment, and Data 1.1.3 Revise ELA pacing guides K-12 to align with California's new ELA standards, including integrated ELD. 1.1.4 Continue to revise math pacing guides K-12 to align with California's new math standards. 1.1.5 Continue work on the use of data and the development of common pacing guides, instructional schedules, key assignments, and assessments. Provide clerical support for data entry where needed. 1.1.6 Provide TOSA (Teacher on Special Assignment) support for beginning teachers. 1.1.7 Invest in our instructional leaders in a train-the-trainer model to expand their capacity to provide training for district staff in key programs to improve student learning. 1.1.8 Provide teachers new to the district with training on Aeries, Office 365, and Schoolwires during new teacher orientation. 1.1.9 Provide *Math in Focus* training for elementary teachers. 1.1.10 Provide probeware (scientific instrumentation) training for secondary science teachers along with time to plan lab activities. 1.1.11 Provide teachers with training in ELA core instructional materials and intervention programs. 1.1.12 Provide training in Kagan Cooperative Learning. 1.1.13 Send high school teachers to summer Advanced Placement training. **1.2 Implement an academic Response to Instruction and Intervention System (RtI^2) to improve academic performance.** Elementary Schools *Learning support* 1.2.1 Increase and improve services to English learners and students not meeting expectations in reading by providing Intervention Specialists to support RtI^2 in elementary schools, with 1.0 FTE at Scandia and Travis and 2.0 FTE at Cambridge, Center, and Foxboro where there are larger numbers of children needing ELD instruction. Provide instructional materials, technology, and other tools needed for effective intervention, both for Intervention Specialists and for classroom teachers. 1.2.2 Improve our ability to provide timely support to students not making adequate progress in reading through the use of monitoring assessments that identify students who need additional support. 1.2.3 Increase learning time by providing a Tutoring Center (M, Tu, Th for one hour) to support English learners and students performing below expectations in ELA and math. Provide student tutors for the Tutoring Center and elementary foster and homeless children, working with foster families to meet their unique scheduling needs. Assign a district administrator as the	1.1 DW to provide opportunities for all staff to participate. 1.2 DW in order to ensure equity and access to RtI^2 programs and services. Programs and services are delivered SW, but models are similar in all district schools. The amount of service will vary according to the numbers of students with needs for the programs and services at individual schools. 1.3 SW at Golden West, Vanden, TEC, and TCDS (all secondary schools).	☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____	**General Fund, Unrestricted** 1000 $2,315,287 2000 $82,184 3000 $477,971 4000 $25,720 5000 $74,260 6000 $40,000 Total $3,015,422 **General Fund, Restricted** 1000 $262,668 2000 0 3000 $60,066 4000 $92,601 5000 $72,264 6000 $158,544 7000 $11,337 Total $657,480 1000 = Certificated Personnel Salaries 2000 = Classified Personnel Salaries 3000 = Employee Benefits 4000 = Books and Supplies 5000 = Services and Other Operating Expenses 6000 = Capital Outlay 7000 = Other Outgo

manager of elementary afternoon and summer programs. Provide late afternoon bus service for Center and Travis to ensure all students can access tutoring and other after school programs.

1.2.4 Increase and improve ELD services by providing elementary English learners with a minimum of 150 minutes of designated ELD per week, integrated ELD during ELA lessons, and access to software and other specialized learning materials to improve their mastery of ELD and ELA standards.

1.2.5 Support student success at the beginning of Kindergarten by providing additional learning time during summer Jumpstart Kindergarten programs for incoming Kindergarten students who have not had a preschool experience or who would benefit from the program, with 2 classes at Travis and 3 classes at Foxboro in Summer, 2016.

Class size reduction

1.2.6 Increase teacher time with individual students and small groups by reducing class size to an average of 24:1 across all TK-3 classes in each elementary school to improve student learning and success.

Middle School

Learning support

1.2.7 Increase and improve services to English learners by providing instructional materials and 3 sections (0.50 FTE) of designated ELD classes (minimum of 220 minutes per week) at Golden West to improve student mastery of ELD and ELA standards.

1.2.8 Provide student tutors for middle school foster and homeless children and work with foster families to meet their unique scheduling needs. Provide after school intervention sessions for eligible students.

1.2.9 Increase learning time by providing concurrent Math 7 Lab and Math 8 Lab classes for students performing below expected levels in math, and improve instruction for students performing significantly below grade level by providing Math 180 classes.

1.2.10 Increase learning time and improve the quality of reading instruction by providing *READ 180* for students performing below expected levels in reading.

Class size reduction

1.2.11 Increase teacher time with individual students and small groups by reducing class size in Math 7, Math 8, and in math support classes to improve student learning and success.

High School

Learning support

1.2.12 Increase learning time and improve services to students performing below expected levels in math by providing math lab classes.

1.2.13 Increase and improve services to English learners by providing 2 sections (0.40 FTE) of designated ELD classes (minimum of 220 minutes per week) at Vanden to improve student mastery of ELD and ELA standards. Provide laptop computers to support student learning.

1.2.14 Increase learning time through the Vanden Tutoring Center, which will operate four days a week (M-Th) before school and after 6th and 7th periods to provide a flexible schedule to help students with math, ELD, and other core subjects.

Class size reduction

1.2.15 Increase teacher time with individual students and small groups by maintaining low class sizes in English 1, Algebra 1, and support classes to improve student learning and success.

1.3 Develop systems to ensure all students graduate prepared for college and career.

1.3.1	Increase the graduation rate and improve student academic performance by providing high school summer school for ELD and credit recovery.			
1.3.2	Increase the graduation rate and improve student academic performance by providing online learning courses for high school credit recovery.			
1.3.3	Improve CTE programs by aligning pathways to the California CTE Model Curriculum Standards so that all pathways meet the 10 CTE program requirements, which will enable pupils to attain employment upon graduation from high school and to transition to postsecondary education programs that lead to a career. Improve the quality of CTE programs by using CTEIG funds to purchase equipment for programs that are aligned to standards.			
1.3.4	Expand student CTE options by offering new Biotechnology I, Video Production, and Medical Science II CTE courses. Increase internship opportunities and improve their quality through collaboration with SCOE to provide a 0.50 FTE Internship Coordinator to develop internship opportunities and to place and monitor student interns.			
1.3.5	Improve access to UC a-g courses, credit recovery, STEM, music, arts, and CTE by providing Vanden students with the opportunity to take 7 classes.			
1.3.6	Increase enrollment in our most rigorous course offerings by reducing enrollment barriers and providing increased support for students.			
1.3.7	Expand and improve the guidance curriculum offered to secondary students by providing Naviance for college and career planning in middle and high schools to help align student interests and strengths to post-secondary goals in order to improve student outcomes. Plan visits to colleges and other post-secondary education options. Ensure all secondary students are familiar with University of California and California State University admission requirements.			
1.3.8	Increase and improve opportunities for high school students to earn college credit from Solano Community College through articulation agreements and the dual enrollment program.			
1.3.9	Improve the instructional program and school connectedness in grades 6-9 through the work of a Middle Grades Transition Task Force that will study best practices for middle grades students and make recommendations about how we might improve our programs.			

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

Measurable Outcome Targets for LCAP Goal 1: Narrow the achievement gap while improving academic achievement for all students. Provide students with equitable access to rigorous, standards-based core curriculum and quality Career Technical Education (CTE). Ensure that all students graduate.

Metrics	Measureable outcomes
California Priority 2 State Standards 2A: The LCAP addresses the implementation of state board adopted academic content and performance standards for all students.	Performance metric 2017-18, 2018-19, and 2019-20 1. Continue to provide 100% of students with access to a broad courses of study as required in Education Code §51210 and §51220(a-i). Process metrics 2017-18 1. Select instructional materials aligned to the California Next Generation Science Standards for K-12. Process metrics 2018-19 1. Implement new K-12 science curriculum aligned to California's Next Generation Science Standards. Process metrics 2019-20 1. Focus on implementation of California's Social Science Standards.
California Priority 2 State Standards 2B: The LCAP addresses how the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.	Performance metrics for English learners may be found in 4D and 4E (for 2017-18, 2018-19, and 2019-20) Process metrics 2017-18 1. All elementary English learners receive a minimum of 150 minutes per week of ELD instruction that includes the ELD standards and support for accessing California ELA standards. All secondary English learners receive a minimum of 220 minutes per week of ELD instruction that includes the ELD standards and support for accessing California ELA standards. 2. Invite English learners to elementary summer programs to increase ELA, math, and ELD learning time. 3. Reach out to parents of elementary English learners to let them know about after school programs including tutoring, Arts Adventures, and STEM programs. 4. Continue to provide classes for secondary English learners that provide ELD and also support student success in the core academic curriculum and access to the California ELA standards. Process metrics 2018-19 1. All elementary English learners receive a minimum of 150 minutes per week of ELD instruction that includes the ELD standards and support for accessing California ELA standards. All secondary English learners receive a minimum of 220 minutes per week of ELD instruction that includes the ELD standards and support for accessing California ELA standards. 2. Invite English learners to elementary summer programs to increase ELA, math, and ELD learning time. 3. Reach out to parents of elementary English learners to let them know about after school programs including tutoring, Arts Adventures, and STEM programs. 4. Continue to provide classes for secondary English learners that provide ELD and also support student success in the core academic curriculum and access to the California ELA standards. Process metrics 2019-20 1. All elementary English learners receive a minimum of 150 minutes per week of ELD instruction that includes the ELD standards and support for accessing California ELA standards. All secondary English learners receive a minimum of 220 minutes per week of ELD instruction that includes the ELD standards and support for accessing California ELA standards. 2. Invite English learners to elementary summer programs to increase ELA, math, and ELD learning time. 3. Reach out to parents of elementary English learners to let them know about after school programs including tutoring, Arts Adventures, and STEM programs. 4. Continue to provide classes for secondary English learners that provide ELD and also support student success in the core academic curriculum and access to the California ELA standards.

California Priority 4 Pupil Achievement

4A: The LCAP addresses pupil achievement as measured by statewide assessments.

Performance metric: Spring, 2015 California Assessment of Student Performance and Progress (CAASPP) state assessment results provided a baseline for Smarter Balanced math and ELA assessments. Targets for out years are shown below. We have met the target as a district if the target was met for 17 of the data points below for ELA and math. Because science is in transition, we have met the target for science if all three data points exceed 50.

CAASPP (Smarter Balanced) English Language Arts targets for 2017-18, 2018-19, and 2019-20

Numbers show the percentage of students scoring Standard Met or Standard Exceeded.

	2014-15 Baseline	2015-16 Target	2016-17 Target	2017-18 Target	2018-19 Target	2019-20 Target
District	51	52	53	54	55	56
Male	44	45	46	47	48	49
Female	59	60	61	62	63	64
African American	41	42	43	44	45	46
American Indian/Alaskan Native	60	61	62	63	64	65
Asian	65	66	67	68	69	70
Filipino	66	67	68	69	70	71
Hispanic or Latino	44	45	46	47	48	49
Native Hawaiian/Pacific Islander	44	45	46	47	48	49
White	55	56	57	58	58	59
Two or more races	50	51	52	53	54	55
Students with Disabilities	16	17	18	19	20	21
Economically Disadvantaged	38	39	40	41	42	43
English Learner	10	11	12	13	14	15
Cambridge Elementary	39	40	41	42	43	44
Center Elementary	41	42	43	44	45	46
Foxboro Elementary	38	39	40	41	42	43
Scandia Elementary	50	51	52	53	54	55
Travis Elementary	55	56	57	58	59	60
Golden West Middle	59	60	61	62	63	64
Vanden High	75	76	77	78	79	80
Travis Education Center	13	14	15	16	17	18

CAASPP (Smarter Balanced) Math targets for 2017-18, 2018-19, and 2019-20

Numbers show the percentage of students scoring Standard Met or Standard Exceeded.

	2014-15 Baseline	2015-16 Target	2016-17 Target	2017-18 Target	2018-19 Target	2019-20 Target
District	39	40	41	42	43	44
Male	40	41	42	43	44	45
Female	39	40	41	42	43	44
African American	21	22	23	24	25	26
American Indian/Alaskan Native	56	57	58	59	60	61
Asian	53	54	55	56	57	58
Filipino	51	52	53	54	55	56
Hispanic or Latino	31	32	33	34	35	36
Native Hawaiian/Pacific Islander	39	40	41	42	43	44
White	46	47	48	49	50	51
Two or more races	43	44	45	46	47	48
Students with Disabilities	13	14	15	16	17	18
Economically Disadvantaged	30	31	32	33	34	35
English Learner	16	17	18	19	20	21
Cambridge Elementary	35	36	37	38	39	40
Center Elementary	32	33	34	35	36	37
Foxboro Elementary	41	42	43	44	45	46
Scandia Elementary	53	54	55	56	57	58
Travis Elementary	55	56	57	58	59	60
Golden West Middle	42	43	44	45	46	47
Vanden High	31	32	33	34	35	36
Travis Education Center	0	1	2	3	4	5

Numbers for Travis Community Day School and Travis Independent Study are too small to report.

CAASPP California Standards Test in Science targets for 2017-18, 2018-19, and 2019-20

Numbers show the percentage of students scoring Proficient or Advanced.

	2014-15 Baseline	2015-16 Target	2016-17 Target	2017-18 Target	2018-19 Target	2019-20 Target
Grade 5	70	71	72	73	74	75
Grade 8	71	72	73	74	75	76
Grade 10	69	70	71	72	73	74

California Priority 4 Pupil Achievement 4B: The LCAP addresses pupil achievement as measured by the Academic Performance Index.	The API has been suspended. Measureable outcomes will be established when California provides districts with information about the new system.
California Priority 4 Pupil Achievement 4C: The LCAP addresses pupil achievement as measured by the percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical education standards and framework.	CTE completion rate 2016-17 process metric: Develop a method of tracking students who complete CTE sequences aligned to state CTE standards and establish a baseline. 2017-18 performance metric: Increase the percentage of high school students completing a CTE sequence by 1% over the 2016-17 baseline. 2018-19 performance metric: Increase the percentage of high school students completing a CTE sequence by 2% over the 2016-17 baseline. 2019-20 performance metric: Increase the percentage of high school students completing a CTE sequence by 3% over the 2016-17 baseline. UC a-g college entrance requirements completion rate Performance metric for 2017-18: Increase compared to the 2015 baseline level the number of students completing the UC a-g college entrance requirements by 1% overall and for all subgroups. The target will be considered met if 70% or more of the data points shown below increase or the district percentage increases by 2%. Performance metric for 2018-19: Increase compared to the 2015 baseline level the number of students completing the UC a-g college entrance requirements by 1% overall and for all subgroups. The target will be considered met if 70% or more of the data points shown below increase or the district percentage increases by 2%. Performance metric for 2019-20: Increase compared to the 2015 baseline level the number of students completing the UC a-g college entrance requirements by 1% overall and for all subgroups. The target will be considered met if 70% or more of the data points shown below increase or the district percentage increases by 2%.

Percentage of students completing UC a-g	All Students	African American	Asian	Filipino	Hispanic or Latino	Native Hawaiian or Pacific Islander	White	Military Affiliated	English Learners	RFEP	Students with Disabilities	Socioeconomically Disadvantaged	Male	Female
2020 Target: Graduates completing UC a-g	44	33	68	62	33	43	46	46	45	53	9	35	37	52
2019 Target: Graduates completing UC a-g	43	32	67	61	32	42	45	45	44	52	8	34	36	51
2018 Target: Graduates completing UC a-g	42	31	66	60	31	41	44	44	43	51	7	33	35	50
2017 Target: Graduates completing UC a-g	41	30	65	59	30	40	43	43	42	50	6	32	34	49
2016 Target: Graduates completing UC a-g	40	29	64	58	29	39	42	42	41	49	5	31	33	48
2015 performance: Graduates completing UC a-g	39	28	63	57	28	38	41	41	40	48	4	30	32	47

California Priority 4 Pupil Achievement
4D: The LCAP addresses pupil achievement as measured by the percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT.

Performance metric: Increase by 1% per year the percentage of students who moved up one or more levels on the CELDT compared to their previous year scores, demonstrating their increasing proficiency in English. Moving up one or more levels is considered making adequate progress toward English proficiency.

	2014-15 Baseline	2015-16 Target	2016-17 Target	2017-18 Target	2018-19 Target	2019-20 Target
District	52.2	53.2	54.2	55.2	56.2	57.2

California Priority 4 Pupil Achievement
4E: The LCAP addresses pupil achievement as measured by the English learner reclassification rate.

Performance metric: Increase the percentage of students by 1% per year who were English learners but who have now demonstrated proficiency in the English language through CELDT scores, CAASPP scores, and/or other measures (called reclassification). Track the performance of English learners in two groups: 1) English learners who have been in United States schools for fewer than five years; and 2) English learners who have been in United States schools for five years or more.

	2014-15 Baseline	2015-16 Target	2016-17 Target	2017-18 Target	2018-19 Target	2019-20 Target
Students who have been in US schools **fewer than 5 years**	35.0	36.0	37.0	38.0	39.0	40.0
Students who have been in US schools **5 years or more**	15.0	16.0	17.0	18.0	19.0	20.0

California Priority 4 Pupil Achievement
4F: The LCAP addresses pupil achievement as measured by the percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.

Performance metric: Increase the number of Advanced Placement tests passed with a 3 or higher by significant subgroups as shown in the table below. We have met the target if four or more data points meet the target.

	African American	Asian	Filipino	Hispanic or Latino	White	Total*
2019-20 Target: Number of tests passed with a 3, 4, or 5	50	56	77	63	141	351
2018-19 Target: Number of tests passed with a 3, 4, or 5	49	55	76	62	140	350
2017-18 Target: Number of tests passed with a 3, 4, or 5	46	52	73	59	137	347
2016-17 Target: Number of tests passed with a 3, 4, or 5	43	49	70	56	134	344
2015-16 Target: Number of tests passed with a 3, 4, or 5	40	46	67	53	131	329
2014-15 Number of tests passed with a 3, 4, or 5	35	41	62	48	126	304
2013-14 Number of tests passed with a 3, 4, or 5	30	36	57	43	116	294

* includes subgroups numbers are too small to preserve student privacy if reported individually

California Priority 4 Pupil Achievement

4G: The LCAP addresses pupil achievement as measured by the percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Performance metrics for the Early Assessment Program ELA and Math: See tables below showing the percentage of students scoring ready for college or conditionally ready for college. We have met the target as a district if 9 or more data points meet the target.

	District	Male	Female	African American	Asian	Filipino	Hispanic or Latino	Native Hawaiian or Pacific Islander	White	Socioeconomically Disadvantaged	English Learners	Students with Disabilities
2019-20 Target ELA Ready plus Conditional	73	67	79	64	89	84	62		75	60		30
2018-19 Target ELA Ready plus Conditional	72	66	78	63	88	83	61		74	59		29
2017-18 Target ELA Ready plus Conditional	71	65	77	62	87	82	60		73	58		28
2016-17 Target ELA Ready plus Conditional	70	64	76	61	86	81	59		72	57		27
2015-16 Target ELA Ready plus Conditional	69	63	75	60	85	80	58		71	56		26
2014-15 ELA Ready plus Conditional	68	62	74	59	84	79	58	*	70	55	*	25

	District	Male	Female	African American	Asian	Filipino	Hispanic or Latino	Native Hawaiian or Pacific Islander	White	Socioeconomically Disadvantaged	English Learners	Students with Disabilities
2019-20 Target Math Ready plus Conditional	32	33	32	24	40	43	21		36	27		10
2018-19 Target Math Ready plus Conditional	31	32	31	23	39	42	20		35	26		9
2017-18 Target Math Ready plus Conditional	30	31	30	22	38	41	19		34	25		8
2016-17 Target Math Ready plus Conditional	29	30	29	21	37	40	18		33	24		7
2015-16 Target Math Ready plus Conditional	28	29	28	20	36	39	17		32	23		6

		2014-15 Math Ready plus Conditional | 27 | 28 | 27 | 19 | 35 | 38 | 16 | * | 31 | 22 | * | 5 * indicates numbers are too small to preserve student privacy
	California Priority 7 Course Access 7A: The LCAP addresses the extent to which pupils have access to and are enrolled in courses described under Sections 51210 and 51220(a)-(i), as applicable.	Performance metric for 2017-18, 2018-19, 2019-20: Continue to provide 100% of students with access to a broad courses of study as required in Education Code §51210 and §51220(a-i). Process metric 2016-17: Analyze barriers to enrollment in AP and other rigorous courses and develop a plan to remove these barriers to meet the timelines below. Process metric 2017-18: Begin to remove barriers to enrollment in AP and other rigorous courses for students registering for the 2018-19 school year. Process metric for 2018-19: Barriers to enrollment in AP and other rigorous courses have been removed. Process metric for 2019-20: Barriers to enrollment in AP and other rigorous courses have been removed.

California Priority 7 Course Access

7B: The LCAP addresses the extent to which pupils have access to and are enrolled in programs and services developed and provided to unduplicated pupils.

Process metric for 2016-17: Establish baseline data for participation in programs and services for unduplicated pupils as shown in the chart below. During 2015-16, we had 156 unduplicated students participating in Arts Adventures classes, but we did not measure participation in the other programs and services on the list.

Performance metric for 2017-18: Increase the number/percent of unduplicated students participating in programs and services appropriate for their needs. (An unduplicated student reading above grade level expectations would not receive intensive reading support, but a struggling student should.) Numerical targets will be established in 2016-17.

Performance metric for 2018-19: Increase the number/percent of unduplicated students participating in programs and services appropriate for their needs. (An unduplicated student reading above grade level expectations would not receive intensive reading support, but a struggling student should.) Numerical targets will be established in 2016-17.

Performance metric for 2019-20: Increase the number/percent of unduplicated students participating in programs and services appropriate for their needs. (An unduplicated student reading above grade level expectations would not receive intensive reading support, but a struggling student should.) Numerical targets will be established in 2016-17.

	Elementary Schools	**Middle School**	**High Schools**	**Elementary Schools**	**Middle School**	**High Schools**
Programs and Services for Unduplicated Pupils	Number 2016-17	Number 2016-17	Number 2016-17	Number 2017-18	Number 2017-18	Number 2017-18
Intensive reading support (READ 180, Intervention Specialists)						
Tutoring Center used 5 hours or more						
English Language Development instruction for English Learners						
Math Lab classes						
Social Worker services						
Student2Student program						
CTE program participation						
Naviance accounts						
Summer programs						
After school Arts Adventures and STEM, competitive robotics						

<u>California Priority 7 Course Access</u>
7C: The LCAP addresses the extent to which pupils have access to and are enrolled in programs and services developed and provided to individuals with exceptional needs.

Process metric for 2016-17: Report the number of students participating in the following programs and services developed to support students with exceptional needs.

Process metric for 2017-18: Report the number of students participating in the following programs and services developed to support students with exceptional needs.

Process metric for 2018-19: Report the number of students participating in the following programs and services developed to support students with exceptional needs.

Process metric for 2019-20: Report the number of students participating in the following programs and services developed to support students with exceptional needs.

	Elementary Schools	**Middle School**	**High Schools**
Programs and Services for Students with Exceptional Needs	Number	Number	Number
Learning Center/Resource Center support	217	98	172
Speech and language services	242	57	27
Behavior services	36	4	2
Occupational therapy	48	3	3
Counseling	12	10	16
Replacement curriculum (use of functional academics/life skills curriculum or curriculum below student's grade level)	25	14	8
Assistive technology	0	2	2

<u>California Priority 8 Pupil Outcomes</u>
8A: The LCAP addresses pupil outcomes, if available, for courses described under Sections 51210 and 51220(a)-(i), as applicable.

Priority 8A metric: Increase the percentage of students reading proficiently by the end of third grade.

Performance metric: The most important pupil outcome from the core curriculum is reading proficiently by the end of third grade because students who read proficiently can access any curriculum. We are using winter Aimsweb fluency results and the English Language Arts Smarter Balanced assessment to measure reading proficiency. Because we only get Smarter Balanced data in the spring, the fluency of the students who took the Smarter Balanced test last year in third grade is shown below (same group of students for both measures). Data from current third grade students is included for monitoring purposes: Are students doing better than they did the previous year?

	2015-16 Baseline	2016-17 Target	2017-18 Target	2018-19 Target	2019-20 Target
2015-16 Percent of 3rd graders proficient in reading (Aimsweb winter fluency)	30	31	32	33	34
2014-15 Percent of 3rd graders proficient in reading (Aimsweb winter fluency)	30				
2014-15 Percent of 3rd graders met/exceeded standard on Smarter Balanced ELA	38	39	40	41	42

<u>District Metric 1.1</u>
DM1.1: Participation in professional development activities related to Goal 1.

Process metric: We will collect data about participation in professional development activities related to Goal 1 during the 2016-17 school year. Our intent with this metric is to report on the trainings in the LCAP that were completed this year. We will repeat this process in 2017-18, 2018-19, and 2019-20 for training that takes place in those years.

District Metric 1.2

DM1.2: The extent to which CTE pathways align to the California CTE Model Curriculum Standards and the 10 CTE Program Requirements.

Performance metric: 2016-17 is a baseline year for data about the degree to which our CTE pathways align to the California CTE Model Curriculum Standards and meet the 10 CTE Program Requirements. The goal is to have all pathways fully aligned, and all program requirements met. Extensive work with community partners and staff outside the pathway is necessary for full implementation of several of these elements, and full implementation will take several years.

Process metric 2016-17: All pathways will compare their program to the requirements and provide evidence to support their rating of each area. Pathways will select improvement targets and develop action plans for the subsequent years.

Performance metric 2017-18: All pathways will score a minimum of a 1 on each element (no zeros), a 2 on element 10, and will have a minimum overall score of 15.

Performance metric 2018-19: All pathways will score a minimum of a 1 on each element (no zeros), a 2 on element 10, and will have a minimum overall score of 17.

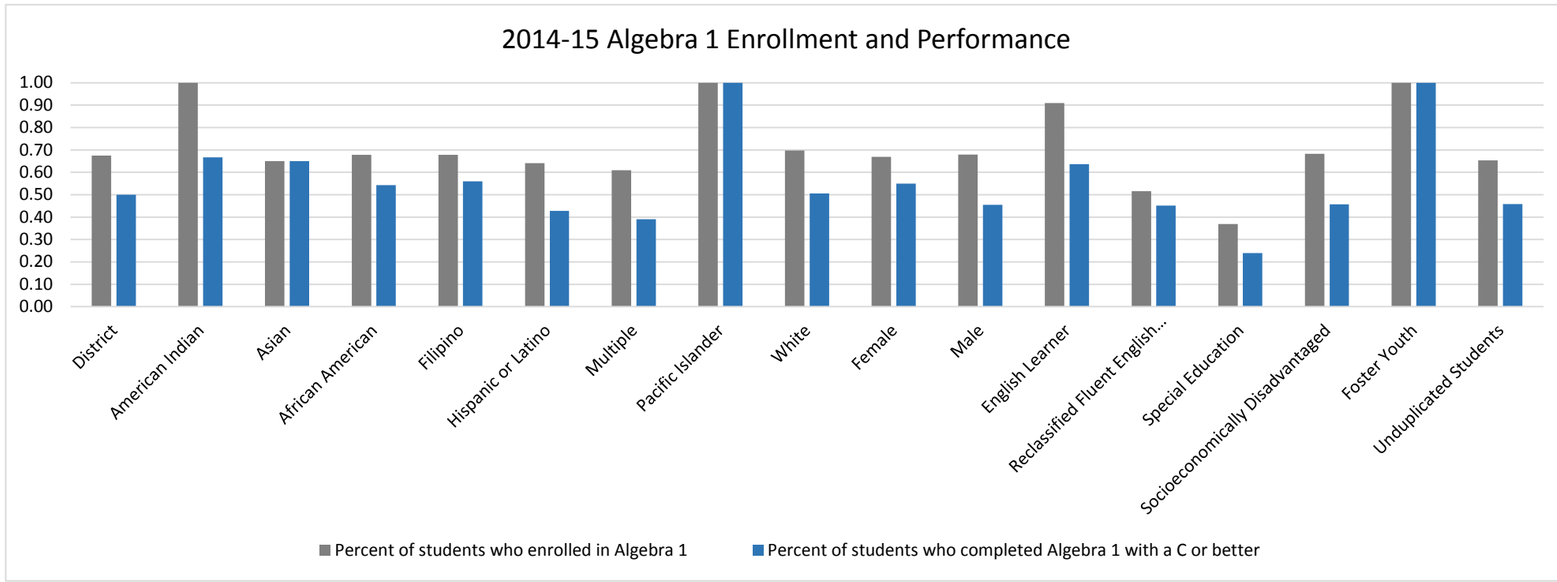
Performance metric 2019-20: All pathways will score a minimum of a 1 on each element (no zeros), a 2 on element 10, and will have a minimum overall score of 18.

Rating scale 0 = not implemented 1 = partially implemented 2 = fully implemented Baseline data for 2016-17	Pathway Name									
1. Offers high quality curriculum and instruction aligned with the California CTE Model Curriculum Standards, including, but not limited to, providing a coherent sequence of CTE courses that enable pupils to transition to postsecondary education programs that lead to a career pathway or attain employment upon graduation from high school.										
2. Provides pupils with quality career exploration and guidance.										
3. Provides pupil support services, including counseling and leadership development.										
4. Provides for system alignment, coherence, and articulation, including ongoing and structural regional or local partnerships with postsecondary educational institutions, with documented formal written agreements.										
5. Forms ongoing and structural industry and labor partnerships, documented through formal written agreements and through participation on advisory committees.										
6. Provides opportunities for pupils to participate in after school, extended day, and out-of-school internships, competitions, and other work-based learning opportunities.										
7. Reflects regional or local labor market demands and focuses on current or emerging high-skill, high-wage, or high-demand occupations.										
8. Leads to an industry-recognized credential or certificate or appropriate postsecondary training or employment.										
9. Is staffed by skilled teachers (CTE credentialed teachers) or faculty and provides professional development opportunities for those teachers or faculty members.										
10. Reports data to allow for an evaluation of the program.										

District Metric 1.3

DM1.3: The percent of students who have successfully (with an A, B, or C grade) completed Algebra 1 by the end of 9th grade.

Algebra 1 success rates are a strong leading indicator for UC a-g college entrance requirements completion. The data below is for students who were in 9th grade in 2014-15. Some students completed Algebra 1 in 8th grade, and some completed Algebra 1 in 9th grade. The chart below shows the relationship between the percentage of students who enroll in a course and the percentage that complete it with an A, B, or C. If the bars have the same length, all students enrolled earned an A, B, or C. Where the bars have very different lengths, significant percentages of students earned Ds or Fs. This data should be interpreted with an understanding that some subgroups are very small, and others are much larger. We have met the target if 12 of the data points in the chart met the target.



	District	American Indian	Asian	African American	Filipino	Hispanic or Latino	Multiple	Pacific Islander	White	Female	Male	English Learner	Reclassified Fluent English Proficient	Students with Disabilities	Socioeconomically Disadvantaged	Foster Youth	Unduplicated Students
2019-20 Target (percent Algebra 1 with C or better)	63	71	69	58	60	47	43	100	55	59	50	68	49	28	50	100	50
2018-19 Target (percent Algebra 1 with C or better)	62	70	68	57	59	46	42	100	54	58	49	67	48	27	49	100	49
2017-18 Target (percent Algebra 1 with C or better)	58	69	67	56	58	45	41	100	53	57	48	66	47	26	48	100	48
2016-17 Target (percent Algebra 1 with C or better)	54	68	66	55	57	44	40	100	52	56	47	65	46	25	47	100	47
2014-15 Completed Algebra 1 with C or better (percent)	50	67	65	54	56	43	39	100	51	55	46	64	45	24	46	100	46
2014-15 Enrolled in Algebra 1 (percent)	67	100	65	68	68	64	61	100	70	67	68	91	52	37	68	100	65

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Provide professional development experiences to enhance the knowledge and skills of instructional staff and time to develop the essential components of a guaranteed and viable curriculum where all students have the time and opportunity to learn essential skills. Professional Learning Communities 1.1.1 Implement PLCs for K-6 teachers and teachers of secondary English, math, and science. 1.1.2 Provide training for PLC facilitators, coaches, and administrators in effective facilitation and coaching techniques. Curriculum, Instruction, Assessment, and Data 1.1.3 Revise ELA pacing guides K-12 to align with California's new ELA standards, including integrated ELD. 1.1.4 Continue to revise math pacing guides K-12 to align with California's new math standards. 1.1.5 Continue work on the use of data and the development of common pacing guides, instructional schedules, key assignments, and assessments. Provide clerical support for data entry where needed. 1.1.6 Provide TOSA (Teacher on Special Assignment) support for beginning teachers. 1.1.7 Invest in our instructional leaders in a train-the-trainer model to expand their capacity to provide training for district staff in key programs to improve student learning. 1.1.8 Provide teachers new to the district with training on Aeries, Office 365, and Schoolwires during new teacher orientation. 1.1.9 Provide *Math in Focus* training for elementary teachers. 1.1.10 (completed) 1.1.11 Provide teachers with training in ELA core instructional materials and intervention programs. 1.1.12 Provide training in Kagan Cooperative Learning. **1.2 Implement an academic Response to Instruction and Intervention System (Rtl^2) to improve academic performance.** Elementary Schools *Learning support* 1.2.1 Increase and improve services to English learners and students not meeting expectations in reading by providing Intervention Specialists to support Rtl^2 in elementary schools, with 1.0 FTE at Scandia and Travis and 2.0 FTE at Cambridge, Center, and Foxboro where there are larger numbers of children needing ELD instruction. Provide instructional materials, technology, and other tools needed for effective intervention, both for Intervention Specialists and for classroom teachers. 1.2.2 Improve our ability to provide timely support to students not making adequate progress in reading through the use of monitoring assessments that identify students who need additional support. 1.2.3 Increase learning time by providing a Tutoring Center (M, Tu, Th for one hour) to support English learners and students performing below expectations in ELA and math. Provide student tutors for the Tutoring Center and elementary foster and homeless children, working with foster families to meet their unique scheduling needs. Assign a district administrator as the manager of elementary afternoon and summer programs. Provide late afternoon bus service for Center and Travis to ensure	1.1 DW to provide opportunities for all staff to participate. 1.2 DW in order to ensure equity and access to Rtl^2 programs and services. Programs and services are delivered SW, but models are similar in all district schools. The amount of service will vary according to the numbers of students with needs for the programs and services at individual schools. 1.3 SW at Golden West, Vanden, TEC, and TCDS (all secondary schools).	☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____	**General Fund, Unrestricted** 1000 $2,315,287 2000 $82,184 3000 $477,971 4000 $25,720 5000 $74,260 6000 $40,000 Total $3,015,422 **General Fund, Restricted** 1000 $262,668 2000 0 3000 $60,066 4000 $92,601 5000 $72,264 6000 $158,544 7000 $11,337 Total $657,480 1000 = Certificated Personnel Salaries 2000 = Classified Personnel Salaries 3000 = Employee Benefits 4000 = Books and Supplies 5000 = Services and Other Operating Expenses 6000 = Capital Outlay 7000 = Other Outgo

all students can access tutoring and other after school programs.

1.2.4 Increase and improve ELD services by providing elementary English learners with a minimum of 150 minutes of designated ELD per week, integrated ELD during ELA lessons, and access to software and other specialized learning materials to improve their mastery of ELD and ELA standards.

1.2.5 Support student success at the beginning of Kindergarten by providing additional learning time during summer Jumpstart Kindergarten programs for incoming Kindergarten students who have not had a preschool experience or who would benefit from the program, with 2 classes at Travis and 3 classes at Foxboro in Summer, 2016.

Class size reduction

1.2.6 Increase teacher time with individual students and small groups by reducing class size to an average of 24:1 across all TK-3 classes in each elementary school to improve student learning and success.

Middle School

Learning support

1.2.7 Increase and improve services to English learners by providing instructional materials and 3 sections (0.50 FTE) of designated ELD classes (minimum of 220 minutes per week) at Golden West to improve student mastery of ELD and ELA standards.

1.2.8 Provide student tutors for middle school foster and homeless children and work with foster families to meet their unique scheduling needs. Provide after school intervention sessions for eligible students.

1.2.9 Increase learning time by providing concurrent Math 7 Lab and Math 8 Lab classes for students performing below expected levels in math, and improve instruction for students performing significantly below grade level by providing Math 180 classes.

1.2.10 Increase learning time and improve the quality of reading instruction by providing *READ 180* for students performing below expected levels in reading.

Class size reduction

1.2.11 Increase teacher time with individual students and small groups by reducing class size in Math 7, Math 8, and in math support classes to improve student learning and success.

High School

Learning support

1.2.12 Increase learning time and improve services to students performing below expected levels in math by providing math lab classes.

1.2.13 Increase and improve services to English learners by providing 2 sections (0.40 FTE) of designated ELD classes (minimum of 220 minutes per week) at Vanden to improve student mastery of ELD and ELA standards. Provide laptop computers to support student learning.

1.2.14 Increase learning time through the Vanden Tutoring Center, which will operate four days a week (M-Th) before school and after 6th and 7th periods to provide a flexible schedule to help students with math, ELD, and other core subjects.

Class size reduction

1.2.15 Increase teacher time with individual students and small groups by maintaining low class sizes in English 1, Algebra 1, and support classes to improve student learning and success.

1.3 Develop systems to ensure all students graduate prepared for college and career.

1.3.1	Increase the graduation rate and improve student academic performance by providing high school summer school for ELD and credit recovery.			
1.3.2	Increase the graduation rate and improve student academic performance by providing online learning courses for high school credit recovery.			
1.3.3	Improve CTE programs by aligning pathways to the California CTE Model Curriculum Standards so that all pathways meet the 10 CTE program requirements, which will enable pupils to attain employment upon graduation from high school and to transition to postsecondary education programs that lead to a career. Improve the quality of CTE programs by using CTEIG funds to purchase equipment for programs that are aligned to standards.			
1.3.4	Expand student CTE options by offering new CTE courses. Increase internship opportunities and improve their quality through collaboration with SCOE to provide a 0.50 FTE Internship Coordinator to develop internship opportunities and to place and monitor student interns.			
1.3.5	Improve access to UC a-g courses, credit recovery, STEM, music, arts, and CTE by providing Vanden students with the opportunity to take 7 classes.			
1.3.6	Increase enrollment in our most rigorous course offerings by reducing enrollment barriers and providing increased support for students.			
1.3.7	Expand and improve the guidance curriculum offered to secondary students by providing Naviance for college and career planning in middle and high schools to help align student interests and strengths to post-secondary goals in order to improve student outcomes. Plan visits to colleges and other post-secondary education options. Ensure all secondary students are familiar with University of California and California State University admission requirements.			
1.3.8	Increase and improve opportunities for high school students to earn college credit from Solano Community College through articulation agreements and the dual enrollment program.			

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

Measurable Outcome Targets for LCAP Goal 1: Narrow the achievement gap while improving academic achievement for all students. Provide students with equitable access to rigorous, standards-based core curriculum and quality Career Technical Education (CTE). Ensure that all students graduate.

Metrics	Measureable outcomes
California Priority 2 State Standards 2A: The LCAP addresses the implementation of state board adopted academic content and performance standards for all students.	Performance metric 2018-19, 2019-20, and 2020-21 1. Continue to provide 100% of students with access to a broad courses of study as required in Education Code §51210 and §51220(a-i). Process metrics 2018-19 1. Implement new K-12 science curriculum aligned to California's Next Generation Science Standards. Process metrics 2019-20 1. Focus on implementation of California's Social Science Standards. Process metrics 2020-21 1. Focus on implementation of California's Social Science Standards.
California Priority 2 State Standards 2B: The LCAP addresses how the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.	Performance metrics for English learners may be found in 4D and 4E (for 2018-19, 2019-20, and 2020-21) Process metrics 2018-19 1. All elementary English learners receive a minimum of 150 minutes per week of ELD instruction that includes the ELD standards and support for accessing California ELA standards. All secondary English learners receive a minimum of 220 minutes per week of ELD instruction that includes the ELD standards and support for accessing California ELA standards. 2. Invite English learners to elementary summer programs to increase ELA, math, and ELD learning time. 3. Reach out to parents of elementary English learners to let them know about after school programs including tutoring, Arts Adventures, and STEM programs. 4. Continue to provide classes for secondary English learners that provide ELD and also support student success in the core academic curriculum and access to the California ELA standards. Process metrics 2019-20 1. All elementary English learners receive a minimum of 150 minutes per week of ELD instruction that includes the ELD standards and support for accessing California ELA standards. All secondary English learners receive a minimum of 220 minutes per week of ELD instruction that includes the ELD standards and support for accessing California ELA standards. 2. Invite English learners to elementary summer programs to increase ELA, math, and ELD learning time. 3. Reach out to parents of elementary English learners to let them know about after school programs including tutoring, Arts Adventures, and STEM programs. 4. Continue to provide classes for secondary English learners that provide ELD and also support student success in the core academic curriculum and access to the California ELA standards. Process metrics 2020-21 1. All elementary English learners receive a minimum of 150 minutes per week of ELD instruction that includes the ELD standards and support for accessing California ELA standards. All secondary English learners receive a minimum of 220 minutes per week of ELD instruction that includes the ELD standards and support for accessing California ELA standards. 2. Invite English learners to elementary summer programs to increase ELA, math, and ELD learning time. 3. Reach out to parents of elementary English learners to let them know about after school programs including tutoring, Arts Adventures, and STEM programs. 4. Continue to provide classes for secondary English learners that provide ELD and also support student success in the core academic curriculum and access to the California ELA standards.

California Priority 4 Pupil Achievement

4A: The LCAP addresses pupil achievement as measured by statewide assessments.

Performance metric: Spring, 2015 California Assessment of Student Performance and Progress (CAASPP) state assessment results provided a baseline for Smarter Balanced math and ELA assessments. Targets for out years are shown below. We have met the target as a district if the target was met for 17 of the data points below for ELA and math. Because science is in transition, we have met the target for science if all three data points exceed 50.

CAASPP (Smarter Balanced) English Language Arts targets for 2018-19, 2019-20, and 2020-21

Numbers show the percentage of students scoring Standard Met or Standard Exceeded.

	2014-15 Baseline	2015-16 Target	2016-17 Target	2017-18 Target	2018-19 Target	2019-20 Target	2020-21 Target
District	51	52	53	54	55	56	57
Male	44	45	46	47	48	49	50
Female	59	60	61	62	63	64	65
African American	41	42	43	44	45	46	47
American Indian/Alaskan Native	60	61	62	63	64	65	66
Asian	65	66	67	68	69	70	71
Filipino	66	67	68	69	70	71	72
Hispanic or Latino	44	45	46	47	48	49	50
Native Hawaiian/Pacific Islander	44	45	46	47	48	49	50
White	55	56	57	58	58	59	60
Two or more races	50	51	52	53	54	55	56
Students with Disabilities	16	17	18	19	20	21	22
Economically Disadvantaged	38	39	40	41	42	43	44
English Learner	10	11	12	13	14	15	16
Cambridge Elementary	39	40	41	42	43	44	45
Center Elementary	41	42	43	44	45	46	47
Foxboro Elementary	38	39	40	41	42	43	44
Scandia Elementary	50	51	52	53	54	55	56
Travis Elementary	55	56	57	58	59	60	61
Golden West Middle	59	60	61	62	63	64	65
Vanden High	75	76	77	78	79	80	81
Travis Education Center	13	14	15	16	17	18	19

CAASPP (Smarter Balanced) Math targets for 2018-19, 2019-20, and 2020-21

Numbers show the percentage of students scoring Standard Met or Standard Exceeded.

	2014-15 Baseline	2015-16 Target	2016-17 Target	2017-18 Target	2018-19 Target	2019-20 Target	2020-21 Target
District	39	40	41	42	43	44	45
Male	40	41	42	43	44	45	46
Female	39	40	41	42	43	44	45
African American	21	22	23	24	25	16	27
American Indian/Alaskan Native	56	57	58	59	60	61	62
Asian	53	54	55	56	57	58	59
Filipino	51	52	53	54	55	56	57
Hispanic or Latino	31	32	33	34	35	36	37
Native Hawaiian/Pacific Islander	39	40	41	42	43	44	45
White	46	47	48	49	50	51	52
Two or more races	43	44	45	46	47	48	49
Students with Disabilities	13	14	15	16	17	18	19
Economically Disadvantaged	30	31	32	33	34	35	36
English Learner	16	17	18	19	20	21	22
Cambridge Elementary	35	36	37	38	39	40	41
Center Elementary	32	33	34	35	36	37	38
Foxboro Elementary	41	42	43	44	45	46	47
Scandia Elementary	53	54	55	56	57	58	59
Travis Elementary	55	56	57	58	59	60	61
Golden West Middle	42	43	44	45	46	47	48
Vanden High	31	32	33	34	35	36	37
Travis Education Center	0	1	2	3	4	5	6

Numbers for Travis Community Day School and Travis Independent Study are too small to report.

CAASPP California Standards Test in Science targets for 2018-19, 2019-20, and 2020-21

Numbers show the percentage of students scoring Proficient or Advanced.

	2014-15 Baseline	2015-16 Target	2016-17 Target	2017-18 Target	2018-19 Target	2019-20 Target	2020-21 Target
Grade 5	70	71	72	73	74	75	76
Grade 8	71	72	73	74	75	76	77
Grade 10	69	70	71	72	73	74	75

California Priority 4 Pupil Achievement 4B: The LCAP addresses pupil achievement as measured by the Academic Performance Index.	The API has been suspended. Measureable outcomes will be established when California provides districts with information about the new system.
California Priority 4 Pupil Achievement 4C: The LCAP addresses pupil achievement as measured by the percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical education standards and framework.	CTE completion rate 2016-17 process metric: Develop a method of tracking students who complete CTE sequences aligned to state CTE standards and establish a baseline. 2017-18 performance metric: Increase the percentage of high school students completing a CTE sequence by 1% over the 2016-17 baseline. 2018-19 performance metric: Increase the percentage of high school students completing a CTE sequence by 2% over the 2016-17 baseline. 2019-20 performance metric: Increase the percentage of high school students completing a CTE sequence by 2% over the 2016-17 baseline. 2020-21 performance metric: Increase the percentage of high school students completing a CTE sequence by 2% over the 2016-17 baseline. UC a-g college entrance requirements completion rate Performance metric for 2018-19: Increase compared to the 2015 baseline level the number of students completing the UC a-g college entrance requirements by 1% overall and for all subgroups. The target will be considered met if 70% or more of the data points shown below increase or the district percentage increases by 2%. Performance metric for 2019-20: Increase compared to the 2015 baseline level the number of students completing the UC a-g college entrance requirements by 1% overall and for all subgroups. The target will be considered met if 70% or more of the data points shown below increase or the district percentage increases by 2%. Performance metric for 2020-21: Increase compared to the 2015 baseline level the number of students completing the UC a-g college entrance requirements by 1% overall and for all subgroups. The target will be considered met if 70% or more of the data points shown below increase or the district percentage increases by 2%.

Percentage of students completing UC a-g	All Students	African American	Asian	Filipino	Hispanic or Latino	Native Hawaiian or Pacific Islander	White	Military Affiliated	English Learners	RFEP	Students with Disabilities	Socioeconomically Disadvantaged	Male	Female
2021 Target: Graduates completing UC a-g	45	34	69	63	34	44	47	47	46	54	10	36	38	53
2020 Target: Graduates completing UC a-g	44	33	68	62	33	43	46	46	45	53	9	35	37	52
2019 Target: Graduates completing UC a-g	43	32	67	61	32	42	45	45	44	52	8	34	36	51
2018 Target: Graduates completing UC a-g	42	31	66	60	31	41	44	44	43	51	7	33	35	50
2017 Target: Graduates completing UC a-g	41	30	65	59	30	40	43	43	42	50	6	32	34	49
2016 Target: Graduates completing UC a-g	40	29	64	58	29	39	42	42	41	49	5	31	33	48
2015 performance: Graduates completing UC a-g	39	28	63	57	28	38	41	41	40	48	4	30	32	47

California Priority 4 Pupil Achievement
4D: The LCAP addresses pupil achievement as measured by the percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT.

Performance metric: Increase by 1% per year the percentage of students who moved up one or more levels on the CELDT compared to their previous year scores, demonstrating their increasing proficiency in English. Moving up one or more levels is considered making adequate progress toward English proficiency.

	2014-15 Baseline	2015-16 Target	2016-17 Target	2017-18 Target	2018-19 Target	2019-20 Target	2020-21 Target
District	52.2	53.2	54.2	55.2	56.2	57.2	58.2

California Priority 4 Pupil Achievement
4E: The LCAP addresses pupil achievement as measured by the English learner reclassification rate.

Performance metric: Increase the percentage of students by 1% per year who were English learners but who have now demonstrated proficiency in the English language through CELDT scores, CAASPP scores, and/or other measures (called reclassification). Track the performance of English learners in two groups: 1) English learners who have been in United States schools for fewer than five years; and 2) English learners who have been in United States schools for five years or more.

	2014-15 Baseline	2015-16 Target	2016-17 Target	2017-18 Target	2018-19 Target	2019-20 Target	2020-21 Target
Students who have been in US schools **fewer than 5 years**	35.0	36.0	37.0	38.0	39.0	40.0	41.0
Students who have been in US schools **5 years or more**	15.0	16.0	17.0	18.0	19.0	20.0	21.0

California Priority 4 Pupil Achievement
4F: The LCAP addresses pupil achievement as measured by the percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.

Performance metric: Increase the number of Advanced Placement tests passed with a 3 or higher by significant subgroups as shown in the table below. We have met the target if four or more data points meet the target.

	African American	Asian	Filipino	Hispanic or Latino	White	Total*
2020-21 Target: Number of tests passed with a 3, 4, or 5	51	57	78	64	142	352
2019-20 Target: Number of tests passed with a 3, 4, or 5	50	56	77	63	141	351
2018-19 Target: Number of tests passed with a 3, 4, or 5	49	55	76	62	140	350
2017-18 Target: Number of tests passed with a 3, 4, or 5	46	52	73	59	137	347
2016-17 Target: Number of tests passed with a 3, 4, or 5	43	49	70	56	134	344
2015-16 Target: Number of tests passed with a 3, 4, or 5	40	46	67	53	131	329
2014-15 Number of tests passed with a 3, 4, or 5	35	41	62	48	126	304
2013-14 Number of tests passed with a 3, 4, or 5	30	36	57	43	116	294

* includes subgroups numbers are too small to preserve student privacy if reported individually

California Priority 4 Pupil Achievement

4G: The LCAP addresses pupil achievement as measured by the percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Performance metrics for the Early Assessment Program ELA and Math: See tables below showing the percentage of students scoring ready for college or conditionally ready for college. We have met the target as a district if 9 or more data points meet the target.

	District	Male	Female	African American	Asian	Filipino	Hispanic or Latino	Native Hawaiian or Pacific Islander	White	Socioeconomically Disadvantaged	English Learners	Students with Disabilities
2020-21 Target ELA Ready plus Conditional	74	68	80	65	90	85	63		76	61		31
2019-20 Target ELA Ready plus Conditional	73	67	79	64	89	84	62		75	60		30
2018-19 Target ELA Ready plus Conditional	72	66	78	63	88	83	61		74	59		29
2017-18 Target ELA Ready plus Conditional	71	65	77	62	87	82	60		73	58		28
2016-17 Target ELA Ready plus Conditional	70	64	76	61	86	81	59		72	57		27
2015-16 Target ELA Ready plus Conditional	69	63	75	60	85	80	58		71	56		26
2014-15 ELA Ready plus Conditional	68	62	74	59	84	79	58	*	70	55	*	25

	District	Male	Female	African American	Asian	Filipino	Hispanic or Latino	Native Hawaiian or Pacific Islander	White	Socioeconomically Disadvantaged	English Learners	Students with Disabilities
2020-21 Target Math Ready plus Conditional	33	34	33	25	41	44	22		37	28		11
2019-20 Target Math Ready plus Conditional	32	33	32	24	40	43	21		36	27		10
2018-19 Target Math Ready plus Conditional	31	32	31	23	39	42	20		35	26		9
2017-18 Target Math Ready plus Conditional	30	31	30	22	38	41	19		34	25		8

2016-17 Target Math Ready plus Conditional	29	30	29	21	37	40	18		33	24		7
2015-16 Target Math Ready plus Conditional	28	29	28	20	36	39	17		32	23		6
2014-15 Math Ready plus Conditional	27	28	27	19	35	38	16	*	31	22	*	5

* indicates numbers are too small to preserve student privacy

California Priority 7 Course Access 7A: The LCAP addresses the extent to which pupils have access to and are enrolled in courses described under Sections 51210 and 51220(a)-(i), as applicable.	Performance metric for 2018-19, 2019-20, 2020-21: Continue to provide 100% of students with access to a broad courses of study as required in Education Code §51210 and §51220(a-i). Process metric 2018-19: Analyze barriers to enrollment in AP and other rigorous courses and develop a plan to remove these barriers to meet the timelines below. Process metric 2019-20: Begin to remove barriers to enrollment in AP and other rigorous courses for students registering for the 2018-19 school year. Process metric for 2020-21: Barriers to enrollment in AP and other rigorous courses have been removed.

California Priority 7 Course Access

7B: The LCAP addresses the extent to which pupils have access to and are enrolled in programs and services developed and provided to unduplicated pupils.

Process metric for 2016-17: Establish baseline data for participation in programs and services for unduplicated pupils as shown in the chart below. During 2015-16, we had 156 unduplicated students participating in Arts Adventures classes, but we did not measure participation in the other programs and services on the list.

Performance metric for 2017-18: Increase the number/percent of unduplicated students participating in programs and services appropriate for their needs. (An unduplicated student reading above grade level expectations would not receive intensive reading support, but a struggling student should.) Numerical targets will be established in 2016-17.

Performance metric for 2018-19: Increase the number/percent of unduplicated students participating in programs and services appropriate for their needs. (An unduplicated student reading above grade level expectations would not receive intensive reading support, but a struggling student should.) Numerical targets will be established in 2016-17.

Performance metric for 2019-20: Increase the number/percent of unduplicated students participating in programs and services appropriate for their needs. (An unduplicated student reading above grade level expectations would not receive intensive reading support, but a struggling student should.) Numerical targets will be established in 2016-17.

Performance metric for 2020-21: Increase the number/percent of unduplicated students participating in programs and services appropriate for their needs. (An unduplicated student reading above grade level expectations would not receive intensive reading support, but a struggling student should.) Numerical targets will be established in 2016-17.

	Elementary Schools	**Middle School**	**High Schools**	**Elementary Schools**	**Middle School**	**High Schools**
Programs and Services for Unduplicated Pupils	Number 2018-19	Number 2018-19	Number 2018-19	Number 2019-20	Number 2019-20	Number 2019-20
Intensive reading support (READ 180, Intervention Specialists)						
Tutoring Center used 5 hours or more						
English Language Development instruction for English Learners						
Math Lab classes						
Social Worker services						
Student2Student program						
CTE program participation						
Naviance accounts						
Summer programs						
After school Arts Adventures and STEM, competitive robotics						

<u>California Priority 7 Course Access</u>

7C: The LCAP addresses the extent to which pupils have access to and are enrolled in programs and services developed and provided to individuals with exceptional needs.

Process metric for 2018-19: Report the number of students participating in the following programs and services developed to support students with exceptional needs.

Process metric for 2019-20: Report the number of students participating in the following programs and services developed to support students with exceptional needs.

Process metric for 2020-21: Report the number of students participating in the following programs and services developed to support students with exceptional needs.

	Elementary Schools	**Middle School**	**High Schools**
Programs and Services for Students with Exceptional Needs	Number	Number	Number
Learning Center/Resource Center support	217	98	172
Speech and language services	242	57	27
Behavior services	36	4	2
Occupational therapy	48	3	3
Counseling	12	10	16
Replacement curriculum (use of functional academics/life skills curriculum or curriculum below student's grade level)	25	14	8
Assistive technology	0	2	2

<u>California Priority 8 Pupil Outcomes</u>

8A: The LCAP addresses pupil outcomes, if available, for courses described under Sections 51210 and 51220(a)-(i), as applicable.

Priority 8A metric: Increase the percentage of students reading proficiently by the end of third grade.

Performance metric: The most important pupil outcome from the core curriculum is reading proficiently by the end of third grade because students who read proficiently can access any curriculum. We are using winter Aimsweb fluency results and the English Language Arts Smarter Balanced assessment to measure reading proficiency. Because we only get Smarter Balanced data in the spring, the fluency of the students who took the Smarter Balanced test last year in third grade is shown below (same group of students for both measures). Data from current third grade students is included for monitoring purposes: Are students doing better than they did the previous year?

	2015-16 Baseline	2016-17 Target	2017-18 Target	2018-19 Target	2019-20 Target	2020-21 Target
2015-16 Percent of 3rd graders proficient in reading (Aimsweb winter fluency)	30	31	32	33	34	35
2014-15 Percent of 3rd graders proficient in reading (Aimsweb winter fluency)	30					
2014-15 Percent of 3rd graders met/exceeded standard on Smarter Balanced ELA	38	39	40	41	42	43

<u>District Metric 1.1</u>

DM1.1: Participation in professional development activities related to Goal 1.

Process metric: We will collect data about participation in professional development activities related to Goal 1 during the 2016-17 school year. Our intent with this metric is to report on the trainings in the LCAP that were completed this year. We will repeat this process in 2017-18, 2018-19, 2019-20, and 2020-21 for training that takes place in those years.

District Metric 1.2

DM1.2: The extent to which CTE pathways align to the California CTE Model Curriculum Standards and the 10 CTE Program Requirements.

Performance metric: 2016-17 is a baseline year for data about the degree to which our CTE pathways align to the California CTE Model Curriculum Standards and meet the 10 CTE Program Requirements. The goal is to have all pathways fully aligned, and all program requirements met. Extensive work with community partners and staff outside the pathway is necessary for full implementation of several of these elements, and full implementation will take several years.
Process metric 2016-17: All pathways will compare their program to the requirements and provide evidence to support their rating of each area. Pathways will select improvement targets and develop action plans for the subsequent years.

Performance metric 2017-18: All pathways will score a minimum of a 1 on each element (no zeros), a 2 on element 10, and will have a minimum overall score of 15.

Performance metric 2018-19: All pathways will score a minimum of a 1 on each element (no zeros), a 2 on element 10, and will have a minimum overall score of 17.

Performance metric 2019-20: All pathways will score a minimum of a 1 on each element (no zeros), a 2 on element 10, and will have a minimum overall score of 17.

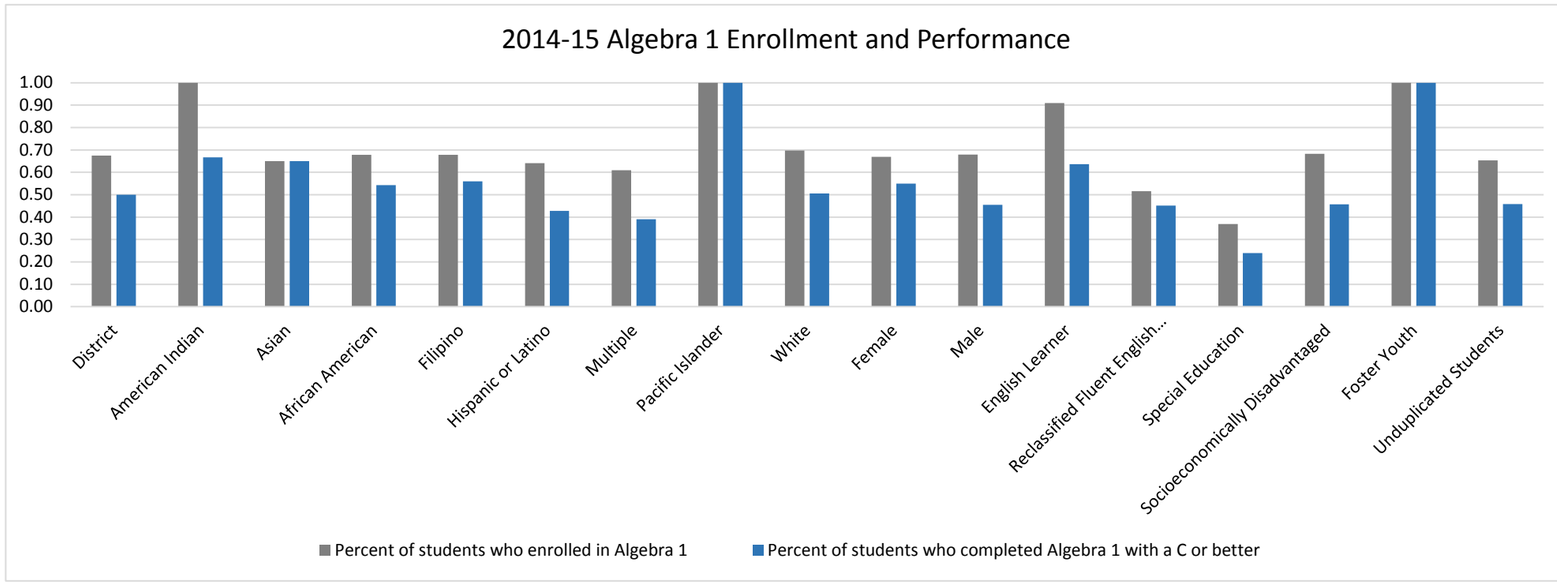
Performance metric 2020-21: All pathways will score a minimum of a 1 on each element (no zeros), a 2 on element 10, and will have a minimum overall score of 17.

Rating scale 0 = not implemented 1 = partially implemented 2 = fully implemented Baseline data for 2016-17	Pathway Name									
1. Offers high quality curriculum and instruction aligned with the California CTE Model Curriculum Standards, including, but not limited to, providing a coherent sequence of CTE courses that enable pupils to transition to postsecondary education programs that lead to a career pathway or attain employment upon graduation from high school.										
2. Provides pupils with quality career exploration and guidance.										
3. Provides pupil support services, including counseling and leadership development.										
4. Provides for system alignment, coherence, and articulation, including ongoing and structural regional or local partnerships with postsecondary educational institutions, with documented formal written agreements.										
5. Forms ongoing and structural industry and labor partnerships, documented through formal written agreements and through participation on advisory committees.										
6. Provides opportunities for pupils to participate in after school, extended day, and out-of-school internships, competitions, and other work-based learning opportunities.										
7. Reflects regional or local labor market demands and focuses on current or emerging high-skill, high-wage, or high-demand occupations.										
8. Leads to an industry-recognized credential or certificate or appropriate postsecondary training or employment.										
9. Is staffed by skilled teachers (CTE credentialed teachers) or faculty and provides professional development opportunities for those teachers or faculty members.										
10. Reports data to allow for an evaluation of the program.										

District Metric 1.3

DM1.3: The percent of students who have successfully (with an A, B, or C grade) completed Algebra 1 by the end of 9th grade.

Algebra 1 success rates are a strong leading indicator for UC a-g college entrance requirements completion. The data below is for students who were in 9th grade in 2014-15. Some students completed Algebra 1 in 8th grade, and some completed Algebra 1 in 9th grade. The chart below shows the relationship between the percentage of students who enroll in a course and the percentage that complete it with an A, B, or C. If the bars have the same length, all students enrolled earned an A, B, or C. Where the bars have very different lengths, significant percentages of students earned Ds or Fs. This data should be interpreted with an understanding that some subgroups are very small, and others are much larger. We have met the target if 12 of the data points in the chart met the target.



	District	American Indian	Asian	African American	Filipino	Hispanic or Latino	Multiple	Pacific Islander	White	Female	Male	English Learner	Reclassified Fluent English Proficient	Students with Disabilities	Socioeconomically Disadvantaged	Foster Youth	Unduplicated Students
2020-21 Target (percent Algebra 1 with C or better)	64	72	70	59	61	48	44	100	56	60	51	69	50	29	51	100	51
2019-20 Target (percent Algebra 1 with C or better)	63	71	69	58	60	47	43	100	55	59	50	68	49	28	50	100	50
2018-19 Target (percent Algebra 1 with C or better)	62	70	68	57	59	46	42	100	54	58	49	67	48	27	49	100	49
2017-18 Target (percent Algebra 1 with C or better)	58	69	67	56	58	45	41	100	53	57	48	66	47	26	48	100	48
2016-17 Target (percent Algebra 1 with C or better)	54	68	66	55	57	44	40	100	52	56	47	65	46	25	47	100	47
2014-15 Completed Algebra 1 with C or better (percent)	50	67	65	54	56	43	39	100	51	55	46	64	45	24	46	100	46
2014-15 Enrolled in Algebra 1 (percent)	67	100	65	68	68	64	61	100	70	67	68	91	52	37	68	100	65

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Provide professional development experiences to enhance the knowledge and skills of instructional staff and time to develop the essential components of a guaranteed and viable curriculum where all students have the time and opportunity to learn essential skills. Professional Learning Communities 1.1.1 Implement PLCs for K-6 teachers and teachers of secondary English, math, and science. 1.1.2 Provide training for PLC facilitators, coaches, and administrators in effective facilitation and coaching techniques. Curriculum, Instruction, Assessment, and Data 1.1.3 Revise ELA pacing guides K-12 to align with California's new ELA standards, including integrated ELD. 1.1.4 Continue to revise math pacing guides K-12 to align with California's new math standards. 1.1.5 Continue work on the use of data and the development of common pacing guides, instructional schedules, key assignments, and assessments. Provide clerical support for data entry where needed. 1.1.6 Provide TOSA (Teacher on Special Assignment) support for beginning teachers. 1.1.7 Invest in our instructional leaders in a train-the-trainer model to expand their capacity to provide training for district staff in key programs to improve student learning. 1.1.8 Provide teachers new to the district with training on Aeries, Office 365, and Schoolwires during new teacher orientation. 1.1.9 Provide *Math in Focus* training for elementary teachers. 1.1.10 (complete) 1.1.11 Provide teachers with training in ELA core instructional materials and intervention programs. 1.1.12 Provide training in Kagan Cooperative Learning. **1.2 Implement an academic Response to Instruction and Intervention System (Rtl^2) to improve academic performance.** Elementary Schools *Learning support* 1.2.1 Increase and improve services to English learners and students not meeting expectations in reading by providing Intervention Specialists to support Rtl^2 in elementary schools, with 1.0 FTE at Scandia and Travis and 2.0 FTE at Cambridge, Center, and Foxboro where there are larger numbers of children needing ELD instruction. Provide instructional materials, technology, and other tools needed for effective intervention, both for Intervention Specialists and for classroom teachers. 1.2.2 Improve our ability to provide timely support to students not making adequate progress in reading through the use of monitoring assessments that identify students who need additional support. 1.2.3 Increase learning time by providing a Tutoring Center (M, Tu, Th for one hour) to support English learners and students performing below expectations in ELA and math. Provide student tutors for the Tutoring Center and elementary foster and homeless children, working with foster families to meet their unique scheduling needs. Assign a district administrator as the manager of elementary afternoon and summer programs. Provide late afternoon bus service for Center and Travis to ensure	1.1 DW to provide opportunities for all staff to participate. 1.2 DW in order to ensure equity and access to Rtl^2 programs and services. Programs and services are delivered SW, but models are similar in all district schools. The amount of service will vary according to the numbers of students with needs for the programs and services at individual schools. 1.3 SW at Golden West, Vanden, TEC, and TCDS (all secondary schools).	☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____	**General Fund, Unrestricted** 1000 $2,315,287 2000 $82,184 3000 $477,971 4000 $25,720 5000 $74,260 6000 $40,000 Total $3,015,422 **General Fund, Restricted** 1000 $262,668 2000 0 3000 $60,066 4000 $92,601 5000 $72,264 6000 $158,544 7000 $11,337 Total $657,480 1000 = Certificated Personnel Salaries 2000 = Classified Personnel Salaries 3000 = Employee Benefits 4000 = Books and Supplies 5000 = Services and Other Operating Expenses 6000 = Capital Outlay 7000 = Other Outgo

all students can access tutoring and other after school programs.

1.2.4 Increase and improve ELD services by providing elementary English learners with a minimum of 150 minutes of designated ELD per week, integrated ELD during ELA lessons, and access to software and other specialized learning materials to improve their mastery of ELD and ELA standards.

1.2.5 Support student success at the beginning of Kindergarten by providing additional learning time during summer Jumpstart Kindergarten programs for incoming Kindergarten students who have not had a preschool experience or who would benefit from the program, with 2 classes at Travis and 3 classes at Foxboro in Summer, 2016.

Class size reduction

1.2.6 Increase teacher time with individual students and small groups by reducing class size to an average of 24:1 across all TK-3 classes in each elementary school to improve student learning and success.

Middle School

Learning support

1.2.7 Increase and improve services to English learners by providing instructional materials and 3 sections (0.50 FTE) of designated ELD classes (minimum of 220 minutes per week) at Golden West to improve student mastery of ELD and ELA standards.

1.2.8 Provide student tutors for middle school foster and homeless children and work with foster families to meet their unique scheduling needs. Provide after school intervention sessions for eligible students.

1.2.9 Increase learning time by providing concurrent Math 7 Lab and Math 8 Lab classes for students performing below expected levels in math, and improve instruction for students performing significantly below grade level by providing Math 180 classes.

1.2.10 Increase learning time and improve the quality of reading instruction by providing *READ 180* for students performing below expected levels in reading.

Class size reduction

1.2.11 Increase teacher time with individual students and small groups by reducing class size in Math 7, Math 8, and in math support classes to improve student learning and success.

High School

Learning support

1.2.12 Increase learning time and improve services to students performing below expected levels in math by providing math lab classes.

1.2.13 Increase and improve services to English learners by providing 2 sections (0.40 FTE) of designated ELD classes (minimum of 220 minutes per week) at Vanden to improve student mastery of ELD and ELA standards. Provide laptop computers to support student learning.

1.2.14 Increase learning time through the Vanden Tutoring Center, which will operate four days a week (M-Th) before school and after 6th and 7th periods to provide a flexible schedule to help students with math, ELD, and other core subjects.

Class size reduction

1.2.15 Increase teacher time with individual students and small groups by maintaining low class sizes in English 1, Algebra 1, and support classes to improve student learning and success.

1.3 Develop systems to ensure all students graduate prepared for college and career.

1.3.1	Increase the graduation rate and improve student academic performance by providing high school summer school for ELD and credit recovery.			
1.3.2	Increase the graduation rate and improve student academic performance by providing online learning courses for high school credit recovery.			
1.3.3	Improve CTE programs by aligning pathways to the California CTE Model Curriculum Standards so that all pathways meet the 10 CTE program requirements, which will enable pupils to attain employment upon graduation from high school and to transition to postsecondary education programs that lead to a career. Improve the quality of CTE programs by using CTEIG funds to purchase equipment for programs that are aligned to standards.			
1.3.4	Expand student CTE options by offering new CTE courses. Increase internship opportunities and improve their quality through collaboration with SCOE to provide a 0.50 FTE Internship Coordinator to develop internship opportunities and to place and monitor student interns.			
1.3.5	Improve access to UC a-g courses, credit recovery, STEM, music, arts, and CTE by providing Vanden students with the opportunity to take 7 classes.			
1.3.6	Increase enrollment in our most rigorous course offerings by reducing enrollment barriers and providing increased support for students.			
1.3.7	Expand and improve the guidance curriculum offered to secondary students by providing Naviance for college and career planning in middle and high schools to help align student interests and strengths to post-secondary goals in order to improve student outcomes. Plan visits to colleges and other post-secondary education options. Ensure all secondary students are familiar with University of California and California State University admission requirements.			
1.3.8	Increase and improve opportunities for high school students to earn college credit from Solano Community College through articulation agreements and the dual enrollment program.			

LCAP GOAL 2: Provide positive, nurturing school environments enriched by experiences in the arts, music, STEM (science, technology, engineering, and mathematics) where students feel safe, welcome, and connected to the school community. Extend learning beyond the school day.		Related State and/or Local Priorities: 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 ☒ 7 ☐ 8 ☐ Local: • District Metric 2.1: Participation in professional development activities related to Goal 2.

Identified Need :

Attendance data, suspension data, and California Healthy Kids Survey data show that we can make improvements in student connection to school and that socio-emotional learning and support should remain priorities.

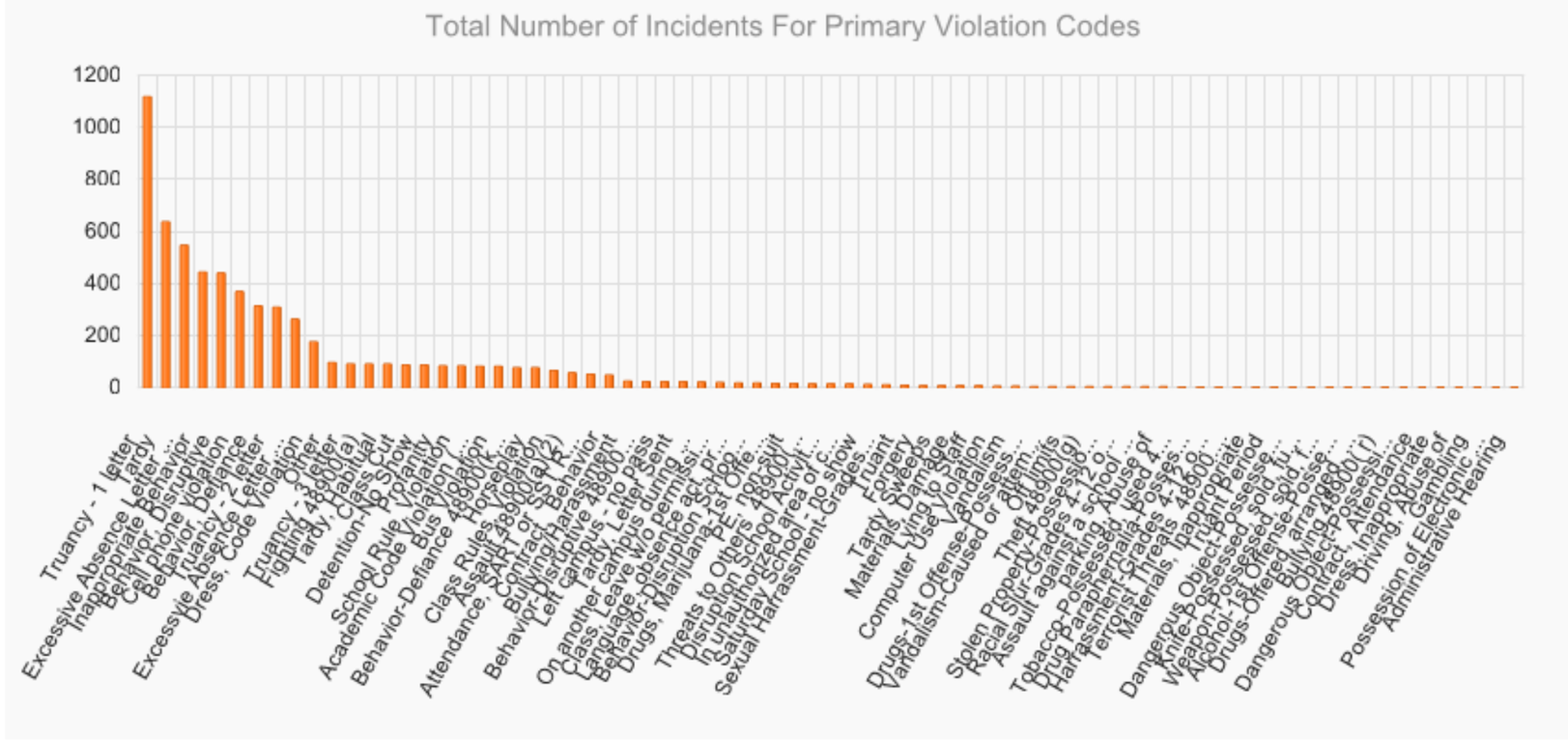
About half of our 5th and 7th grade students, and 40% of 9th graders and 34% of 11th graders, report being harassed or bullied at school. Students with disabilities have a lower graduation rate than most other groups, and the graduation rate from Independent Study is low. Although we are seeing improvements in the graduation rate of English learners and students in alternative education, we still have work to do in this area.

Our attendance challenges are at both ends of the TK-12 grade range. 22.0% of our TK students are chronically absent. 6.9% of Kindergarten students and 4.3% of first graders are chronically absent. These absences impact children's ability to learn to read because instead of getting a carefully planned scope and sequence of reading instruction, students get random lessons depending in which days they are at school. Some of these children are most in need of daily instruction and additional daily intervention.

The chronic absentee rate creeps up again near the end of high school. 9.3% of 11th grade students and 10.5% of 12th grade students are chronically absent. This can impact graduation because students who miss school get behind and may give up.

Our theory of action is that when we provide rich, engaging learning activities both during and outside the school day (after school and summer), students feel more connected to school and are more likely to succeed academically. In addition, we have some students who need extra socio-emotional support and a few students who need intensive socio-emotional support as evidenced by suspension rates and other discipline data, such as the 11.4% suspension rate at Golden West. All of these identified needs led us to develop LCAP Goal 2.

The data below shows the number of disciplinary incidents for all students during the 2015-16 school year through 4.28.16. The top three violations are related to attendance. Detailed attendance data is shown in State Metric 5A and 5B. Detailed discipline data is shown in State Metric 6A, and California Healthy Kids Survey data can be found in State Metric6 6C below in the metrics for this goal.



Goal Applies to:	Schools:	☒ Cambridge Elementary ☒ Center Elementary ☒ Foxboro Elementary ☒ Scandia Elementary ☒ Travis Elementary ☒ Golden West Middle ☒ Vanden High ☒ Travis Education Center ☒ Travis Community Day School
	Applicable Pupil Subgroups:	☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ RFEP ☐ Other _____

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Measurable Outcome Targets for LCAP Goal 2: Provide positive, nurturing school environments enriched by experiences in the arts, music, STEM (science, technology, engineering, and mathematics) where students feel safe, welcome, and connected to the school community. Extend learning beyond the school day.

Metrics	Measureable outcomes

California Priority 5 Pupil Engagement

5A: The LCAP addresses pupil engagement as measured by school attendance rates.

Attendance targets have been established where attendance is less than 96%. For other metrics, the target is to remain in the green range. We have met the district target if 30 of the data points meet the target.

	2014-15	2015-16 (through 3/10)	2016-17 Target	2016-17	2017-18	2018-19
District	96.9	96.9				
Cambridge Elementary	96.3	96.5				
Center Elementary	96.3	96.8				
Foxboro Elementary	96.7	97.0				
Scandia Elementary	97.3	97.6				
Travis Elementary	97.3	97.6				
Golden West Middle	96.7	97.1				
Vanden High	96.7	96.7				
Travis Education Center	91.4	92.3	92.5	92.7	92.9	93.1
Male	96.6	97.0				
Female	96.6	97.0				
African American	96.5	97.0				
Asian	97.3	98.0				
Filipino	97.3	97.7				
Hispanic or Latino	96.1	96.6				
Native Hawaiian or Pacific Islander	95.8	95.5	95.7	95.9	96.1	96.3
White	96.6	96.8				
Military Affiliated	97.2	97.5				
Socioeconomically Disadvantaged	96.3	96.6				
English Learners	97.3	97.2				
Students with Disabilities	96.1	96.6				
Foster Youth	97.4	97.9				
Unduplicated Students	96.3	97.0				
Transitional Kindergarten	94.8	93.7	93.9	94.1	94.3	94.5
Kindergarten	95.8	96.3				
First Grade	96.8	97.0				
Second Grade	97.0	97.3				
Third Grade	96.7	97.2				
Fourth Grade	97.0	97.3				
Fifth Grade	96.9	97.5				
Sixth Grade	97.1	97.5				
Seventh Grade	97.0	97.3				
Eighth Grade	96.4	96.9				
Ninth Grade	96.7	97.0				
Tenth Grade	96.4	97.0				
Eleventh Grade	96.0	96.3				
Twelfth Grade	96.1	95.6	95.8	96.0	96.2	96.4

Dark green: 97% and above. Light green: 96-96.9%. Yellow: 95-95.9%. Orange: 90.1-94.9%. Red: 90% and below (state definition of chronic absence).

California Priority 5 Pupil Engagement

5B: The LCAP addresses pupil engagement as measured by chronic absenteeism rates.

Targets have been established where chronic absenteeism is 5% or more. For other groups, the target is to remain in the green zone. We have met the target if 25 data points met the target.

	Number of Students 2014-15	Percentage of Students 2014-15	Number of Students 2015-16 (through 3/10)	Percentage of Students 2015-16 (through 3/10)	Number of Students 2016-17	Target: Percentage of Students 2016-17	Number of Students 2017-18	Target: Percentage of Students 2017-18	Number of Students 2018-19	Target: Percentage of Students 2018-19
Cambridge	30	5.2	29	5.0		4.9		4.8		4.7
Center	30	5.7	20	4.1						
Foxboro	17	2.3	24	3.5						
Scandia	11	2.1	10	1.8						
Travis	7	1.6	11	2.4						
Golden West	45	5.4	47	5.3		5.2		5.1		5.0
Vanden	79	5.0	107	6.5		6.4		6.3		6.2
Travis Education Center	16	29.6	13	26.0		25.9		25.8		25.7
African American	35	5.4	33	5.3		5.2		5.1		5.0
Asian	6	2.8	7	3.2						
Filipino	17	3.3	15	2.8						
Hispanic or Latino	65	5.7	69	5.8		5.7		5.6		5.5
Native Hawaiian or Pacific Islander	7	10.8	8	11.4		11.3		11.2		11.1
White	89	4.2	8	0.4						
English Learners	5	3.2	10	5.1		5.0		4.9		4.8
Students with Disabilities	36	6.3	37	6.7		6.6		6.5		5.4
Transitional Kindergarten		14.3	11	22.9		22.8		22.7		22.6
Kindergarten		7.3	26	6.9		6.8		6.7		6.6
First Grade		3.1	16	4.3		4.2		4.1		4.0
Second Grade		2.2	9	2.6						
Third Grade		3.8	8	1.9						
Fourth Grade		1.2	11	2.8						
Fifth Grade		3.3	6	1.5						
Sixth Grade		2.4	9	2.2						
Seventh Grade		3.7	23	4.9		4.8		4.7		4.6
Eighth Grade		7.4	25	5.9		5.8		5.7		5.6
Ninth Grade		4.7	26	5.9		5.8		5.7		5.6
Tenth Grade		5.3	23	5.0		4.9		4.8		4.7
Eleventh Grade		6.4	38	9.3		9.2		9.1		9.0
Twelfth Grade		7.3	43	10.5		10.4		10.3		10.2

0-2% dark green, 3% light green, 4% yellow, 5% light orange, 6-7% dark orange, 8% and above red.

<table>
<tr>
<td><u>California Priority 5 Pupil Engagement</u>
5C: The LCAP addresses pupil engagement as measured by middle school dropout rates.</td>
<td>Our target is to have zero middle school dropouts who have left school but remain in the area. In 2013-14, we had one middle school dropout, but it was likely that was due to a records transfer problem.

Performance target for 2016-17: zero middle school dropouts
Performance target for 2017-18: zero middle school dropouts
Performance target for 2018-19: zero middle school dropouts</td>
</tr>
<tr>
<td><u>California Priority 5 Pupil Engagement</u>
5D: The LCAP addresses pupil engagement as measured by high school dropout rates.</td>
<td>Our target is to maintain dropout rates below the state and county Annual Adjusted Grade 9 Dropout Rates. This will be calculated from state data. Numbers below are percentages. Targets will change each year as state and county rates change.

<table>
<tr><th></th><th>2013-14</th><th>2014-15</th><th>2015-16</th><th>2016-17</th><th>2017-18</th><th>2018-19</th></tr>
<tr><td>District Annual Adjusted Grade 9-12 Dropout Rate</td><td>0.5</td><td><2.7</td><td><2.7</td><td><2.7</td><td><2.7</td><td><2.7</td></tr>
<tr><td>County Annual Adjusted Grade 9-12 Dropout Rate</td><td>2.7</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>State Annual Adjusted Grade 9-12 Dropout Rate</td><td>3.1</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

In addition to keeping our overall dropout rate below state and county rates, we have three subgroups and two schools with dropout rates that are of concern. English learners, students with disabilities, and socioeconomically disadvantaged students have had dropout rates between 5.9 and 10.2 percent in recent years. Travis Community Day School and our Independent Study program that enrolls fewer than five students per year also have high dropout rates, reaching 25% for the community day school and 50% for independent study. Numerical targets for these subgroups will be set after we receive state data.</td>
</tr>
</table>

California Priority 5 Pupil Engagement

5E: The LCAP addresses pupil engagement as measured by high school graduation rates.

California is in the process of drafting metrics for LCAP. The tables below come from their draft metric for graduation. The data below the table is from our district. We have met the target if 12 of the data points met the target.

Outcome	Very Low	Low	Intermediate	High	Very High
	78.6% or below	78.7 to 83.2%	83.3 to 90.6%	90.7% to 96.0%	96.1% or above

Improvement	Declined Significantly	Declined	Maintained	Improved	Improved Significantly
	-2.9% or below	-1.3 to -2.8%	-1.2 to 1.3%	1.4 to 6.4%	6.5% or above

	Outcome				
Improvement	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Emerging
Improved	Excellent	Good	Good	Emerging	Issue
Maintained	Excellent	Good	Emerging	Issue	Concern
Declined	Good	Emerging	Issue	Issue	Concern
Declined Significantly	Emerging	Issue	Issue	Concern	Concern

	2013-14	2014-15	Outcome	Improvement		Rating 2014-15	Target 2015-16	Target 2016-17	Target 2017-18	Target 2018-19	Target 2019-20
District	97.3	96.8	Very High	-0.5	Maintained	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
Asian	97.1	100.0	Very High	2.9	Improved	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
African American	97.7	96.7	Very High	-1.0	Maintained	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
Filipino	100.0	100.0	Very High	0.0	Maintained	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
Hispanic or Latino	94.4	98.6	Very High	4.2	Improved	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
White	97.7	94.0	High	-3.7	Declined Significantly	Issue	Emerging	Good	Good	Good	Good
Two or More Races	94.7	100.0	Very High	5.3	Improved	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
English Learners	70.0	100.0	Very High	30.0	Improved Significantly	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
Students with Disabilities	79.1	70.7	Very Low	-8.4	Declined Significantly	Concern	Issue	Emerging	Good	Good	Good
Socioeconomically Disadvantaged	95.0	97.5	Very High	2.5	Improved	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
Male	95.9	95.5	High	-0.4	Maintained	Good	Good	Good	Good	Good	Good
Female	98.4	98.3	Very High	-0.1	Maintained	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
Vanden High	98.8	97.9	Very High	-0.9	Maintained	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
Travis Education Center	93.7	100.0	Very High	6.3	Improved	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
Travis Independent Study	87.5	50.0	Very Low	-37.5	Declined Significantly	Concern	Issue	Emerging	Good	Good	Good

California Priority 6 School Climate

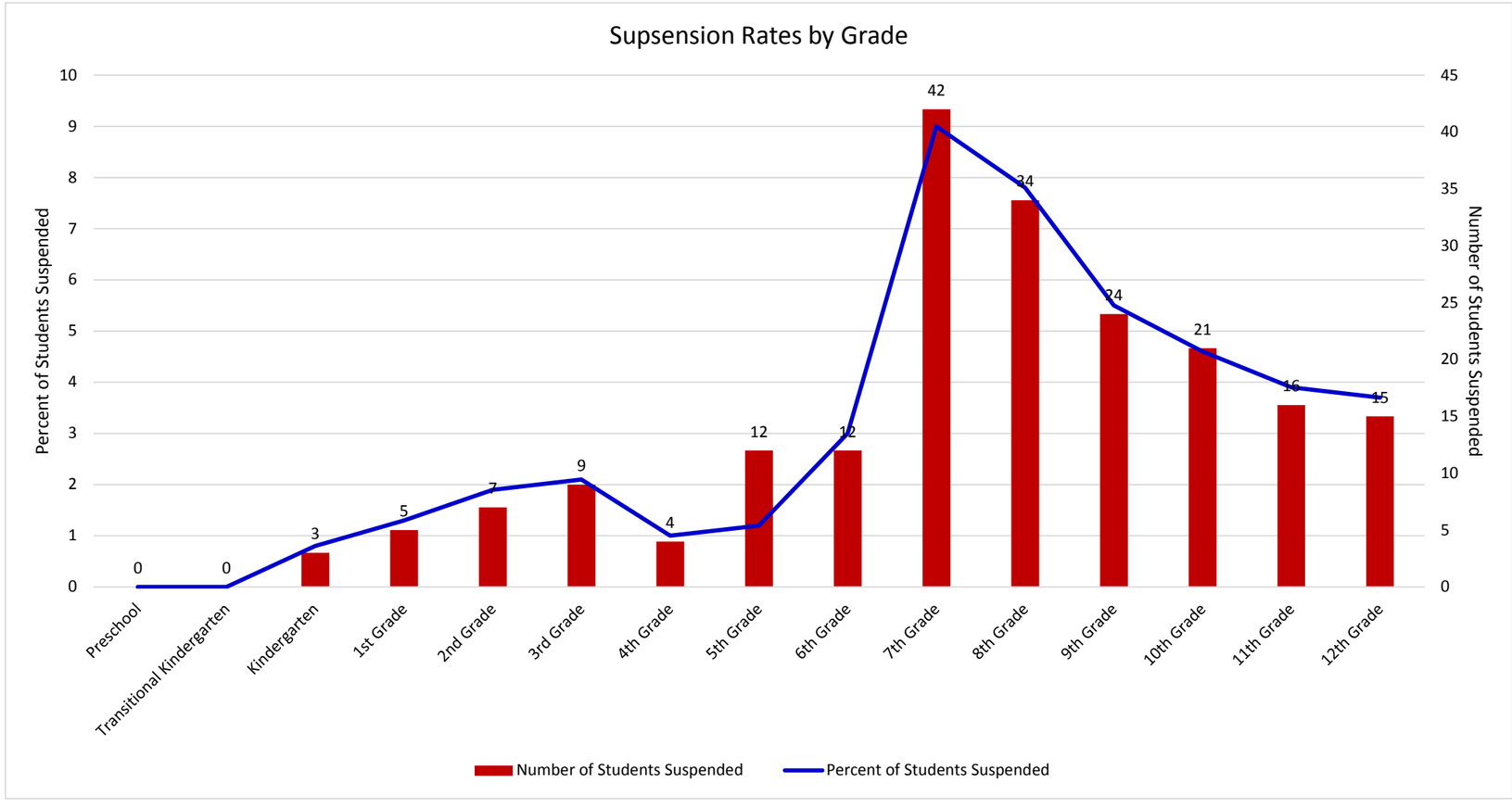
6A: The LCAP addresses school climate as measured by pupil suspension rates.

Where suspension rates are 4.5% or above, we have set targets for reductions. Focusing on grade levels and subgroups with higher suspension rates will allow us to target our suspension reduction efforts to areas where improvement is needed most. Should other groups rise above 4.5% in future years, we will add additional reduction targets. We have met the target if 30 of the data points below met the target.

	Number Suspended 2015-16 through 4.22	Percent Suspended 2015-16 through 4.22	Percent in Population	Target: Percent Suspended in 2016-17	Target: Percent Suspended in 2017-18	Target: Percent Suspended in 2018-19
District	204	3.7				
Cambridge	12	2.1				
Center	13	2.7				
Foxboro	11	1.6				
Scandia	10	1.8				
Travis	6	1.1				
Golden West	72	8.1		7.5	6.5	5.5
Vanden	59	3.6				
Travis Education Center	10	16.1				
Travis Community Day School	9	64.3				
African American	48	7.6	11.6	7.5	6.5	5.5
American Indian	4	10.8	0.7	9.0	8.0	7.0
Asian	4	1.9	4.0			
Filipino	10	1.8	10.0			
Hispanic or Latino	53	4.4	22.0	4.2	4.1	4.0
Native Hawaiian or Pacific Islander	1	1.4	1.3			
White	62	2.9	39.5			
English Learners	6	3.1	3.6			
Reclassified Fluent English Proficient	11	4.0	5.1			
Foster Children	3	10.7	0.5	9.0	8.0	7.0
Students with Disabilities	54	8.1	12.2	7.8	6.8	5.8
Socio-economically Disadvantaged	92	6.0	28.3	5.5	5.0	4.5
Unduplicated Students	98	5.5	32.9	5.3	5.1	4.9
Preschool (Special Education)	0	0.0				
Transitional Kindergarten	0	0.0				
Kindergarten	3	0.8				
First Grade	5	1.3				
Second Grade	7	1.9				
Third Grade	9	2.1				
Fourth Grade	4	1.0				
Fifth Grade	12	1.2				
Sixth Grade	12	3.0				
Seventh Grade	42	9.0		8.0	7.0	6.0

Eighth Grade	34	7.8		7.5	6.5	5.5
Ninth Grade	24	5.5		5.0	4.5	4.0
Tenth Grade	21	4.6		4.3	4.1	3.9
Eleventh Grade	16	3.9				
Twelfth Grade	15	3.7				

An analysis of this data does not show disproportionality, where students are suspended at percentages in significant excess of their numbers in the population. Where the subgroup includes fewer than 50 students, what appears to be disproportionality is likely to be statistical drift, where a single suspension in a small group significantly raises the percentage.



Suspension rates are a useful leading performance indicator to identify areas for focus. The chart above helps us to identify the grade levels where suspension data indicates students are not thriving. Suspension is likely to be an indicator of academic and socio-emotional problems.

California Priority 6 School Climate 6B: The LCAP addresses school climate as measured by pupil expulsion rates.	Travis Unified has a historically low expulsion rate. Our target is to maintain the expulsion rate below 1%. Target for 2016-17: Maintain expulsion rate below 1%. Target for 2017-18: Maintain expulsion rate below 1%. Target for 2018-19: Maintain expulsion rate below 1%.
California Priority 6 School Climate 6C: The LCAP addresses school climate as measured by other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.	We are using the California Healthy Kids survey to monitor the degree to which our work to improve school climate is effective.

	2015-16 Baseline 2011/2013 State Data				2016-17 Targets				2017-18 Targets				2018-19 Targets			
	Grade 5	Grade 7	Grade 9	Grade 11	Grade 5	Grade 7	Grade 9	Grade 11	Grade 5	Grade 7	Grade 9	Grade 11	Grade 5	Grade 7	Grade 9	Grade 11
School connectedness (rated high)	52 61	52 49	38 45	41 42	≥50	≥50	≥30	≥40	≥50	≥50	≥30	≥40	≥50	≥50	≥30	≥40
Caring adult relationships (rated high)	60 58	31 65	27 64	36 63	≥50	≥30	≥30	≥30	≥50	≥30	≥30	≥30	≥50	≥30	≥30	≥30
School perceived as very safe or safe	78 55	61 60	53 57	66 59	≥60	≥50	≥50	≥50	≥60	≥50	≥50	≥50	≥60	≥50	≥50	≥50
Never experienced harassment or bullying (Never hit or pushed)	53 56	49 59	60 73	66 81	≥50	≥50	≥60	≥65	≥50	≥50	≥60	≥65	≥50	≥50	≥60	≥65
Mean rumors never spread about student	54 54	56 57	54 63	57 65	≥50	≥55	≥50	≥55	≥50	≥55	≥50	≥55	≥50	≥55	≥50	≥55

We are currently working with WestEd on an index similar to the high school School Climate Index they developed for the Safe and Supportive Schools program, and will replace the targets above when that work is complete. This is a critical area, and we need to be sure that the data is easy for stakeholders to understand. We need an index that will help us identify the areas for priority action.

Survey response rates: 5th grade = 65%, 7th grade = 93%, 9th grade = 79%, 11th grade = 65%.

Interpretation of district data in relationship to state data is difficult because the state data is from the previous administration of the California Healthy Kids Survey in 2011 and 2013. New state data, which is likely to be more relevant for comparison purposes, will be available later in 2016. We have met the target for the data above if 15 of the data points met the target.

District Metric 2.1 DM2.1: Participation in professional development activities related to Goal 2.	Process metric: We will collect data about participation in professional development activities related to Goal 2 during the 2016-17 school year. Our intent with this metric is to report on the trainings in the LCAP that were completed this year. We will repeat this process in 2017-18 and 2018-19 for training that takes place in those years.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Enhance the knowledge and skills of instructional staff related to PBIS, classroom management, and managing the behavior of challenging students. 2.1.1 Provide online Second Step training for elementary teachers. 2.1.2 Provide Kagan Win-Win Discipline training, with summer training for elementary and high school teachers and training during the school year for middle school teachers. 2.1.3 Provide ongoing training to Instructional Assistants on instructional strategies, behavior management, and IEP and behavior plan implementation. 2.1.4 Train teachers and support staff in de-escalation and active supervision techniques for common areas. 2.1.5 Provide training for elementary teachers in PBIS, classroom management, establishing effective partnerships with parents, and strategies for working with students whose behavior interferes with learning. **2.2 Implement a behavioral Response to Instruction and Intervention System (Rtl^2) to improve socio-emotional wellness and to maintain calm classrooms focused on learning.** <u>Elementary Schools</u> 2.2.1 Fully implement PBIS, with matrices of behavioral expectations and a year-long plan to teach and re-teach expectations. Develop and implement multiple tiers of support. Provide students with weekly lessons to develop social skills and increase socio-emotional wellness. 2.2.2 Use enhanced SART/SST/SARB processes to address attendance and behavioral issues early. Implement an annual progress and performance review process for students attending under special agreements. Provide hourly compensation for two PBIS Coordinators per site to manage these processes and to support PBIS implementation. 2.2.3 Increase and improve Tier II PBIS services, including individual counseling, support groups, and work with families by providing 2.0 FTE School Social Workers plus Social Worker Interns. Provide a Student Support Specialist at each elementary school to support PBIS activities and to provide support for students struggling with behavior. 2.2.4 Increase and improve services to students needing Tier III behavior support by providing three Behavior Teams (a Behavior Intervention Specialist teamed with a Behavior Assistant) to support both Special Education students and students in the general program. 2.2.5 Provide a shared 0.60 FTE bilingual (in Spanish) Parent Liaison to increase communication between families and schools, promote regular school attendance, and connect families to needed resources. <u>Secondary Schools</u> 2.2.6 Develop plans for initial stages of PBIS implementation. 2.2.7 Select and implement a cyberbullying program. 2.2.8 Increase and improve Tier II PBIS services, including individual counseling, support groups, and work with families by providing 2.0 FTE School Social Workers plus Social Worker Interns. 2.2.9 Increase and improve services to students needing Tier III behavior support by providing three Behavior Teams (a Behavior Intervention Specialist teamed with a Behavior Assistant) to support both Special Education students and students in the general program.	2.1 DW to provide opportunities for all staff to participate. 2.2 DW in order to ensure equity and access to Rtl^2 programs and services. Programs and services are delivered SW, but models are similar in all district schools. The amount of service will vary according to the numbers of students with needs for the programs and services at individual schools. 2.3 DW to ensure all students have opportunities to participate, with some programs and services delivered at individual school sites, such as after school programs, and others delivered to students from multiple schools at one site.	☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____	**General Fund, Unrestricted** 1000 $325,201 2000 $634,536 3000 $241,554 4000 $42,126 5000 $85,985 6000 0 Total $1,392,402 **General Fund, Restricted** 1000 $140,130 2000 $129,751 3000 $56,632 4000 $7,596 5000 $59,633 6000 0 Total $393,742 1000 = Certificated Personnel Salaries 2000 = Classified Personnel Salaries 3000 = Employee Benefits 4000 = Books and Supplies 5000 = Services and Other Operating Expenses 6000 = Capital Outlay

2.2.10	Increase options for students by providing alternate learning locations where middle school students needing to improve their behavior can regain their self-control in a quiet environment and use their time productively to complete classwork.			
2.2.11	Use enhanced SART/SST/SARB processes to address attendance, academic performance, and behavioral issues. Implement an annual progress and performance review process for students attending under special agreements.			
2.2.12	Provide a shared 0.60 FTE bilingual (in Spanish) Parent Liaison to increase communication between families and schools, promote regular school attendance, and connect families to needed resources.			
2.2.13	Implement Student2Student program to provide students with strong connections to school, to each other, and to the community.			
2.3	**Provide enrichment and hands-on learning in the arts, music, and STEM (science, technology, engineering, and mathematics) to improve academic achievement and enhance socio-emotional wellness.**			
2.3.1	Expand learning and increase connectedness to school through STEM-themed summer day camp programs with embedded ELA and math skill development for elementary students. Establish a process for priority registration for unduplicated pupils while also including additional students to create heterogeneous learning environments.			
2.3.2	Enhance learning through an engaging, themed middle school summer program that enhances belonging, builds motivation, and provides instruction to close learning gaps in ELA and math to prepare students for success in the following school year.			
2.3.3	Increase learning time by providing elementary after school enrichment mini-courses including Arts Adventures, STEM classes, and competitive robotics. The mini-courses use engaging context to teach ELA and math skills as well as art, science, and engineering.			
2.3.4	Provide music instruction in elementary schools by providing general music for all 4th grade students and a choice of general music or elective band for 5th and 6th grade students.			
2.3.5	Support after school K-8 competitive robotics.			
2.3.6	Increase the time available to learn keyboarding in elementary schools through an online program that can be used at school or at home.			
2.3.7	Teach programming and robotics within the school day using resources including Code.org and the PRISM program from the UC Davis C-STEM Center. Enlist teachers with expertise to design lessons and train others.			

<table>
<tr><td colspan="3">LCAP Year 2: 2017-18</td></tr>
<tr><td>Expected Annual Measurable Outcomes:</td><td colspan="2">Measurable Outcome Targets for LCAP Goal 2: Provide positive, nurturing school environments enriched by experiences in the arts, music, STEM (science, technology, engineering, and mathematics) where students feel safe, welcome, and connected to the school community. Extend learning beyond the school day.</td></tr>
<tr><td></td><td>Metrics</td><td>Measureable outcomes</td></tr>
</table>

California Priority 5 Pupil Engagement

5A: The LCAP addresses pupil engagement as measured by school attendance rates.

Attendance targets have been established where attendance is less than 96%. For other metrics, the target is to remain in the green range. We have met the district target if 30 of the data points meet the target.

	2014-15	2015-16 (through 3/10)	2016-17 Target	2016-17	2017-18	2018-19	2019-20
District	96.9	96.9					
Cambridge Elementary	96.3	96.5					
Center Elementary	96.3	96.8					
Foxboro Elementary	96.7	97.0					
Scandia Elementary	97.3	97.6					
Travis Elementary	97.3	97.6					
Golden West Middle	96.7	97.1					
Vanden High	96.7	96.7					
Travis Education Center	91.4	92.3	92.5	92.7	92.9	93.1	93.4
Male	96.6	97.0					
Female	96.6	97.0					
African American	96.5	97.0					
Asian	97.3	98.0					
Filipino	97.3	97.7					
Hispanic or Latino	96.1	96.6					
Native Hawaiian or Pacific Islander	95.8	95.5	95.7	95.9	96.1	>96	>96
White	96.6	96.8					
Military Affiliated	97.2	97.5					
Socioeconomically Disadvantaged	96.3	96.6					
English Learners	97.3	97.2					
Students with Disabilities	96.1	96.6					
Foster Youth	97.4	97.9					
Unduplicated Students	96.3	97.0					
Transitional Kindergarten	94.8	93.7	93.9	94.1	94.3	94.5	94.8
Kindergarten	95.8	96.3					
First Grade	96.8	97.0					
Second Grade	97.0	97.3					
Third Grade	96.7	97.2					
Fourth Grade	97.0	97.3					
Fifth Grade	96.9	97.5					
Sixth Grade	97.1	97.5					
Seventh Grade	97.0	97.3					
Eighth Grade	96.4	96.9					
Ninth Grade	96.7	97.0					
Tenth Grade	96.4	97.0					
Eleventh Grade	96.0	96.3					
Twelfth Grade	96.1	95.6	95.8	96.0	>96	>96	>96

Dark green: 97% and above. Light green: 96-96.9%. Yellow: 95-95.9%. Orange: 90.1-94.9%. Red: 90% and below (state definition of chronic absence).

California Priority 5 Pupil Engagement

5B: The LCAP addresses pupil engagement as measured by chronic absenteeism rates.

Targets have been established where chronic absenteeism is 5% or more. For other groups, the target is to remain in the green zone. We have met the target if 25 data points met the target.

	Number of Students 2014-15	Percentage of Students 2014-15	Number of Students 2015-16 (through 3/10)	Percentage of Students 2015-16 (through 3/10)	Number of Students 2016-17	Target: Percentage of Students 2016-17	Number of Students 2017-18	Target: Percentage of Students 2017-18	Number of Students 2018-19	Target: Percentage of Students 2018-19	Target: Percentage of Students 2019-20
Cambridge	30	5.2	29	5.0		4.9		4.8		4.7	4.6
Center	30	5.7	20	4.1							
Foxboro	17	2.3	24	3.5							
Scandia	11	2.1	10	1.8							
Travis	7	1.6	11	2.4							
Golden West	45	5.4	47	5.3		5.2		5.1		5.0	4.9
Vanden	79	5.0	107	6.5		6.4		6.3		6.2	6.1
Travis Education Center	16	29.6	13	26.0		25.9		25.8		25.7	25.6
African American	35	5.4	33	5.3		5.2		5.1		5.0	4.9
Asian	6	2.8	7	3.2							
Filipino	17	3.3	15	2.8							
Hispanic or Latino	65	5.7	69	5.8		5.7		5.6		5.5	5.4
Native Hawaiian or Pacific Islander	7	10.8	8	11.4		11.3		11.2		11.1	11.0
White	89	4.2	8	0.4							
English Learners	5	3.2	10	5.1		5.0		4.9		4.8	4.7
Students with Disabilities	36	6.3	37	6.7		6.6		6.5		5.4	5.3
Transitional Kindergarten		14.3	11	22.9		22.8		22.7		22.6	22.5
Kindergarten		7.3	26	6.9		6.8		6.7		6.6	6.5
First Grade		3.1	16	4.3		4.2		4.1		4.0	3.9
Second Grade		2.2	9	2.6							
Third Grade		3.8	8	1.9							
Fourth Grade		1.2	11	2.8							
Fifth Grade		3.3	6	1.5							
Sixth Grade		2.4	9	2.2							
Seventh Grade		3.7	23	4.9		4.8		4.7		4.6	4.5
Eighth Grade		7.4	25	5.9		5.8		5.7		5.6	5.5
Ninth Grade		4.7	26	5.9		5.8		5.7		5.6	5.5
Tenth Grade		5.3	23	5.0		4.9		4.8		4.7	4.6
Eleventh Grade		6.4	38	9.3		9.2		9.1		9.0	8.9
Twelfth Grade		7.3	43	10.5		10.4		10.3		10.2	10.1

0-2% dark green, 3% light green, 4% yellow, 5% light orange, 6-7% dark orange, 8% and above red.

<table>
<tr>
<td><u>California Priority 5 Pupil Engagement</u>
5C: The LCAP addresses pupil engagement as measured by middle school dropout rates.</td>
<td>Our target is to have zero middle school dropouts who have left school but remain in the area. In 2013-14, we had one middle school dropout, but it was likely that was due to a records transfer problem.

Performance target for 2017-18: zero middle school dropouts
Performance target for 2018-19: zero middle school dropouts
Performance target for 2019-20: zero middle school dropouts</td>
</tr>
<tr>
<td><u>California Priority 5 Pupil Engagement</u>
5D: The LCAP addresses pupil engagement as measured by high school dropout rates.</td>
<td>Our target is to maintain dropout rates below the state and county Annual Adjusted Grade 9 Dropout Rates. This will be calculated from state data. Numbers below are percentages. Targets will change each year as state and county rates change.

<table>
<tr><th></th><th>2013-14</th><th>2014-15</th><th>2015-16</th><th>2016-17</th><th>2017-18</th><th>2018-19</th><th>2019-20</th></tr>
<tr><td>District Annual Adjusted Grade 9-12 Dropout Rate</td><td>0.5</td><td><2.7</td><td><2.7</td><td><2.7</td><td><2.7</td><td><2.7</td><td><2.7</td></tr>
<tr><td>County Annual Adjusted Grade 9-12 Dropout Rate</td><td>2.7</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>State Annual Adjusted Grade 9-12 Dropout Rate</td><td>3.1</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

In addition to keeping our overall dropout rate below state and county rates, we have three subgroups and two schools with dropout rates that are of concern. English learners, students with disabilities, and socioeconomically disadvantaged students have had dropout rates between 5.9 and 10.2 percent in recent years. Travis Community Day School and our Independent Study program that enrolls fewer than five students per year also have high dropout rates, reaching 25% for the community day school and 50% for independent study. Numerical targets for these subgroups will be set after we receive state data.</td>
</tr>
</table>

California Priority 5 Pupil Engagement

5E: The LCAP addresses pupil engagement as measured by high school graduation rates.

California is in the process of drafting metrics for LCAP. The tables below come from their draft metric for graduation. The data below the table is from our district. There are 15 data points. We have met the target if 12 of the data points are Good or Excellent and if we have made progress in at least one of the subgroups whose current performance is below that standard.

Outcome	Very Low	Low	Intermediate	High	Very High
	78.6% or below	78.7 to 83.2%	83.3 to 90.6%	90.7% to 96.0%	96.1% or above

Improvement	Declined Significantly	Declined	Maintained	Improved	Improved Significantly
	-2.9% or below	-1.3 to -2.8%	-1.2 to 1.3%	1.4 to 6.4%	6.5% or above

	Outcome				
Improvement	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Emerging
Improved	Excellent	Good	Good	Emerging	Issue
Maintained	Excellent	Good	Emerging	Issue	Concern
Declined	Good	Emerging	Issue	Issue	Concern
Declined Significantly	Emerging	Issue	Issue	Concern	Concern

	2013-14	2014-15	Outcome	Improvement		Rating 2014-15	Target 2015-16	Target 2016-17	Target 2017-18	Target 2018-19	Target 2019-20
District	97.3	96.8	Very High	-0.5	Maintained	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
Asian	97.1	100.0	Very High	2.9	Improved	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
African American	97.7	96.7	Very High	-1.0	Maintained	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
Filipino	100.0	100.0	Very High	0.0	Maintained	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
Hispanic or Latino	94.4	98.6	Very High	4.2	Improved	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
White	97.7	94.0	High	-3.7	Declined Significantly	Issue	Emerging	Good	Good	Good	Good
Two or More Races	94.7	100.0	Very High	5.3	Improved	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
English Learners	70.0	100.0	Very High	30.0	Improved Significantly	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
Students with Disabilities	79.1	70.7	Very Low	-8.4	Declined Significantly	Concern	Issue	Emerging	Good	Good	Good
Socioeconomically Disadvantaged	95.0	97.5	Very High	2.5	Improved	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
Male	95.9	95.5	High	-0.4	Maintained	Good	Good	Good	Good	Good	Good
Female	98.4	98.3	Very High	-0.1	Maintained	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
Vanden High	98.8	97.9	Very High	-0.9	Maintained	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
Travis Education Center	93.7	100.0	Very High	6.3	Improved	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
Travis Independent Study	87.5	50.0	Very Low	-37.5	Declined Significantly	Concern	Issue	Emerging	Good	Good	Good

California Priority 6 School Climate

6A: The LCAP addresses school climate as measured by pupil suspension rates.

Where suspension rates are 4.5% or above, we have set targets for reductions. Focusing on grade levels and subgroups with higher suspension rates will allow us to target our suspension reduction efforts to areas where improvement is needed most. Should other groups rise above 4.5% in future years, we will add additional reduction targets. We have met the target if 30 of the data points below met the target.

	Number Suspended 2015-16 through 4.22	Percent Suspended 2015-16 through 4.22	Percent in Population	Target: Percent Suspended in 2016-17	Target: Percent Suspended in 2017-18	Target: Percent Suspended in 2018-19	Target: Percent Suspended in 2019-20
District	204	3.7					
Cambridge	12	2.1					
Center	13	2.7					
Foxboro	11	1.6					
Scandia	10	1.8					
Travis	6	1.1					
Golden West	72	8.1		7.5	6.5	5.5	5.4
Vanden	59	3.6					
Travis Education Center	10	16.1					
Travis Community Day School	9	64.3					
African American	48	7.6	11.6	7.5	6.5	5.5	5.4
American Indian	4	10.8	0.7	9.0	8.0	7.0	6.9
Asian	4	1.9	4.0				
Filipino	10	1.8	10.0				
Hispanic or Latino	53	4.4	22.0	4.2	4.1	4.0	3.9
Native Hawaiian or Pacific Islander	1	1.4	1.3				
White	62	2.9	39.5				
English Learners	6	3.1	3.6				
Reclassified Fluent English Proficient	11	4.0	5.1				
Foster Children	3	10.7	0.5	9.0	8.0	7.0	6.9
Students with Disabilities	54	8.1	12.2	7.8	6.8	5.8	5.7
Socio-economically Disadvantaged	92	6.0	28.3	5.5	5.0	4.5	4.7
Unduplicated Students	98	5.5	32.9	5.3	5.1	4.9	4.8
Preschool (Special Education)	0	0.0					
Transitional Kindergarten	0	0.0					
Kindergarten	3	0.8					
First Grade	5	1.3					
Second Grade	7	1.9					
Third Grade	9	2.1					
Fourth Grade	4	1.0					
Fifth Grade	12	1.2					
Sixth Grade	12	3.0					
Seventh Grade	42	9.0		8.0	7.0	6.0	5.9

Eighth Grade	34	7.8		7.5	6.5	5.5	5.4
Ninth Grade	24	5.5		5.0	4.5	4.0	3.9
Tenth Grade	21	4.6		4.3	4.1	3.9	3.8
Eleventh Grade	16	3.9					
Twelfth Grade	15	3.7					

An analysis of this data does not show disproportionality, where students are suspended at percentages in significant excess of their numbers in the population. Where the subgroup includes fewer than 50 students, what appears to be disproportionality is likely to be statistical drift, where a single suspension in a small group significantly raises the percentage.

California Priority 6 School Climate
6B: The LCAP addresses school climate as measured by pupil expulsion rates.

Travis Unified has a historically low expulsion rate. Our target is to maintain the expulsion rate below 1%.
Target for 2017-18: Maintain expulsion rate below 1%.
Target for 2018-19: Maintain expulsion rate below 1%.
Target for 2019-20: Maintain expulsion rate below 1%.

California Priority 6 School Climate
6C: The LCAP addresses school climate as measured by other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

We are using the California Healthy Kids survey to monitor the degree to which our work to improve school climate is effective.

	2015-16 Baseline 2011/2013 State Data				2017-18 Targets				2018-19 Targets				2019-20 Targets			
	Grade 5	Grade 7	Grade 9	Grade 11	Grade 5	Grade 7	Grade 9	Grade 11	Grade 5	Grade 7	Grade 9	Grade 11	Grade 5	Grade 7	Grade 9	Grade 11
School connectedness (rated high)	52 61	52 49	38 45	41 42	≥50	≥50	≥30	≥40	≥50	≥50	≥30	≥40	≥50	≥50	≥30	≥40
Caring adult relationships (rated high)	60 58	31 65	27 64	36 63	≥50	≥30	≥30	≥30	≥50	≥30	≥30	≥30	≥50	≥30	≥30	≥30
School perceived as very safe or safe	78 55	61 60	53 57	66 59	≥60	≥50	≥50	≥50	≥60	≥50	≥50	≥50	≥60	≥50	≥50	≥50
Never experienced harassment or bullying (Never hit or pushed)	53 56	49 59	60 73	66 81	≥50	≥50	≥60	≥65	≥50	≥50	≥60	≥65	≥50	≥50	≥60	≥65
Mean rumors never spread about student	54 54	56 57	54 63	57 65	≥50	≥55	≥50	≥55	≥50	≥55	≥50	≥55	≥50	≥55	≥50	≥55

Survey response rates 2015-16: 5th grade = 65%, 7th grade = 93%, 9th grade = 79%, 11th grade = 65%.

District Metric 2.1
DM2.1: Participation in professional development activities related to Goal 2.

Process metric: We will collect data about participation in professional development activities related to Goal 2 during the 2016-17 school year. Our intent with this metric is to report on the trainings in the LCAP that were completed this year. We will repeat this process in 2017-18, 2018-19, and 2019-20 for training that takes place in those years.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Enhance the knowledge and skills of instructional staff related to PBIS, classroom management, and managing the behavior of challenging students. 2.1.1 Provide online Second Step training for elementary teachers. 2.1.2 (completed) 2.1.3 Provide ongoing training to Instructional Assistants on instructional strategies, behavior management, and IEP and behavior plan implementation. 2.1.4 Train teachers and support staff in de-escalation and active supervision techniques for common areas. 2.1.5 Provide training for elementary teachers in PBIS, classroom management, establishing effective partnerships with parents, and strategies for working with students whose behavior interferes with learning. **2.2 Implement a behavioral Response to Instruction and Intervention System (RtI^2) to improve socio-emotional wellness and to maintain calm classrooms focused on learning.** <u>Elementary Schools</u> 2.2.1 Fully implement PBIS, with matrices of behavioral expectations and a year-long plan to teach and re-teach expectations. Develop and implement multiple tiers of support. Provide students with weekly lessons to develop social skills and increase socio-emotional wellness. 2.2.2 Use enhanced SART/SST/SARB processes to address attendance and behavioral issues early. Implement an annual progress and performance review process for students attending under special agreements. Provide hourly compensation for two PBIS Coordinators per site to manage these processes and to support PBIS implementation. 2.2.3 Increase and improve Tier II PBIS services, including individual counseling, support groups, and work with families by providing 2.0 FTE School Social Workers plus Social Worker Interns. Provide a Student Support Specialist at each elementary school to support PBIS activities and to provide support for students struggling with behavior. 2.2.4 Increase and improve services to students needing Tier III behavior support by providing three Behavior Teams (a Behavior Intervention Specialist teamed with a Behavior Assistant) to support both Special Education students and students in the general program. 2.2.5 Provide a shared 0.60 FTE bilingual (in Spanish) Parent Liaison to increase communication between families and schools, promote regular school attendance, and connect families to needed resources. <u>Secondary Schools</u> 2.2.6 Implement plans for initial stages of PBIS implementation. 2.2.7 Implement a cyberbullying program. 2.2.8 Increase and improve Tier II PBIS services, including individual counseling, support groups, and work with families by providing a total of 4.0 FTE School Social Workers plus Social Worker Interns. 2.2.9 Increase and improve services to students needing Tier III behavior support by providing three Behavior Teams (a Behavior Intervention Specialist teamed with a Behavior Assistant) to support both Special Education students and students in the general program.	2.1 DW to provide opportunities for all staff to participate. 2.2 DW in order to ensure equity and access to RtI^2 programs and services. Programs and services are delivered SW, but models are similar in all district schools. The amount of service will vary according to the numbers of students with needs for the programs and services at individual schools. 2.3 DW to ensure all students have opportunities to participate, with some programs and services delivered at individual school sites, such as after school programs, and others delivered to students from multiple schools at one site.	☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____	**General Fund, Unrestricted** 1000 $325,201 2000 $634,536 3000 $241,554 4000 $42,126 5000 $85,985 6000 0 Total $1,392,402 **General Fund, Restricted** 1000 $140,130 2000 $129,751 3000 $56,632 4000 $7,596 5000 $59,633 6000 0 Total $393,742 1000 = Certificated Personnel Salaries 2000 = Classified Personnel Salaries 3000 = Employee Benefits 4000 = Books and Supplies 5000 = Services and Other Operating Expenses 6000 = Capital Outlay

2.2.10	Increase options for students by providing alternate learning locations where middle school students needing to improve their behavior can regain their self-control in a quiet environment and use their time productively to complete classwork.			
2.2.11	Use enhanced SART/SST/SARB processes to address attendance, academic performance, and behavioral issues. Implement an annual progress and performance review process for students attending under special agreements.			
2.2.12	Provide a shared 0.60 FTE bilingual (in Spanish) Parent Liaison to increase communication between families and schools, promote regular school attendance, and connect families to needed resources.			
2.2.13	Implement Student2Student program to provide students with strong connections to school, to each other, and to the community.			
2.3	**Provide enrichment and hands-on learning in the arts, music, and STEM (science, technology, engineering, and mathematics) to improve academic achievement and enhance socio-emotional wellness.**			
2.3.1	Expand learning and increase connectedness to school through STEM-themed summer day camp programs with embedded ELA and math skill development for elementary students. Establish a process for priority registration for unduplicated pupils while also including additional students to create heterogeneous learning environments.			
2.3.2	Enhance learning through an engaging, themed middle school summer program that enhances belonging, builds motivation, and provides instruction to close learning gaps in ELA and math to prepare students for success in the following school year.			
2.3.3	Increase learning time by providing elementary after school enrichment mini-courses including Arts Adventures, STEM classes, and competitive robotics. The mini-courses use engaging context to teach ELA and math skills as well as art, science, and engineering.			
2.3.4	Provide music instruction in elementary schools by providing general music for all 4th grade students and a choice of general music or elective band for 5th and 6th grade students.			
2.3.5	Support after school K-8 competitive robotics.			
2.3.6	Increase the time available to learn keyboarding in elementary schools through an online program that can be used at school or at home.			
2.3.7	Teach programming and robotics within the school day using resources including Code.org and the PRISM program from the UC Davis C-STEM Center. Enlist teachers with expertise to design lessons and train others.			

<table>
<tr><td colspan="3">LCAP Year 3: 2018-19</td></tr>
<tr><td>Expected Annual Measurable Outcomes:</td><td colspan="2">Measurable Outcome Targets for LCAP Goal 2: Provide positive, nurturing school environments enriched by experiences in the arts, music, STEM (science, technology, engineering, and mathematics) where students feel safe, welcome, and connected to the school community. Extend learning beyond the school day.</td></tr>
<tr><td></td><td>Metrics</td><td>Measureable outcomes</td></tr>
</table>

California Priority 5 Pupil Engagement

5A: The LCAP addresses pupil engagement as measured by school attendance rates.

Attendance targets have been established where attendance is less than 96%. For other metrics, the target is to remain in the green range. We have met the district target if 30 of the data points meet the target.

	2014-15	2015-16 (through 3/10)	2016-17 Target	2016-17	2017-18	2018-19	2019-20	2020-21
District	96.9	96.9						
Cambridge Elementary	96.3	96.5						
Center Elementary	96.3	96.8						
Foxboro Elementary	96.7	97.0						
Scandia Elementary	97.3	97.6						
Travis Elementary	97.3	97.6						
Golden West Middle	96.7	97.1						
Vanden High	96.7	96.7						
Travis Education Center	91.4	92.3	92.5	92.7	92.9	93.1	93.0	92.9
Male	96.6	97.0						
Female	96.6	97.0						
African American	96.5	97.0						
Asian	97.3	98.0						
Filipino	97.3	97.7						
Hispanic or Latino	96.1	96.6						
Native Hawaiian or Pacific Islander	95.8	95.5	95.7	95.9	96.1	96.3	96.2	96.1
White	96.6	96.8						
Military Affiliated	97.2	97.5						
Socioeconomically Disadvantaged	96.3	96.6						
English Learners	97.3	97.2						
Students with Disabilities	96.1	96.6						
Foster Youth	97.4	97.9						
Unduplicated Students	96.3	97.0						
Transitional Kindergarten	94.8	93.7	93.9	94.1	94.3	94.5	94.4	94.3
Kindergarten	95.8	96.3						
First Grade	96.8	97.0						
Second Grade	97.0	97.3						
Third Grade	96.7	97.2						
Fourth Grade	97.0	97.3						
Fifth Grade	96.9	97.5						
Sixth Grade	97.1	97.5						
Seventh Grade	97.0	97.3						
Eighth Grade	96.4	96.9						
Ninth Grade	96.7	97.0						
Tenth Grade	96.4	97.0						
Eleventh Grade	96.0	96.3						
Twelfth Grade	96.1	95.6	95.8	96.0	96.2	96.4	96.3	96.2

Dark green: 97% and above. Light green: 96-96.9%. Yellow: 95-95.9%. Orange: 90.1-94.9%. Red: 90% and below (state definition of chronic absence).

California Priority 5 Pupil Engagement

5B: The LCAP addresses pupil engagement as measured by chronic absenteeism rates.

Targets have been established where chronic absenteeism is 5% or more. For other groups, the target is to remain in the green zone. We have met the target if 25 data points met the target.

	Number of Students 2014-15	Percentage of Students 2014-15	Number of Students 2015-16 (through 3/10)	Percentage of Students 2015-16 (through 3/10)	Number of Students 2016-17	Target: Percentage of Students 2016-17	Number of Students 2017-18	Target: Percentage of Students 2017-18	Number of Students 2018-19	Target: Percentage of Students 2018-19	Target: Percentage of Students 2019-20	Target: Percentage of Students 2020-21
Cambridge	30	5.2	29	5.0		4.9		4.8		4.7	4.6	4.5
Center	30	5.7	20	4.1								
Foxboro	17	2.3	24	3.5								
Scandia	11	2.1	10	1.8								
Travis	7	1.6	11	2.4								
Golden West	45	5.4	47	5.3		5.2		5.1		5.0	4.9	4.8
Vanden	79	5.0	107	6.5		6.4		6.3		6.2	6.1	6.0
Travis Education Center	16	29.6	13	26.0		25.9		25.8		25.7	25.6	25.5
African American	35	5.4	33	5.3		5.2		5.1		5.0	4.9	4.8
Asian	6	2.8	7	3.2								
Filipino	17	3.3	15	2.8								
Hispanic or Latino	65	5.7	69	5.8		5.7		5.6		5.5	5.4	5.3
Native Hawaiian or Pacific Islander	7	10.8	8	11.4		11.3		11.2		11.1	11.0	10.9
White	89	4.2	8	0.4								
English Learners	5	3.2	10	5.1		5.0		4.9		4.8	4.7	4.6
Students with Disabilities	36	6.3	37	6.7		6.6		6.5		5.4	5.3	5.2
Transitional Kindergarten		14.3	11	22.9		22.8		22.7		22.6	22.5	22.4
Kindergarten		7.3	26	6.9		6.8		6.7		6.6	6.5	6.4
First Grade		3.1	16	4.3		4.2		4.1		4.0	3.9	3.8
Second Grade		2.2	9	2.6								
Third Grade		3.8	8	1.9								
Fourth Grade		1.2	11	2.8								
Fifth Grade		3.3	6	1.5								
Sixth Grade		2.4	9	2.2								
Seventh Grade		3.7	23	4.9		4.8		4.7		4.6	4.5	4.4
Eighth Grade		7.4	25	5.9		5.8		5.7		5.6	5.5	5.4
Ninth Grade		4.7	26	5.9		5.8		5.7		5.6	5.5	5.4
Tenth Grade		5.3	23	5.0		4.9		4.8		4.7	4.6	4.5
Eleventh Grade		6.4	38	9.3		9.2		9.1		9.0	8.9	8.8
Twelfth Grade		7.3	43	10.5		10.4		10.3		10.2	10.1	10.0

0-2% dark green, 3% light green, 4% yellow, 5% light orange, 6-7% dark orange, 8% and above red.

<table>
<tr>
<td><u>California Priority 5 Pupil Engagement</u>
5C: The LCAP addresses pupil engagement as measured by middle school dropout rates.</td>
<td>Our target is to have zero middle school dropouts who have left school but remain in the area. In 2013-14, we had one middle school dropout, but it was likely that was due to a records transfer problem.

Performance target for 2018-19: zero middle school dropouts
Performance target for 2019-20: zero middle school dropouts
Performance target for 2020-21: zero middle school dropouts</td>
</tr>
<tr>
<td><u>California Priority 5 Pupil Engagement</u>
5D: The LCAP addresses pupil engagement as measured by high school dropout rates.</td>
<td>Our target is to maintain dropout rates below the state and county Annual Adjusted Grade 9 Dropout Rates. This will be calculated from state data. Numbers below are percentages. Targets will change each year as state and county rates change.

<table>
<tr><th></th><th>2013-14</th><th>2014-15</th><th>2015-16</th><th>2016-17</th><th>2017-18</th><th>2018-19</th><th>2019-20</th><th>2020-21</th></tr>
<tr><td>District Annual Adjusted Grade 9-12 Dropout Rate</td><td>0.5</td><td><2.7</td><td><2.7</td><td><2.7</td><td><2.7</td><td><2.7</td><td><2.7</td><td><2.7</td></tr>
<tr><td>County Annual Adjusted Grade 9-12 Dropout Rate</td><td>2.7</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>State Annual Adjusted Grade 9-12 Dropout Rate</td><td>3.1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

In addition to keeping our overall dropout rate below state and county rates, we have three subgroups and two schools with dropout rates that are of concern. English learners, students with disabilities, and socioeconomically disadvantaged students have had dropout rates between 5.9 and 10.2 percent in recent years. Travis Community Day School and our Independent Study program that enrolls fewer than five students per year also have high dropout rates, reaching 25% for the community day school and 50% for independent study. Numerical targets for these subgroups will be set after we receive state data.</td>
</tr>
</table>

California Priority 5 Pupil Engagement

5E: The LCAP addresses pupil engagement as measured by high school graduation rates.

California is in the process of drafting metrics for LCAP. The tables below come from their draft metric for graduation. The data below the table is from our district. We have met the target if 12 of the data points met the target.

Outcome	Very Low	Low	Intermediate	High	Very High
	78.6% or below	78.7 to 83.2%	83.3 to 90.6%	90.7% to 96.0%	96.1% or above

Improvement	Declined Significantly	Declined	Maintained	Improved	Improved Significantly
	-2.9% or below	-1.3 to -2.8%	-1.2 to 1.3%	1.4 to 6.4%	6.5% or above

	Outcome				
Improvement	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Emerging
Improved	Excellent	Good	Good	Emerging	Issue
Maintained	Excellent	Good	Emerging	Issue	Concern
Declined	Good	Emerging	Issue	Issue	Concern
Declined Significantly	Emerging	Issue	Issue	Concern	Concern

	2013-14	**2014-15**	**Outcome**	**Improvement**		**Rating 2014-15**	**Target 2015-16**	**Target 2016-17**	**Target 2017-18**	**Target 2018-19**	**Target 2019-20**
District	97.3	96.8	Very High	-0.5	Maintained	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
Asian	97.1	100.0	Very High	2.9	Improved	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
African American	97.7	96.7	Very High	-1.0	Maintained	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
Filipino	100.0	100.0	Very High	0.0	Maintained	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
Hispanic or Latino	94.4	98.6	Very High	4.2	Improved	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
White	97.7	94.0	High	-3.7	Declined Significantly	Issue	Emerging	Good	Good	Good	Good
Two or More Races	94.7	100.0	Very High	5.3	Improved	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
English Learners	70.0	100.0	Very High	30.0	Improved Significantly	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
Students with Disabilities	79.1	70.7	Very Low	-8.4	Declined Significantly	Concern	Issue	Emerging	Good	Good	Good
Socioeconomically Disadvantaged	95.0	97.5	Very High	2.5	Improved	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
Male	95.9	95.5	High	-0.4	Maintained	Good	Good	Good	Good	Good	Good
Female	98.4	98.3	Very High	-0.1	Maintained	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
Vanden High	98.8	97.9	Very High	-0.9	Maintained	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
Travis Education Center	93.7	100.0	Very High	6.3	Improved	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
Travis Independent Study	87.5	50.0	Very Low	-37.5	Declined Significantly	Concern	Issue	Emerging	Good	Good	Good

California Priority 6 School Climate

6A: The LCAP addresses school climate as measured by pupil suspension rates.

Where suspension rates are 4.5% or above, we have set targets for reductions. Focusing on grade levels and subgroups with higher suspension rates will allow us to target our suspension reduction efforts to areas where improvement is needed most. Should other groups rise above 4.5% in future years, we will add additional reduction targets. We have met the target if 30 of the data points below met the target.

	Number Suspended 2015-16 through 4.22	Percent Suspended 2015-16 through 4.22	Percent in Population	Target: Percent Suspended in 2016-17	Target: Percent Suspended in 2017-18	Target: Percent Suspended in 2018-19	Target: Percent Suspended in 2019-20	Target: Percent Suspended in 2020-21
District	204	3.7						
Cambridge	12	2.1						
Center	13	2.7						
Foxboro	11	1.6						
Scandia	10	1.8						
Travis	6	1.1						
Golden West	72	8.1		7.5	6.5	5.5	5.4	5.3
Vanden	59	3.6						
Travis Education Center	10	16.1						
Travis Community Day School	9	64.3						
African American	48	7.6	11.6	7.5	6.5	5.5	5.4	5.3
American Indian	4	10.8	0.7	9.0	8.0	7.0	6.9	6.8
Asian	4	1.9	4.0					
Filipino	10	1.8	10.0					
Hispanic or Latino	53	4.4	22.0	4.2	4.1	4.0	3.9	3.8
Native Hawaiian or Pacific Islander	1	1.4	1.3					
White	62	2.9	39.5					
English Learners	6	3.1	3.6					
Reclassified Fluent English Proficient	11	4.0	5.1					
Foster Children	3	10.7	0.5	9.0	8.0	7.0	6.9	6.8
Students with Disabilities	54	8.1	12.2	7.8	6.8	5.8	5.7	5.6
Socio-economically Disadvantaged	92	6.0	28.3	5.5	5.0	4.5	4.4	4.3
Unduplicated Students	98	5.5	32.9	5.3	5.1	4.9	4.8	4.7
Preschool (Special Education)	0	0.0						
Transitional Kindergarten	0	0.0						
Kindergarten	3	0.8						
First Grade	5	1.3						
Second Grade	7	1.9						
Third Grade	9	2.1						
Fourth Grade	4	1.0						
Fifth Grade	12	1.2						
Sixth Grade	12	3.0						
Seventh Grade	42	9.0		8.0	7.0	6.0	5.9	5.8

Eighth Grade	34	7.8		7.5	6.5	5.5	5.4	5.3
Ninth Grade	24	5.5		5.0	4.5	4.0	3.9	3.8
Tenth Grade	21	4.6		4.3	4.1	3.9	3.8	3.7
Eleventh Grade	16	3.9						
Twelfth Grade	15	3.7						

An analysis of this data does not show disproportionality, where students are suspended at percentages in significant excess of their numbers in the population. Where the subgroup includes fewer than 50 students, what appears to be disproportionality is likely to be statistical drift, where a single suspension in a small group significantly raises the percentage.

California Priority 6 School Climate
6B: The LCAP addresses school climate as measured by pupil expulsion rates.

Travis Unified has a historically low expulsion rate. Our target is to maintain the expulsion rate below 1%.
Target for 2018-19: Maintain expulsion rate below 1%.
Target for 2019-20: Maintain expulsion rate below 1%.
Target for 2020-21: Maintain expulsion rate below 1%.

California Priority 6 School Climate
6C: The LCAP addresses school climate as measured by other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

We are using the California Healthy Kids survey to monitor the degree to which our work to improve school climate is effective.

	2015-16 Baseline 2011/2013 State Data				2018-19 Targets				2019-20 Targets				2020-21 Targets			
	Grade 5	Grade 7	Grade 9	Grade 11	Grade 5	Grade 7	Grade 9	Grade 11	Grade 5	Grade 7	Grade 9	Grade 11	Grade 5	Grade 7	Grade 9	Grade 11
School connectedness (rated high)	52 61	52 49	38 45	41 42	≥50	≥50	≥30	≥40	≥50	≥50	≥30	≥40	≥50	≥50	≥30	≥40
Caring adult relationships (rated high)	60 58	31 65	27 64	36 63	≥50	≥30	≥30	≥30	≥50	≥30	≥30	≥30	≥50	≥30	≥30	≥30
School perceived as very safe or safe	78 55	61 60	53 57	66 59	≥60	≥50	≥50	≥50	≥60	≥50	≥50	≥50	≥60	≥50	≥50	≥50
Never experienced harassment or bullying (Never hit or pushed)	53 56	49 59	60 73	66 81	≥50	≥50	≥60	≥65	≥50	≥50	≥60	≥65	≥50	≥50	≥60	≥65
Mean rumors never spread about student	54 54	56 57	54 63	57 65	≥50	≥55	≥50	≥55	≥50	≥55	≥50	≥55	≥50	≥55	≥50	≥55

Survey response rates for 2015-16: 5th grade = 65%, 7th grade = 93%, 9th grade = 79%, 11th grade = 65%.

District Metric 2.1
DM2.1: Participation in professional development activities related to Goal 2.

Process metric: We will collect data about participation in professional development activities related to Goal 2 during the 2016-17 school year. Our intent with this metric is to report on the trainings in the LCAP that were completed this year. We will repeat this process in 2017-18, 2018-19, 2019-20, and 2020-21 for training that takes place in those years.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Enhance the knowledge and skills of instructional staff related to PBIS, classroom management, and managing the behavior of challenging students. 2.1.1 Provide online Second Step training for elementary teachers. 2.1.2 (complete) 2.1.3 Provide ongoing training to Instructional Assistants on instructional strategies, behavior management, and IEP and behavior plan implementation. 2.1.4 Train teachers and support staff in de-escalation and active supervision techniques for common areas. 2.1.5 Provide training for elementary teachers in PBIS, classroom management, establishing effective partnerships with parents, and strategies for working with students whose behavior interferes with learning. **2.2 Implement a behavioral Response to Instruction and Intervention System (RtI^2) to improve socio-emotional wellness and to maintain calm classrooms focused on learning.** <u>Elementary Schools</u> 2.2.1 Fully implement PBIS, with matrices of behavioral expectations and a year-long plan to teach and re-teach expectations. Develop and implement multiple tiers of support. Provide students with weekly lessons to develop social skills and increase socio-emotional wellness. 2.2.2 Use enhanced SART/SST/SARB processes to address attendance and behavioral issues early. Implement an annual progress and performance review process for students attending under special agreements. Provide hourly compensation for two PBIS Coordinators per site to manage these processes and to support PBIS implementation. 2.2.3 Increase and improve Tier II PBIS services, including individual counseling, support groups, and work with families by providing 2.0 FTE School Social Workers plus Social Worker Interns. Provide a Student Support Specialist at each elementary school to support PBIS activities and to provide support for students struggling with behavior. 2.2.4 Increase and improve services to students needing Tier III behavior support by providing three Behavior Teams (a Behavior Intervention Specialist teamed with a Behavior Assistant) to support both Special Education students and students in the general program. 2.2.5 Provide a shared 0.60 FTE bilingual (in Spanish) Parent Liaison to increase communication between families and schools, promote regular school attendance, and connect families to needed resources. <u>Secondary Schools</u> 2.2.6 Implement plans for initial stages of PBIS implementation. 2.2.7 Implement a cyberbullying program. 2.2.8 Increase and improve Tier II PBIS services, including individual counseling, support groups, and work with families by providing a total of 4.0 FTE School Social Workers plus Social Worker Interns. 2.2.9 Increase and improve services to students needing Tier III behavior support by providing three Behavior Teams (a Behavior Intervention Specialist teamed with a Behavior Assistant) to support both Special Education students and students in the general program.	2.1 DW to provide opportunities for all staff to participate. 2.2 DW in order to ensure equity and access to RtI^2 programs and services. Programs and services are delivered SW, but models are similar in all district schools. The amount of service will vary according to the numbers of students with needs for the programs and services at individual schools. 2.3 DW to ensure all students have opportunities to participate, with some programs and services delivered at individual school sites, such as after school programs, and others delivered to students from multiple schools at one site.	☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____	**General Fund, Unrestricted** 1000 $325,201 2000 $634,536 3000 $241,554 4000 $42,126 5000 $85,985 6000 0 Total $1,392,402 **General Fund, Restricted** 1000 $140,130 2000 $129,751 3000 $56,632 4000 $7,596 5000 $59,633 6000 0 Total $393,742 1000 = Certificated Personnel Salaries 2000 = Classified Personnel Salaries 3000 = Employee Benefits 4000 = Books and Supplies 5000 = Services and Other Operating Expenses 6000 = Capital Outlay

2.2.10	Increase options for students by providing alternate learning locations where middle school students needing to improve their behavior can regain their self-control in a quiet environment and use their time productively to complete classwork.			
2.2.11	Use enhanced SART/SST/SARB processes to address attendance, academic performance, and behavioral issues. Implement an annual progress and performance review process for students attending under special agreements.			
2.2.12	Provide a shared 0.60 FTE bilingual (in Spanish) Parent Liaison to increase communication between families and schools, promote regular school attendance, and connect families to needed resources.			
2.2.13	Implement Student2Student program to provide students with strong connections to school, to each other, and to the community.			
2.3	**Provide enrichment and hands-on learning in the arts, music, and STEM (science, technology, engineering, and mathematics) to improve academic achievement and enhance socio-emotional wellness.**			
2.3.1	Expand learning and increase connectedness to school through STEM-themed summer day camp programs with embedded ELA and math skill development for elementary students. Establish a process for priority registration for unduplicated pupils while also including additional students to create heterogeneous learning environments.			
2.3.2	Enhance learning through an engaging, themed middle school summer program that enhances belonging, builds motivation, and provides instruction to close learning gaps in ELA and math to prepare students for success in the following school year.			
2.3.3	Increase learning time by providing elementary after school enrichment mini-courses including Arts Adventures, STEM classes, and competitive robotics. The mini-courses use engaging context to teach ELA and math skills as well as art, science, and engineering.			
2.3.4	Provide music instruction in elementary schools by providing general music for all 4th grade students and a choice of general music or elective band for 5th and 6th grade students.			
2.3.5	Support after school K-8 competitive robotics.			
2.3.6	Increase the time available to learn keyboarding in elementary schools through an online program that can be used at school or at home.			
2.3.7	Teach programming and robotics within the school day using resources including Code.org and the PRISM program from the UC Davis C-STEM Center. Enlist teachers with expertise to design lessons and train others.			

LCAP GOAL 3: Provide basic services and manage resources responsibly.		Related State and/or Local Priorities: 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ Local: • District Metric 3.1: The percentage of district classrooms equipped with the standard basic technology configuration.

Identified Need :

Last year, we did not have 100% of our teachers appropriately assigned and fully credentialed, although that is our goal. We have more work to do in this area. Because of the suspension of textbook adoptions during the economic downturn, we have some older textbooks that need to be replaced. There are differences between schools in the instructional technology available to teachers, and we need to work on this so that every teacher has the technology they need need to provide quality instruction.

We are making progress on the condition of our facilities, but there are still improvements we can make.

FIT Fall 2014	Cambridge	Center	Foxboro	Scandia	Travis	Golden West	Vanden	TEC/TCDS
Number of classrooms	27	26	32	20	32	40	74	9
Systems	100.00	100.00	100.00	100.00	100.00	100.00	99.71	100.00
Interior	53.06	72.97	81.13	59.97	81.48	46.48	60.00	78.95
Cleanliness	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Electrical	91.84	75.68	86.79	97.87	100.00	85.92	83.48	100.00
Restrooms/Fountains	97.96	97.30	96.23	91.49	96.30	94.37	96.09	94.74
Safety	100.00	100.00	100.00	100.00	100.00	99.30	99.57	97.37
Structural	100.00	100.00	100.00	100.00	100.00	100.00	99.13	100.00
External	98.98	91.89	97.17	97.87	97.23	95.07	94.35	92.11
Overall Rating	92.73	92.23	95.16	93.35	96.88	90.14	91.54	95.39
School Rating	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD

FIT Fall 2015	Cambridge	Center	Foxboro	Scandia	Travis	Golden West	Vanden	TEC/TCDS
Number of classrooms	30	26	29	23	32	39	74	9
Systems	100.00	100.00	99.37	100.00	100.00	98.83	100.00	100.00
Interior	72.09	87.50	77.36	70.59	94.59	77.19	86.46	93.75
Cleanliness	100.00	100.00	100.00	100.00	98.65	100.00	100.00	100.00
Electrical	95.12	86.49	94.55	91.18	94.29	96.49	94.90	100.00
Restrooms/Fountains	98.78	100.00	98.15	100.00	98.65	99.13	100.00	96.88
Safety	100.00	96.25	100.00	98.53	97.30	100.00	100.00	100.00
Structural	100.00	100.00	100.00	98.53	100.00	100.00	100.00	100.00
External	100.00	96.25	97.17	92.65	100.00	97.37	100.00	100.00
Overall Rating	95.75	95.81	95.20	100.00	97.97	96.13	97.67	98.83
School Rating	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD

Goal Applies to:

Schools: ☒ Cambridge Elementary ☒ Center Elementary ☒ Foxboro Elementary ☒ Scandia Elementary ☒ Travis Elementary ☒ Golden West Middle ☒ Vanden High ☒ Travis Education Center ☒ Travis Community Day School

Applicable Pupil Subgroups: ☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ RFEP ☐ Other _____

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

Measurable Outcome Targets for LCAP Goal 3: Provide basic services and manage resources responsibly.

Metrics	Measureable outcomes
California Priority 1 Basic 1A: The LCAP addresses the degree to which teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.	Performance metric 2016-17: 100% of teachers are appropriately assigned and fully credentialed for the subject area and pupils they are teaching. Performance metric 2017-18: 100% of teachers are appropriately assigned and fully credentialed for the subject area and pupils they are teaching. Performance metric 2018-19: 100% of teachers are appropriately assigned and fully credentialed for the subject area and pupils they are teaching.

<table>
<tr><td><u>California Priority 1 Basic</u>
1B: The LCAP addresses the degree to which every pupil in the school district has sufficient access to the standards-aligned instructional materials.</td><td>Performance metric for 2016-17: 100% of students have textbooks and instructional materials as required by the Williams Act.
Performance metric for 2017-18: 100% of students have textbooks and instructional materials as required by the Williams Act.
Performance metric for 2018-19: 100% of students have textbooks and instructional materials as required by the Williams Act.</td></tr>
<tr><td><u>California Priority 1 Basic</u>
1C: The LCAP addresses the degree to which school facilities are maintained in good repair.</td><td>Each year, the condition of each of our schools is evaluated using the Facilities Inspection Tool (FIT). The FIT is a rubric for eight areas of facility condition including systems, interior, exterior, cleanliness, electrical, restrooms and drinking fountains, safety, and structural conditions. 64 data points are developed: eight conditions for each of our eight school facilities.

2014-15 provided a baseline year for FIT data, and we established an LCAP target of an increase of 1% per year. In 2014-15, we had 52 of 64 areas rated Good or Excellent, which was 81%.

<table><tr><td></td><td>2014-15 Data</td><td>2015-16 Target</td><td>2016-17 Target</td><td>2017-18 Target</td><td>2018-19 Target</td></tr><tr><td>Number of areas rated as Good or Excellent</td><td>81% or 52 areas (rounded)</td><td>82% or 52 areas (rounded)</td><td>83% or 53 areas (rounded)</td><td>84% or 54 areas (rounded)</td><td>85% or 54 areas (rounded)</td></tr></table>
Please see the data table under Identified Need above for details about individual schools.</td></tr>
<tr><td><u>District Metric 3.1</u>
DM3.1: The percentage of district classrooms equipped with the standard basic technology configuration.</td><td>Process metric 2016-17: Use data from the 2016 inventory to establish which classrooms have the standard basic technology configuration and where we have additional needs. Develop a plan with annual benchmarks to move us toward 100% of classrooms having the standard basic technology configuration.

Performance metric 2017-18: Meet the benchmark target established by the plan.

Performance metric 2018-19: Meet the benchmark target established by the plan.</td></tr>
</table>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Ensure all teachers are appropriately credentialed (Williams Act). 3.1.1 Students receive instruction from teachers who are appropriately assigned and fully credentialed in the subject area and for the students they are teaching (Williams Act). 3.1.2 Provide new teacher training before school starts to ensure that teachers are prepared for a successful school year. **3.2 Provide all students with instructional materials as required (Williams Act).** 3.2.1 Students have required instructional materials (Williams Act). 3.2.2 Implement new ELA materials K-12, including materials for intervention, regrouping, and enrichment in K-6. Support student mastery of ELA/ELD standards, acquisition of academic English, and development of reading comprehension and critical thinking skills by providing high interest supplemental issue-based informational texts. 3.2.3 Add four additional work days for Library Media Technicians for barcoding, book inventory, and distribution of instructional materials before school starts. 3.2.4 Develop a district textbook adoption plan for the next three years. **3.3 Provide facilities that are safe and well maintained. Provide equipment and technology that supports learning.** 3.3.1 Facilities are clean, safe, and well maintained (Williams Act). 3.3.2 Replace any remaining chalkboards with either whiteboards or bulletin boards as appropriate. 3.3.3 Remodel Scandia Elementary School, including adding walls between classrooms to improve the learning environment. 3.3.4 Continue to upgrade technology through hardware and software purchases. Create a standard basic technology configuration for classrooms.	3.1 DW because teacher credentialing and new teacher orientation are district responsibilities. 3.2 Instructional materials are handled DW for effectiveness, efficiency, and cost savings. Library Media Technician service is delivered SW at individual schools. 3.3 DW because Maintenance and Operations and Technology are districtwide operations.	☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____	**General Fund, Unrestricted** 1000 0 2000 0 3000 0 4000 $749,092 5000 $350 6000 0 Total $749,442 **General Fund, Restricted** 1000 $10,568 2000 $526,814 3000 $180,395 4000 $281,435 5000 $36,270 6000 0 Total $1,703,029 **Fund 40 for Special Reserve for Capital Outlay Projects, Restricted** 6000 $13,500,000 Total $13,500,000 1000 = Certificated Personnel Salaries 2000 = Classified Personnel Salaries 3000 = Employee Benefits 4000 = Books and Supplies 5000 = Services and Other Operating Expenses 6000 = Capital Outlay

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

Measurable Outcome Targets for LCAP Goal 3: Provide basic services and manage resources responsibly.

Metrics	Measureable outcomes
California Priority 1 Basic 1A: The LCAP addresses the degree to which teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.	Performance metric 2017-18: 100% of teachers are appropriately assigned and fully credentialed for the subject area and pupils they are teaching. Performance metric 2018-19: 100% of teachers are appropriately assigned and fully credentialed for the subject area and pupils they are teaching. Performance metric 2019-20: 100% of teachers are appropriately assigned and fully credentialed for the subject area and pupils they are teaching.
California Priority 1 Basic 1B: The LCAP addresses the degree to which every pupil in the school district has sufficient access to the standards-aligned instructional materials.	Performance metric for 2017-18: 100% of students have textbooks and instructional materials as required by the Williams Act. Performance metric for 2018-19: 100% of students have textbooks and instructional materials as required by the Williams Act. Performance metric for 2019-20: 100% of students have textbooks and instructional materials as required by the Williams Act.
California Priority 1 Basic 1C: The LCAP addresses the degree to which school facilities are maintained in good repair.	Each year, the condition of each of our schools is evaluated using the Facilities Inspection Tool (FIT). The FIT is a rubric for eight areas of facility condition including systems, interior, exterior, cleanliness, electrical, restrooms and drinking fountains, safety, and structural conditions. 64 data points are developed: eight conditions for each of our eight school facilities. 2014-15 provided a baseline year for FIT data, and we established an LCAP target of an increase of 1% per year. In 2014-15, we had 52 of 64 areas rated Good or Excellent, which was 81%. Please see the data table under Identified Need above for details about individual schools.
District Metric 3.1 DM3.1: The percentage of district classrooms equipped with the standard basic technology configuration.	Process metric 2016-17: Use data from the 2016 inventory to establish which classrooms have the standard basic technology configuration and where we have additional needs. Develop a plan with annual benchmarks to move us toward 100% of classrooms having the standard basic technology configuration. Performance metric 2017-18: Meet the benchmark target established by the plan. Performance metric 2018-19: Meet the benchmark target established by the plan. Performance metric 2019-20: Meet the benchmark target established by the plan.

	2014-15 Data	2015-16 Target	2016-17 Target	2017-18 Target	2018-19 Target	2018-19 Target
Number of areas rated as Good or Excellent	81% or 52 areas (rounded)	82% or 52 areas (rounded)	83% or 53 areas (rounded)	84% or 54 areas (rounded)	85% or 54 areas (rounded)	86% or 55 areas (rounded)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Ensure all teachers are appropriately credentialed (Williams Act). 3.1.1 Students receive instruction from teachers who are appropriately assigned and fully credentialed in the subject area and for the students they are teaching (Williams Act). 3.1.2 Provide new teacher training before school starts to ensure that teachers are prepared for a successful school year. **3.2 Provide all students with instructional materials as required (Williams Act).** 3.2.1 Students have required instructional materials (Williams Act). 3.2.2 (complete) 3.2.3 (complete) 3.2.4 Implement multi-year district textbook adoption plan. **3.3 Provide facilities that are safe and well maintained. Provide equipment and technology that supports learning.** 3.3.1 Facilities are clean, safe, and well maintained (Williams Act). 3.3.2 (complete) 3.3.3 Remodel Scandia Elementary School, including adding walls between classrooms to improve the learning environment. 3.3.4 Continue to upgrade technology through hardware and software purchases.	3.1 DW because teacher credentialing and new teacher orientation are district responsibilities. 3.2 Instructional materials are handled DW for effectiveness, efficiency, and cost savings. Library Media Technician service is delivered SW at individual schools. 3.3 DW because Maintenance and Operations and Technology are districtwide operations.	☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____	**General Fund, Unrestricted** 1000 0 2000 0 3000 0 4000 $749,092 5000 $350 6000 0 Total $749,442 **General Fund, Restricted** 1000 $10,568 2000 $526,814 3000 $180,395 4000 $281,435 5000 $36,270 6000 0 Total $1,703,029 **Fund 40 for Special Reserve for Capital Outlay Projects, Restricted** 6000 $13,500,000 Total $13,500,000 1000 = Certificated Personnel Salaries 2000 = Classified Personnel Salaries 3000 = Employee Benefits 4000 = Books and Supplies 5000 = Services and Other Operating Expenses 6000 = Capital Outlay

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

Measurable Outcome Targets for LCAP Goal 3: Provide basic services and manage resources responsibly.

Metrics	Measureable outcomes
California Priority 1 Basic 1A: The LCAP addresses the degree to which teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.	Performance metric 2018-19: 100% of teachers are appropriately assigned and fully credentialed for the subject area and pupils they are teaching. Performance metric 2019-20: 100% of teachers are appropriately assigned and fully credentialed for the subject area and pupils they are teaching. Performance metric 2020-21: 100% of teachers are appropriately assigned and fully credentialed for the subject area and pupils they are teaching.
California Priority 1 Basic 1B: The LCAP addresses the degree to which every pupil in the school district has sufficient access to the standards-aligned instructional materials.	Performance metric for 2018-19: 100% of students have textbooks and instructional materials as required by the Williams Act. Performance metric for 2019-20: 100% of students have textbooks and instructional materials as required by the Williams Act. Performance metric for 2020-21: 100% of students have textbooks and instructional materials as required by the Williams Act.
California Priority 1 Basic 1C: The LCAP addresses the degree to which school facilities are maintained in good repair.	Each year, the condition of each of our schools is evaluated using the Facilities Inspection Tool (FIT). The FIT is a rubric for eight areas of facility condition including systems, interior, exterior, cleanliness, electrical, restrooms and drinking fountains, safety, and structural conditions. 64 data points are developed: eight conditions for each of our eight school facilities. 2014-15 provided a baseline year for FIT data, and we established an LCAP target of an increase of 1% per year. In 2014-15, we had 52 of 64 areas rated Good or Excellent, which was 81%.

	2014-15 Data	2015-16 Target	2016-17 Target	2017-18 Target	2018-19 Target	2019-20 Target	2020-21 Target
Number of areas rated as Good or Excellent	81% or 52 areas (rounded)	82% or 52 areas (rounded)	83% or 53 areas (rounded)	84% or 54 areas (rounded)	85% or 54 areas (rounded)	86% or 55 areas (rounded)	87% or 54 areas (rounded)

Please see the data table under Identified Need above for details about individual schools.

District Metric 3.1 DM3.1: The percentage of district classrooms equipped with the standard basic technology configuration.	Process metric 2016-17: Use data from the 2016 inventory to establish which classrooms have the standard basic technology configuration and where we have additional needs. Develop a plan with annual benchmarks to move us toward 100% of classrooms having the standard basic technology configuration. Performance metric 2017-18: Meet the benchmark target established by the plan. Performance metric 2018-19: Meet the benchmark target established by the plan. Performance metric 2019-20: Meet the benchmark target established by the plan. Performance metric 2020-21: Meet the benchmark target established by the plan.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Ensure all teachers are appropriately credentialed (Williams Act). 3.1.1 Students receive instruction from teachers who are appropriately assigned and fully credentialed in the subject area and for the students they are teaching (Williams Act). 3.1.2 Provide new teacher training before school starts to ensure that teachers are prepared for a successful school year. **3.2 Provide all students with instructional materials as required (Williams Act).** 3.2.1 Students have required instructional materials (Williams Act). 3.2.2 (complete) 3.2.3 (complete) 3.2.4 Implement multi-year district textbook adoption plan. **3.3 Provide facilities that are safe and well maintained. Provide equipment and technology that supports learning.** 3.3.1 Facilities are clean, safe, and well maintained (Williams Act). 3.3.2 (complete) 3.3.3 (complete) 3.3.4 Continue to upgrade technology through hardware and software purchases.	3.1 DW because teacher credentialing and new teacher orientation are district responsibilities. 3.2 Instructional materials are handled DW for effectiveness, efficiency, and cost savings. Library Media Technician service is delivered SW at individual schools. 3.3 DW because Maintenance and Operations and Technology are districtwide operations.	☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____	**General Fund, Unrestricted** 1000 0 2000 0 3000 0 4000 $749,092 5000 $350 6000 0 Total $749,442 **General Fund, Restricted** 1000 $10,568 2000 $526,814 3000 $180,395 4000 $281,435 5000 $36,270 6000 0 Total $1,703,029 **Fund 40 for Special Reserve for Capital Outlay Projects, Restricted** 6000 $13,500,000 Total $13,500,000 1000 = Certificated Personnel Salaries 2000 = Classified Personnel Salaries 3000 = Employee Benefits 4000 = Books and Supplies 5000 = Services and Other Operating Expenses 6000 = Capital Outlay

LCAP GOAL 4: Involve parents as active partners in their child's education.		Related State and/or Local Priorities: 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ Local: • District Metric 4.1: Parent participation in parent involvement activities. • District Metric 4.2: Parent participation in parent education programs.

Identified Need :	Our schools benefit from strong parent involvement, but we need to continue to reach out to parents to involve them in their children's education. We are not yet able to measure parent involvement in a comprehensive way, and need to implement a system for tracking next year. Information from parents serving on our advisory groups, SARB meetings, and administrator conversations with parents pointed out a need to increase our parent education programs.	
Goal Applies to:	Schools:	☒ Cambridge Elementary ☒ Center Elementary ☒ Foxboro Elementary ☒ Scandia Elementary ☒ Travis Elementary ☒ Golden West Middle ☒ Vanden High ☒ Travis Education Center ☒ Travis Community Day School
	Applicable Pupil Subgroups:	☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ RFEP ☐ Other _____

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

Measurable Outcome Targets for LCAP Goal 4: Involve parents as active partners in their child's education.

Metrics	Measureable outcomes
California Priority 3 Parental Involvement 3A: The LCAP addresses the efforts the school district makes to seek parent input in making decisions for the school district and each individual school site.	Process metric 2016-17: Document parent participation in the Superintendent's Parent Advisory Group, the Foster Parent SPAG subcommittee, the District English Learner Advisory Committee, LCAP consultation meetings, the Military Parent Advisory Committee, the SELPA Community Advisory Committee, and School Site Councils. Process metric 2017-18: Document parent participation in the Superintendent's Parent Advisory Group, the Foster Parent SPAG subcommittee, the District English Learner Advisory Committee, LCAP consultation meetings, the Military Parent Advisory Committee, the SELPA Community Advisory Committee, and School Site Councils. Process metric 2018-19: Document parent participation in the Superintendent's Parent Advisory Group, the Foster Parent SPAG subcommittee, the District English Learner Advisory Committee, LCAP consultation meetings, the Military Parent Advisory Committee, the SELPA Community Advisory Committee, and School Site Councils.
California Priority 3 Parental Involvement 3B: The LCAP addresses how the school district will promote parental participation in programs for unduplicated pupils.	Process metric 2016-17: Use mailed information, take home flyers, phone messages, and personal contact by the Parent Liaison, Student Support Specialists, and Social Workers to encourage parents of unduplicated students to participate in school activities and programs, and to enroll their children in the programs and services developed for unduplicated students. Process metric 2017-18: Use mailed information, take home flyers, phone messages, and personal contact by the Parent Liaison, Student Support Specialists, and Social Workers to encourage parents of unduplicated students to participate in school activities and programs, and to enroll their children in the programs and services developed for unduplicated students. Process metric 2018-19: Use mailed information, take home flyers, phone messages, and personal contact by the Parent Liaison, Student Support Specialists, and Social Workers to encourage parents of unduplicated students to participate in school activities and programs, and to enroll their children in the programs and services developed for unduplicated students.

California Priority 3 Parental Involvement 3C: The LCAP addresses how the school district will promote parental participation in programs for individuals with exceptional needs.	Process metric 2016-17: Use mailed information, phone messages, and contact by Special Education staff to encourage parents of students with exceptional needs to participate in school activities and programs, and to enroll their children in the programs that fit their individual needs. Continue parent participation in the SELPA's Community Advisory Committee. Process metric 2017-18: Use mailed information, phone messages, and contact by Special Education staff to encourage parents of students with exceptional needs to participate in school activities and programs, and to enroll their children in the programs that fit their individual needs. Continue parent participation in the SELPA's Community Advisory Committee. Process metric 2018-19: Use mailed information, phone messages, and contact by Special Education staff to encourage parents of students with exceptional needs to participate in school activities and programs, and to enroll their children in the programs that fit their individual needs. Continue parent participation in the SELPA's Community Advisory Committee.
District Metric 4.1 DM4.1: Parent participation in parent involvement activities.	Process metric 2016-17: Use data from the parent volunteer system to report participation in parent involvement activities at each school. Process metric 2017-18: Use data from the parent volunteer system to report participation in parent involvement activities at each school. Process metric 2018-19: Use data from the parent volunteer system to report participation in parent involvement activities at each school.
District Metric 4.2 DM4.2: Parent participation in parent education programs.	Process metric 2016-17: Use sign in sheets and other participation records to report participation in parent education programs including curriculum nights and parenting training such as Parent Project. Process metric 2017-18: Use sign in sheets and other participation records to report participation in parent education programs including curriculum nights and parenting training such as Parent Project. Process metric 2018-19: Use sign in sheets and other participation records to report participation in parent education programs including curriculum nights and parenting training such as Parent Project.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Involve parents in making decisions. 4.1.1 Continue to involve the Superintendent's Parent Advisory Group, the Foster Parent SPAG subcommittee, and the District English Learner Advisory Committee (DELAC) in LCAP development, data analysis, and revision. 4.1.2 Meet with Foster Parents to plan how the district can better meet the needs of foster children and to share information about resources. 4.1.3 Form a Military Parent Advisory Group to advise the Superintendent and staff on issues related to military families, and to provide input to planning processes and feedback about how well current programs and practices are meeting the needs of military-connected students. 4.1.4 Continue to involve School Site Councils in the analysis of data and the development of school plans, including the SPSA. 4.1.5 Continue to involve parents of children with exceptional needs in the Solano County Special Education Local Plan (SELPA) Community Advisory Committee (CAC). **4.2 Involve parents at school.** 4.2.1 Continue the Watch D.O.G.S. program where male role models (fathers, stepfathers, grandfathers, uncles) volunteer at school through participation in a variety of activities as assigned by the principal, including greeting students, helping in classrooms, and helping to supervise lunch, recess, and passing periods. 4.2.2 Provide translators as needed for IEPs, SSTs, and other family-school communication. 4.2.3 Provide outreach to parents of unduplicated students and other families where enhanced communication is needed (personal phone calls, personal invitations to participate in meetings, home visits). 4.2.4 Work with parents to explore possibilities for elementary school level academic competitions. **4.3 Provide parent education programs.** 4.3.1 Provide Parent Project training in the district and continue to refer parents to other regional Parent Project classes. 4.3.2 Continue the READY! for Kindergarten program to provide parents of preschool children with learning targets, materials, and tools to help their children develop the skills needed for Kindergarten success (3 parent sessions per year). 4.3.3 Provide parent curriculum nights K-8 where parents can learn about our curriculum and explore any online components. 4.3.4 Provide family math nights K-6 where parents come with their children to participate in math activities. 4.3.5 Provide parents of incoming Kindergartners and students moving into first and second grade with materials and instructions for learning activities to promote summer learning at home. 4.3.6 Use IEP meetings to inform parents about opportunities to participate at school and about upcoming parent education programs. 4.3.7 Develop a system that allows parents easy access to online learning resources.	4.1 School Site Councils are SW groups. The other groups are DW in order to involve a broad range of parents whose children are in various grades, attend a variety of district schools, and live in the multiple communities we serve. 4.2 Parent involvement activities are SW. Parent outreach and translation are DW services because families needing the service are not distributed uniformly across schools. 4.3 Parent nights are SW because they are specific to that school. Other parent education is DW to provide opportunities for all district parents to participate.	☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____	**General Fund, Unrestricted** 1000 $33,374 2000 $438 3000 $5,291 4000 $28,950 5000 $9,600 6000 0 Total $77,653 **General Fund, Restricted** 1000 0 2000 0 3000 0 4000 0 5000 0 6000 0 Total 0 1000 = Certificated Personnel Salaries 2000 = Classified Personnel Salaries 3000 = Employee Benefits 4000 = Books and Supplies 5000 = Services and Other Operating Expenses 6000 = Capital Outlay

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

Measurable Outcome Targets for LCAP Goal 4: Involve parents as active partners in their child's education.

Metrics	Measureable outcomes
California Priority 3 Parental Involvement 3A: The LCAP addresses the efforts the school district makes to seek parent input in making decisions for the school district and each individual school site.	Process metric 2017-18: Document parent participation in the Superintendent's Parent Advisory Group, the Foster Parent SPAG subcommittee, the District English Learner Advisory Committee, LCAP consultation meetings, the Military Parent Advisory Committee, the SELPA Community Advisory Committee, and School Site Councils. Process metric 2018-19: Document parent participation in the Superintendent's Parent Advisory Group, the Foster Parent SPAG subcommittee, the District English Learner Advisory Committee, LCAP consultation meetings, the Military Parent Advisory Committee, the SELPA Community Advisory Committee, and School Site Councils. Process metric 2019-20: Document parent participation in the Superintendent's Parent Advisory Group, the Foster Parent SPAG subcommittee, the District English Learner Advisory Committee, LCAP consultation meetings, the Military Parent Advisory Committee, the SELPA Community Advisory Committee, and School Site Councils.
California Priority 3 Parental Involvement 3B: The LCAP addresses how the school district will promote parental participation in programs for unduplicated pupils.	Process metric 2017-18: Use mailed information, take home flyers, phone messages, and personal contact by the Parent Liaison, Student Support Specialists, and Social Workers to encourage parents of unduplicated students to participate in school activities and programs, and to enroll their children in the programs and services developed for unduplicated students. Process metric 2018-19: Use mailed information, take home flyers, phone messages, and personal contact by the Parent Liaison, Student Support Specialists, and Social Workers to encourage parents of unduplicated students to participate in school activities and programs, and to enroll their children in the programs and services developed for unduplicated students. Process metric 2019-20: Use mailed information, take home flyers, phone messages, and personal contact by the Parent Liaison, Student Support Specialists, and Social Workers to encourage parents of unduplicated students to participate in school activities and programs, and to enroll their children in the programs and services developed for unduplicated students.
California Priority 3 Parental Involvement 3C: The LCAP addresses how the school district will promote parental participation in programs for individuals with exceptional needs.	Process metric 2017-18: Use mailed information, phone messages, and contact by Special Education staff to encourage parents of students with exceptional needs to participate in school activities and programs, and to enroll their children in the programs that fit their individual needs. Process metric 2018-19: Use mailed information, phone messages, and contact by Special Education staff to encourage parents of students with exceptional needs to participate in school activities and programs, and to enroll their children in the programs that fit their individual needs. Process metric 2019-20: Use mailed information, phone messages, and contact by Special Education staff to encourage parents of students with exceptional needs to participate in school activities and programs, and to enroll their children in the programs that fit their individual needs.
District Metric 4.1 DM4.1: Parent participation in parent involvement activities.	Process metric 2017-18: Use data from the parent volunteer system to report participation in parent involvement activities at each school. Process metric 2018-19: Use data from the parent volunteer system to report participation in parent involvement activities at each school. Process metric 2019-20: Use data from the parent volunteer system to report participation in parent involvement activities at each school.

District Metric 4.2 DM4.2: Parent participation in parent education programs.	Process metric 2017-18: Use sign in sheets and other participation records to report participation in parent education programs including curriculum nights and parenting training such as Parent Project. Process metric 2018-19: Use sign in sheets and other participation records to report participation in parent education programs including curriculum nights and parenting training such as Parent Project. Process metric 2019-20: Use sign in sheets and other participation records to report participation in parent education programs including curriculum nights and parenting training such as Parent Project.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Involve parents in making decisions. 4.1.1 Continue to involve the Superintendent's Parent Advisory Group, the Foster Parent SPAG subcommittee, and the District English Learner Advisory Committee (DELAC) in LCAP development, data analysis, and revision. 4.1.2 Meet with Foster Parents to plan how the district can better meet the needs of foster children and to share information about resources. 4.1.3 Meet with the Military Parent Advisory Group to advise the Superintendent and staff on issues related to military families, and to provide input to planning processes and feedback about how well current programs and practices are meeting the needs of military-connected students. 4.1.4 Continue to involve School Site Councils in the analysis of data and the development of school plans, including the SPSA. 4.1.5 Continue to involve parents of children with exceptional needs in the Solano County Special Education Local Plan (SELPA) Community Advisory Committee (CAC). **4.2 Involve parents at school.** 4.2.1 Continue the Watch D.O.G.S. program where male role models (fathers, stepfathers, grandfathers, uncles) volunteer at school through participation in a variety of activities as assigned by the principal, including greeting students, helping in classrooms, and helping to supervise lunch, recess, and passing periods. 4.2.2 Provide translators as needed for IEPs, SSTs, and other family-school communication. 4.2.3 Provide outreach to parents of unduplicated students and other families where enhanced communication is needed (personal phone calls, personal invitations to participate in meetings, home visits). 4.2.4 Work with parents to explore possibilities for elementary school level academic competitions. **4.3 Provide parent education programs.** 4.3.1 Provide Parent Project training in the district and continue to refer parents to other regional Parent Project classes. 4.3.2 Continue the READY! for Kindergarten program to provide parents of preschool children with learning targets, materials, and tools to help their children develop the skills needed for Kindergarten success (3 parent sessions per year). 4.3.3 Provide parent curriculum nights K-8 where parents can learn about our curriculum and explore any online components. 4.3.4 Provide family math nights K-6 where parents come with their children to participate in math activities. 4.3.5 Provide parents of incoming Kindergartners and students moving into first and second grade with materials and instructions for learning activities to promote summer learning at home. 4.3.6 Use IEP meetings to inform parents about opportunities to participate at school and about upcoming parent education programs. 4.3.7 Develop a system that allows parents easy access to online learning resources.	4.1 School Site Councils are SW groups. The other groups are DW in order to involve a broad range of parents whose children are in various grades, attend a variety of district schools, and live in the multiple communities we serve. 4.2 Parent involvement activities are SW. Parent outreach and translation are DW services because families needing the service are not distributed uniformly across schools. 4.3 Parent nights are SW because they are specific to that school. Other parent education is DW to provide opportunities for all district parents to participate.	☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____	**General Fund, Unrestricted** 1000 $33,374 2000 $438 3000 $5,291 4000 $28,950 5000 $9,600 6000 0 Total $77,653 **General Fund, Restricted** 1000 0 2000 0 3000 0 4000 0 5000 0 6000 0 Total 0 1000 = Certificated Personnel Salaries 2000 = Classified Personnel Salaries 3000 = Employee Benefits 4000 = Books and Supplies 5000 = Services and Other Operating Expenses 6000 = Capital Outlay

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

Measurable Outcome Targets for LCAP Goal 4: Involve parents as active partners in their child's education.

Metrics	Measureable outcomes
California Priority 3 Parental Involvement 3A: The LCAP addresses the efforts the school district makes to seek parent input in making decisions for the school district and each individual school site.	Process metric 2018-19: Document parent participation in the Superintendent's Parent Advisory Group, the Foster Parent SPAG subcommittee, the District English Learner Advisory Committee, LCAP consultation meetings, the Military Parent Advisory Committee, the SELPA Community Advisory Committee, and School Site Councils. Process metric 2019-20: Document parent participation in the Superintendent's Parent Advisory Group, the Foster Parent SPAG subcommittee, the District English Learner Advisory Committee, LCAP consultation meetings, the Military Parent Advisory Committee, the SELPA Community Advisory Committee, and School Site Councils. Process metric 2020-21: Document parent participation in the Superintendent's Parent Advisory Group, the Foster Parent SPAG subcommittee, the District English Learner Advisory Committee, LCAP consultation meetings, the Military Parent Advisory Committee, the SELPA Community Advisory Committee, and School Site Councils.
California Priority 3 Parental Involvement 3B: The LCAP addresses how the school district will promote parental participation in programs for unduplicated pupils.	Process metric 2018-19: Use mailed information, take home flyers, phone messages, and personal contact by the Parent Liaison, Student Support Specialists, and Social Workers to encourage parents of unduplicated students to participate in school activities and programs, and to enroll their children in the programs and services developed for unduplicated students. Process metric 2019-20: Use mailed information, take home flyers, phone messages, and personal contact by the Parent Liaison, Student Support Specialists, and Social Workers to encourage parents of unduplicated students to participate in school activities and programs, and to enroll their children in the programs and services developed for unduplicated students. Process metric 2020-21: Use mailed information, take home flyers, phone messages, and personal contact by the Parent Liaison, Student Support Specialists, and Social Workers to encourage parents of unduplicated students to participate in school activities and programs, and to enroll their children in the programs and services developed for unduplicated students.
California Priority 3 Parental Involvement 3C: The LCAP addresses how the school district will promote parental participation in programs for individuals with exceptional needs.	Process metric 2018-19: Use mailed information, phone messages, and contact by Special Education staff to encourage parents of students with exceptional needs to participate in school activities and programs, and to enroll their children in the programs that fit their individual needs. Process metric 2019-20: Use mailed information, phone messages, and contact by Special Education staff to encourage parents of students with exceptional needs to participate in school activities and programs, and to enroll their children in the programs that fit their individual needs. Process metric 2020-21: Use mailed information, phone messages, and contact by Special Education staff to encourage parents of students with exceptional needs to participate in school activities and programs, and to enroll their children in the programs that fit their individual needs.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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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 school sites 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.

Financial acronyms used below:

- LCFF: Local Control Funding Formula funds
- SGF: Supplemental Grant Funds intended to be used to close the achievement gap, with a focus on meeting the needs of English learners, foster children, and socioeconomically disadvantaged students

Original GOAL from prior year LCAP:		Improve academic achievement for all students	Related State and/or Local Priorities: ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8 Local:
Goal Applies to:	Schools:	☒ Cambridge Elementary ☒ Center Elementary ☒ Foxboro Elementary ☒ Scandia Elementary ☒ Travis Elementary ☒ Golden West Middle ☒ Vanden High ☒ Travis Education Center ☒ Travis Community Day School	
	Applicable Pupil Subgroups:	☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ RFEP ☐ Other _____	

Expected Annual Measurable Outcomes:

Metrics	Measureable outcomes
1A: Academic Performance Index	The API was suspended by the California Legislature until 2016. 2016-17: Baseline year, establish new API for district, schools, and subgroups. 2017-18: Baseline plus 1 point for district, schools, and subgroups. We have met the district target for this outcome if 90% of schools and subgroups have met the target.
1B: Advanced Placement exam passing rate	This outcome is achieved for the five reportable subgroups by meeting any one of these targets in a given year. The district target is met if 80% of subgroups meet the target. 1. Increase by 1% the number of 11th and 12th grade students passing at least one exam with a score of 3 or higher (currently 23%). 2. Increase by 1% the number of 11th grade students passing at least one AP exam with a score of 3 or higher. 3. Increase by 1% the number of 12th grade students passing at least one AP exam with a score of 3 or higher. 4. Increase by 1% the total number of tests passed with a 3 or higher.
1C: California High School Exit Exam	2014-15: Score at or above the state average for 90% of data points (district overall, subgroups).

Actual Annual Measurable Outcomes:

Metrics	Measureable outcomes
1A	The API continues to be suspended. No data.
1B	See tables below.
1C	The California High School Exit Exam was suspended. No data.

	African American	Asian	Filipino	Hispanic or Latino	White	Total*
2015 Number of tests passed with a 3, 4, or 5	30	36	57	43	116	294
2014 Number of tests passed with a 3, 4, or 5	26	54	50	54	176	369
2015 Percent in school population	14.5	5.9	13.0	21.1	36.3	
2015 Percent of AP test takers	12.7	37.1	26.8	12.5	19.6	

* To protect student privacy, results for some ethnic subgroups are not reported because of small numbers, but are included in the total.

	2014	2015
Number of students passing at least one AP exam with a 3 or higher	167	137
Total number of AP exams taken		535
Percent of 11th and 12th graders passing at least one AP exam with a 3 or higher	23%	19%
Percent of 11th and 12th grade students taking at least one AP test		32%
Percent of tests passed with 3 or higher by 11th grade students		42%
Percent of tests passed with 3 or higher by 12th grade students		67%

Smaller numbers and percentages of students passed AP exams than in previous years, except for a small increase for African American and Filipino students. We did not meet our target for improving the Advanced Placement exam passing rate. The low percentage of Hispanic/Latino test takers (12.5%) compared to their percentage of the population (21.1%) is also of concern.

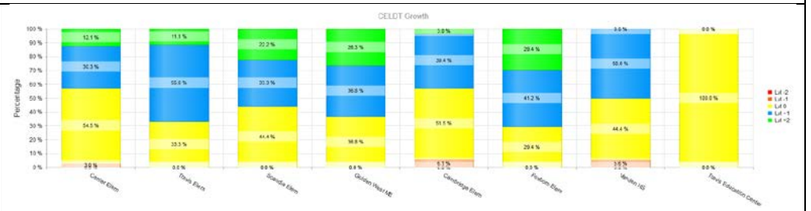
10th grade census administration	2015-16: Score at or above the state average for 90% of data points (district overall, subgroups). 2016-17: Score at or above the state average for 90% of data points (district overall, subgroups). 2017-18: Score at or above the state average for 90% of data points (district overall, subgroups).
1D: California STAR Science Grades 5, 8, and 10	2014-15: Score at or above the state average for 75% of data points (district overall, subgroups). 2015-16: Score at or above the state average for 75% of data points (district overall, subgroups). 2016-17: Score at or above the state average for 75% of data points (district overall, subgroups). 2017-18: Score at or above the state average for 75% of data points (district overall, subgroups).
1E: CELDT (California English Language Development Test) Annual Measurable Achievement Objective (AMAO) 1	This metric measures whether English learners are making expected annual progress: one level of growth on the CELDT each year. 2014-15: 60.5% (state target) 2015-16: 62.0% (state target) State targets for future years have not yet been established. The CELDT will be replaced by a new assessment for English learners called the ELPAC (English Language Proficiency Assessments for California) in 2017-18.

1D

Data for 2014-15	District	Male	Female	African American	Asian	Filipino	Hispanic or Latino	Native Hawaiian or Pacific Islander	White	Socioeconomically Disadvantaged	English Learners	Students with Disabilities
Travis Unified Science 2015 5th Grade	70	72	69	61	70	69	66	*	75	66	*	45
California Science 2015 5th Grade	55	56	53	38	79	72	41	46	74	41	19	34
Travis Unified Science 2015 8th Grade	71	68	74	61	87	79	62	*	79	60	*	33
California Science 2015 8th Grade	64	64	62	46	86	80	53	57	79	51	20	33
Travis Unified Science 2015 10th Grade	69	72	67	57	72	77	63	*	74	58	*	24
California Science 2015 10th Grade	53	55	52	35	77	69	40	43	70	40	10	21

In 2014-15, we scored higher than the state on 24 data points, tied the state on 2 data points, and were lower than the state on 4 data points. In 77.4% of data points, we scored above the state average. Our target for 2015 reporting was 75%, so we met our goal for this metric.

1E



With the implementation of new ELD curriculum, technology, and designated ELD at all school sites, we have witnessed progress for English Learners on the CELDT (California English Language Development Test). 49% of our English learners made a minimum of one level of growth on the CELDT this year (blue). 13% of our English learners grew two levels on the CELDT this year (green). Yellow indicates students whose CELDT level remained the same, and the small amount of orange and red at the bottom indicate students whose CELDT scores declined. The chart illustrates English Learner student growth by school site. Please see Appendix A for an enlarged chart.

1F: CELDT (California English Language Development Test) Annual Measurable Achievement Objective (AMAO) 2	This metric measures how long it takes English learners to become proficient in the English language. 2014-15: 24.2% of English learners who have been in US schools fewer than 5 years become proficient in English (state target). 50.9% of English learners who have been in US schools more than 5 years become proficient in English (state target). 2015-16: 25.5% of English learners who have been in US schools fewer than 5 years become proficient in English (state target). 52.8% of English learners who have been in US schools more than 5 years become proficient in English (state target). State targets for future years have not yet been established. The CELDT will be replaced by a new assessment for English learners called the ELPAC (English Language Proficiency Assessments for California) in 2017-18.
1G: EAP (Early Assessment Program) for English Language Arts	2014-15: Baseline year for EAP, which is now integrated into the new Smarter Balanced assessment; metric is percent of all 11th grade test takers scoring Ready for College plus Conditionally Ready for College. 2015-16: Baseline plus 1%. 2016-17: Baseline plus 2%. 2017-18: Baseline plus 3%.

1F

AMAO 2 is the English learner reclassification rate. While we did not meet the AMAO target of 52.8% for English learners who have been in US schools more than 5 years, we exceeded the target of 25.5% for English Learners who have been in US schools less than 5 years. We have more work to do with long term English learners.

For both groups of English Learners, there are factors that influence the number of English learners achieving proficiency. One of those factors is mobility related to the number of military-connected students in Travis USD. Military-connected students have frequent moves between districts which affects our data related to English proficiency attainment. Another factor affecting our data is the number of students who come to us from other California school districts as long-term English learners. These students usually enter our district at 6th grade and above and have been "stuck" at level 3 or lower on the CELDT for multiple years.

	District	Center	Travis	Scandia	Cambridge	Foxboro	Golden West Middle School	Vanden High School
English Learners in the US **less than 5 years**	35%	40%	44%	55%	24%	44%	35%	26%
English Learners in the US **more than 5 years**	15%	0%	22%	0%	15%	22%	30%	21%

1G

	District	Male	Female	African American	Asian	Filipino	Hispanic or Latino	Native Hawaiian or Pacific Islander	White	Socioeconomically Disadvantaged	English Learners	Students with Disabilities
2015 ELA Ready plus Conditional	68	62	74	59	84	79	58	*	70	55	*	25
2013 ELA Ready plus Conditional	54	52	54	44	60	58	46	*	60	42	*	5

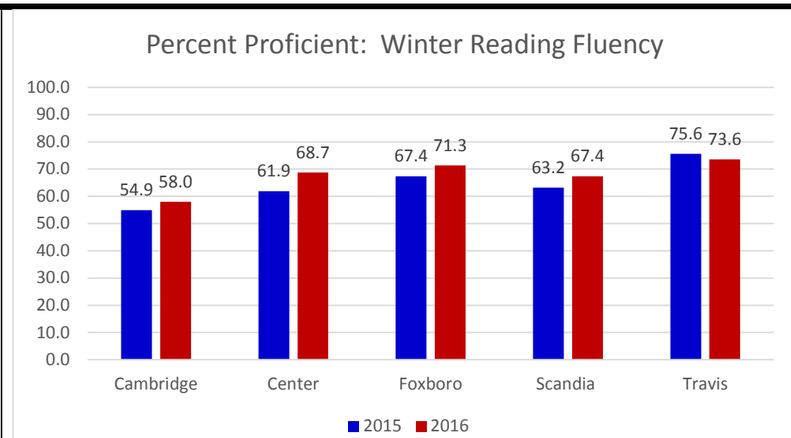
This data is from our EAP baseline year, 2015. Our performance target is to increase by 1% the percentage of juniors testing in the ready for college or conditionally ready for college (if they take rigorous college-prep coursework as seniors). The last data we have is for 2013. The green boxes indicate that if we were to compare that data to 2015 data, we would see at least a 1% increase in students scoring ready or conditionally ready for college.

	1H: EAP (Early Assessment Program) for Mathematics	2014-15: Baseline year for EAP, which is now integrated into the new Smarter Balanced assessment; metric is percent of all 11th grade test takers scoring Ready for College plus Conditionally Ready for College. 2015-16: Baseline plus 1%. 2016-17: Baseline plus 2%. 2017-18: Baseline plus 3%.		1H	
	1I: Reading Fluency (Aimsweb)	Schools meet this outcome by meeting any of the targets below for 80% of grades 1-5 and the school overall each year: 1. 1% increase in the percentage of students scoring at the proficient level or above. 2. 1% decrease in the percentage of students scoring in the lowest quintile. 3. A score of 75% proficient or above.		1I	

	District	Male	Female	African American	Asian	Filipino	Hispanic or Latino	Native Hawaiian or Pacific Islander	White	Socioeconomically Disadvantaged	English Learners	Students with Disabilities
2015 Math Ready plus Conditional	27	28	27	19	35	38	16	*	31	22	*	5
2013 Math Ready plus Conditional**	66	72	60	55	88	68	55	*	68	53	*	*

*Number too small to report.
**Only a percentage of students took the test in 2013, so the data cannot be usefully compared to the 2015 data from when all students took the test.

This is a baseline year for the math EAP. The first year all juniors took the math EAP was 2015. Our target for 2016 is to increase by 1% the percentage of juniors scoring ready for college or conditionally ready for college, where they need to take additional rigorous classes during their senior year in order to be ready for college.



All elementary schools met the target for reading fluency improvement.

- Cambridge met the target with an increase of 3.1%.
- Center met the target with an increase of 6.8%.
- Foxboro met the target with an increase of 3.9%.
- Scandia met the target with an increase of 4.2%.
- Travis met the target with a decrease of 4.9% of students scoring in the lowest quintile (15.1% decreased to 10.2%).

Grade level data by school was mixed. Where the grade level achieved one of the three targets at the left, the box is green. If not, the box is pink. Only 68% of grade level targets were met. Cambridge and Center met this target at the school level.

	2015 % Proficient	2016 % Proficient	2015 % Lowest Quintile	2016 % Lowest Quintile
Cambridge				
Grade 2	53.7	70.7	26.8	17.2
Grade 3	47.6	53.2	36.5	27.8
Grade 4	55.4	57.5	27.0	20.7
Grade 5	62.2	63.1	16.2	17.9
Grade 6	54.1	52.7	28.4	25.3
Center				
Grade 2	81.6	75.6	7.9	8.9

Grade 3	69.7	70.7	15.2	18.3
Grade 4	46.6	56.5	25.9	21.7
Grade 5	50.0	57.5	22.7	21.3
Grade 6	70.7	77.3	5.2	12.0

Foxboro

Grade 2	71.1	70.0	8.4	8.9
Grade 3	74.2	72.0	11.2	11.0
Grade 4	69.2	64.6	18.7	19.2
Grade 5	66.0	64.6	16.0	15.2
Grade 6	59.8	75.4	18.8	10.7

Scandia

Grade 2	70.4	66.7	8.5	17.2
Grade 3	60.3	70.2	15.9	13.1
Grade 4	60.0	54.9	15.3	24.4
Grade 5	67.9	69.9	14.3	12.3
Grade 6	56.3	59.7	20.8	21.0

Travis

Grade 2	90.2	85.7	2.0	4.8
Grade 3	70.9	69.6	12.7	13.0
Grade 4	80.0	62.5	7.5	14.3
Grade 5	67.5	67.9	15.0	12.5
Grade 6	70.3	74.5	16.2	11.8

1J: Smarter Balanced English Language Arts (measures effectiveness of CA ELA standards implementation)	2014-15: Baseline year for this new state assessment; establish baseline percentage of students scoring a 3 or 4, which is considered proficient. 2015-16: Baseline percentage of students scoring 3 or 4, plus 1%. 2016-17: Baseline percentage of students scoring 3 or 4, plus 2%. 2017-18: Baseline percentage of students scoring 3 or 4, plus 3%. We have met the district target for this outcome if 90% of schools and subgroups have met the target.

1J	Baseline data plus out year targets for Smarter Balanced English Language Arts are shown in the table below.

	2014-15 Baseline	2015-16 Target	2016-17 Target	2017-18 Target
District	51	52	53	54
Male	44	45	46	47
Female	59	60	61	62
African American	41	42	43	44
American Indian/Alaskan Native	60	61	62	63
Asian	65	66	67	68
Filipino	66	67	68	69
Hispanic or Latino	44	45	46	47
Native Hawaiian/Pacific Islander	44	45	46	47
White	55	56	57	58
Two or more races	50	51	52	53
Students with Disabilities	16	17	18	19

				Economically Disadvantaged	38	39	40	41
				English Learner	10	11	12	13
				Cambridge Elementary	39	40	41	42
				Center Elementary	41	42	43	44
				Foxboro Elementary	38	39	40	41
				Scandia Elementary	50	51	52	53
				Travis Elementary	55	56	57	58
				Golden West Middle	59	60	61	62
				Vanden High	75	76	77	78
				Travis Education Center	13	14	15	16

Numbers for Travis Community Day School and Travis Independent Study are too small to report.

1K: Smarter Balanced Mathematics (measures effectiveness of CA math standards implementation)	2014-15: Baseline year for this new state assessment; establish baseline percentage of students scoring a 3 or 4, which is considered proficient. 2015-16: Baseline percentage of students scoring 3 or 4, plus 1%. 2016-17: Baseline percentage of students scoring 3 or 4, plus 2%. 2017-18: Baseline percentage of students scoring 3 or 4, plus 3%. We have met the district target for this outcome if 90% of schools and subgroups have met the target.	1K

Baseline data plus out year targets for Smarter Balanced Math are shown in the table below.

	2014-15 Baseline	2015-16 Target	2016-17 Target	2017-18 Target
District	39	40	41	42
Male	40	41	42	43
Female	39	40	41	42
African American	21	22	23	24
American Indian/Alaskan Native	56	57	58	59
Asian	53	54	55	56
Filipino	51	52	53	54
Hispanic or Latino	31	32	33	34
Native Hawaiian/Pacific Islander	39	40	41	42
White	46	47	48	49
Two or more races	43	44	45	46
Students with Disabilities	13	14	15	16
Economically Disadvantaged	30	31	32	33
English Learner	16	17	18	19
Cambridge Elementary	35	36	37	38
Center Elementary	32	33	34	35
Foxboro Elementary	41	42	43	44
Scandia Elementary	53	54	55	56
Travis Elementary	55	56	57	58
Golden West Middle	42	43	44	45
Vanden High	31	32	33	34
Travis Education Center	0	1	2	3

Numbers for Travis Community Day School and Travis Independent Study are too small to report.

1L: UC a-g college entrance requirement completion	2014-15: Percentage completing UC a-g in 2014 plus 1% overall and for subgroups. 2015-16: Percentage completing UC a-g in 2014 plus 2% overall and for subgroups. 2016-17: Percentage completing UC a-g in 2014 plus 3% overall and for subgroups. 2017-18: Percentage completing UC a-g in 2014 plus 4% overall and for subgroups. We have met the district target for this outcome if 80% of subgroups have met the target.	1L

	2014 Baseline	2015 Target	2015 Actual	2016 Target
District	46.3	47.3	38.8	48.3
Male	39.4	40.4	31.7	41.4
Female	51.6	52.6	47.1	53.6
African American	36.9	40.9	28.3	41.9
American Indian/Alaskan Native	100.0	100.0	0	100.0
Asian	72.7	73.7	63.2	74.7
Filipino	62.0	63.0	57.1	64.0
Hispanic or Latino	38.2	39.2	27.8	40.2
Native Hawaiian/Pacific Islander	50.0	51.0	50.0	52.0
White	44.2	45.2	41.1	46.2
Two or more races	43.8	44.8	40.0	45.8
Students with Disabilities	No data		4.0	5.0
Economically Disadvantaged	32.2	33.2	30.2	34.2
English Learner	0	1.0	40.0	2.0
Vanden High	50.6	51.6	44.9	52.6
Travis Education Center	0	1.0	0	2.0

Numbers for Travis Community Day School and Travis Independent Study are too small to report.

We did not meet our UC a-g targets, except for an increase in the percentage of English learners completing the UC a-g college entrance requirements from no students to 40% of students. Other unduplicated students, including socioeconomically disadvantaged students, have UC a-g completion rates below the district rate. To close this achievement gap, our LCAP includes actions to remove barriers to access to our most rigorous course options and to improve academic preparation of unduplicated students and students with exceptional needs.

Metrics	Measureable outcomes
3A: Class size in grades TK-3	Class size in TK-3 classes will average 24:1 across all TK-3 classes at 100% of elementary schools.
3B: Facilities condition	Increase the percentage of metrics rated at good or above by an average of 1% per year on the annual FIT (Facilities Inspection Tool) school conditions evaluation.
3C: Instructional materials	Every student has sufficient access to instructional materials as measured by 100% compliance with Williams instructional materials requirements.
3D: Teacher assignment	100% of teachers will be highly qualified and appropriately credentialed, including holding required authorizations for their assignments.

Metrics	Measureable outcomes
3A	At 100% of elementary schools, class size in TK-3 classes averaged 24:1 across all TK-3 classes.
3B	We compared last year's FIT (Facility Inspection Tool) report with this year's report, and saw improvements in the condition of our facilities. In 2014, we had 52 of 64 metrics rated Good or Exemplary, for a total of 81.3%. In 2015, we had 57 of 64 metrics rated Good or Exemplary, for a total of 89.1%. Our 1% increase target was exceeded. Data tables showing areas of improvement may be found in the changes to actions and services box at the end of this section.
3C	Right after school started, principals gathered data from teachers to verify that there were no instructional materials shortages. On October 13, 2015, we held a public hearing on the sufficiency of standards-aligned textbooks and instructional materials for 2015-16, and the Board then adopted a resolution declaring that students had instructional materials as required for the Williams Act. We met our established target of 100% compliance with Williams instructional materials requirements.
3D	We did not meet this target. Regular classroom teachers are all highly qualified. The teachers listed as not highly qualified below are Home & Hospital teachers and secondary Special Education teachers who lack NCLB subject matter certification for particular classes.

School	Percent Highly Qualified Teachers	Percent of Teachers Not Highly Qualified
Cambridge Elementary	98%	2%
Center Elementary	97%	3%
Foxboro Elementary	95%	5%
Scandia Elementary	100%	0%
Travis Elementary	97%	3%
Golden West Middle	98%	2%
Vanden High	96%	4%
Travis Education Center	95.8%	4.2%
Travis Community Day School	95.8%	4.2%

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

Implement a guaranteed and viable curriculum where all students have the time and opportunity to learn essential content and skills. Develop common pacing guides and instructional schedules, key assignments, and assessments. Provide teachers with actionable student performance data. Focus on CA math standards in 2015-16. [1.1]	$55,917 in hourly compensation from SGF, $5,466 for Aeries Analytics from LCFF.	Teachers at all levels TK-12 worked collaboratively on pacing guides, instructional schedules, key assignments, and assessments in order to implement a guaranteed and viable curriculum where all students have the time and opportunity to learn essential content and skills. Elementary schools developed daily instructional schedules that included ELA regrouping in order to ensure all students had the time and opportunity to learn essential content and skills (this is provided naturally in secondary by master schedules). Teachers were provided with actionable student performance data, and also developed that data themselves. We focused on refining our work on CA math standards this year because next year, we are adopting ELA materials, and will shift the focus of this work to English Language Arts. Teachers worked on math standards during inservice training and in PLCs. In addition to the work in elementary and secondary math, science teachers worked on NGSS implementation, CTE teachers worked on aligning their programs to the CTE Standards, and elementary and middle school teachers worked on implementation of the robotics and coding training they received during the summer of 2015 through the PRISM program that is a collaboration between SCOE and the UC Davis C-STEM Center.	$5,466 for Aeries Analytics from LCFF. $18,711.30 from SGF. $268.32 from Title II. Amounts were lower than estimated because some of this work took place during inservice training.
Scope of service: LEA-wide to ensure a consistent high level of quality across the district ☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____		Scope of service: LEA-wide to ensure a consistent high level of quality across the district ☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____		

Provide 8.0 FTE Intervention Specialists to support RtI^2 in elementary schools, with 1.0 FTE at Scandia, and Travis and 2.0 FTE at Cambridge, Center, and Foxboro, where there are more children needing English language development instruction. All English learners at all elementary schools will receive a minimum of 150 minutes per week of ELD instruction. [1.2]	$755,854 from SGF	Eight Intervention Specialists provide RtI^2 support, with a focus on reading instruction and ELD. Scandia and Travis have 1.0 FTE each, and Cambridge, Center, and Foxboro, where there are more English learners, have 2.0 FTE. Reading intervention is provided during daily 30-minute grade level regrouping periods where students are grouped for instruction according to what they need to learn next. During this regrouping time, Intervention Specialists have groups of six to eight students for intensive reading intervention, including direct instruction in phonics using SIPPS, work on word knowledge and decoding, reading comprehension, and writing skills. The other grade level teachers teach an enrichment group using materials above grade level for advanced learners, a group for students on grade level, and a group for students performing slightly below grade level targeted on the skills that group of students needs to meet grade level standards. The teachers decide how often to regroup, and students move fluidly in and out of these groups according to their learning needs. We are in the process of developing a system to better track students who have participated in reading intervention, but overall reading performance is improving, and it is likely that this is due to reading intervention and regrouping students to meet their individual learning needs. This system also serves students with exceptional needs in a true RtI^2 model. Children are served by need, not by label. Some students with IEPs need specialized instruction in the Learning Center, and are in groups taught by Special Education teachers and supported by Instructional Assistants during regrouping time. Other children with IEPs may need the instruction being delivered in one of the other groups, and our Special Education teachers facilitate participation by working with parents to modify IEPs to include this structure. Cambridge, Center, and Foxboro are targeting first grade for reading intervention by using a combination of Intervention Specialists and Kindergarten teachers (in the afternoon when they have no students). Having all the first grade teachers, all the Kindergarten teachers, and two Intervention Specialists available at the same time allows schools to provide 30 minutes of highly focused instruction to groups that average 9-10 students, with students needing the most help being in the smallest groups. All English learners participate in a minimum of 150 minutes per week of ELD instruction. Most designated ELD is provided by Intervention Specialists, with English learners grouped by grade range and English proficiency (CELDT) level. Students receive this instruction four times per week for 40 minutes or five times per week for 30 minutes. At some schools, Intervention Specialists collaborate with Kindergarten teachers to provide this instruction in the afternoon when the Kindergarten teachers have no students.	$734,383 from SGF.
Scope of service: SW, elementary schools ☐ All ☐ Low Income Pupils ☒ English Learners ☒ Foster Youth ☐ Redesignated Fluent English Proficient ☒ Other Students performing below expected levels in academic subjects, with priority given to reading		Scope of service: SW, elementary schools ☐ All ☐ Low Income Pupils ☒ English Learners ☒ Foster Youth ☐ Redesignated Fluent English Proficient ☒ Other Students performing below expected levels in academic subjects, with priority given to reading	

Hold regular, facilitated PLC meetings for all elementary teachers as part of the RtI^2 system, where teachers have time to analyze data, group students according to learning needs, delve deeply into the CA standards in ELA and math, engage in cycles of inquiry into best practice, and plan effective instruction to close learning gaps. [1.3]		$164,664 from SGF for subs and facilitation, $720 from Educational Services funds for Kindergarten training support.	Grades 1-6 PLC meetings (90 minutes) are held every 3-4 weeks for 10 cycles per year. Roving subs are used to release grade 1-3 teachers and grade 4-6 teachers for 90 minutes to two hours, depending on travel time. Kindergarten meets 6 cycles per year, with full day meetings that include PLC work in the morning and training, lesson planning, and idea sharing in the afternoon. The afternoon sessions are designed to support our new Kindergarten teachers. Teachers meet in PLCs to analyze and discuss student data and areas of need. They use performance data to assign students to intervention and enrichment groups for upcoming regrouping sessions. They plan lessons to close learning gaps and move student performance forward. Our Intervention Specialists attended 15 meeting days to support data analysis, student regrouping, and planning. Teachers also review and discuss California's new ELA and math standards, curriculum, and teaching strategies. From this information, teachers form inquiry questions related to ELA and math to help improve teaching and student learning.		We used 437 sub days for a total cost of $74,727 from SGF.
Scope of service:	LEA-wide to combine elementary schools for PLC meetings to get a broader range of perspectives		Scope of service:	LEA-wide to combine elementary schools for PLC meetings to get a broader range of perspectives	
☒ All			☒ All		
☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____			☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____		

Monitor elementary student reading progress in order to provide timely support to students not making adequate progress. [1.4]	$11,452 from SGF for Aimsweb; $8,530 from SGF for 10 sub days for each school to provide additional assessment time.	Elementary reading progress was monitored through the use of Aimsweb assessments this year. The data from these assessments and from other assessments (curriculum embedded assessments, writing, etc.) was used to place students into groups for regrouping time, and to identify students most in need of additional instruction. Aimsweb is administered electronically, with a laptop or iPad. The student identifies letters or reads, and the teacher records accuracy until the end of the timed period, when the test automatically stops. Kindergarten students take Letter Naming Fluency, Letter Sound Fluency, and Phonemic Segmentation assessments three times each year. During the winter and spring assessment periods Nonsense Word Fluency is added. First grade students take Letter Sound Fluency, Nonsense Word Fluency, Phonemic Segmentation, and Oral Reading Fluency three times per year. If the teacher suspects the student is just calling words without comprehension during the Oral Reading Fluency test, the MAZE cloze test may be administered to be sure the student is comprehending what he/she reads. Another good measure of comprehension is the degree to which the student reads with prosody. In grades 2-6, students take an Oral Reading Fluency test three times per year. The MAZE cloze test is available if needed. In addition to the Aimsweb reading tests, elementary students take the STAR reading test as soon as it is appropriate, usually starting in first grade, although it is available to advanced Kindergarten students. The primary purpose of the STAR reading test is to support the Accelerated Reader program, but this year two teachers provided training to colleagues about other useful ways to use STAR. We get some useful data from this assessment, but student scores tend to fluctuate significantly, so it is not an adequate assessment for progress monitoring. Assessment results are used to place students into groups for intervention or enrichment (during grade level regrouping time), and to monitor progress of students at risk. At the district level, the assessments are used to monitor the effectiveness of our programs and to identify students who would benefit from participation in summer programs focused on developing reading and ELA skills in an engaging science context. Schools have different ways of completing the assessments. At some schools, a team including retired teachers is used, which is efficient and decreases interruptions to learning time. We found our substitute teacher budget was not adequate to support this work because schools needed more days and because retired teachers, who do an outstanding job assessing students, are paid at a higher rate. We are planning to double the number of sub days for each school for next year, and to base the budget on a higher rate of substitute pay.	$11,452 for Aimsweb and $4,830 for subs to support assessment administration.
Scope of service: LEA-wide, centralized system for consistency and cost effectiveness, elementary schools ☒ All		Scope of service: LEA-wide, centralized system for consistency and cost effectiveness, elementary schools ☒ All	

☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____		☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____	
Develop progress monitoring assessments for English language development in order to provide timely support to students not making adequate progress. [1.5]	$2,652 from SGF (2015-16 only).	All elementary schools have *Reach* for ELD at levels appropriate for their English learners. We have begun to use computer-based assessments from Reach to monitor the progress of English learners, and will be able to use that information to identify students who are not making adequate progress so we can provide different instruction that might be more effective. The CELDT is not adequate for this purpose because it is only given once a year, and that is not often enough to identify which students are stuck and need different help acquiring English. In addition to the Reach assessments, elementary students use Imagine Learning English, which is a computer-based adaptive ELD program that provides baseline data and progress monitoring data. At the middle school, embedded assessments within *Inside,* our adopted ELD curriculum, are used to monitor English Learner progress. The unit assessments disaggregate data into phonics and decoding, spelling, word recognition, grammar and sentence structure, and vocabulary. At the high school, embedded reading assessments and unit exams within *Edge,* our adopted ELD curriculum, help us to monitor English Learner progress. Other assessments, including performance tasks and projects (debates, skits, panels, PowerPoint presentations) provide additional data to monitor English Learners. Writing is assessed with *Edge* essay writing assignments. We have some English learners with exceptional needs that make the CELDT very challenging. When appropriate, we are using other measures to show that these students have mastered the English language.	No cost for pilot licenses for 2015-16.
Scope of service: LEA-wide for consistent, districtwide assessments to provide effective progress monitoring of English learners ☐ All ☐ Low Income Pupils ☒ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____		Scope of service: LEA-wide for consistent, districtwide assessments to provide effective progress monitoring of English learners ☐ All ☐ Low Income Pupils ☒ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____	
Provide elementary after school math support that includes opportunities for reteaching, review, and additional instruction to build student mastery of math concepts and skills. [1.6]	$17,706 from SGF, with paid teacher hours allocated to schools according to school enrollment as follows: Cambridge, 79 hours; Center, 74 hours; Foxboro, 102 hours; Scandia, 73 hours; and Travis, 72.	Cambridge Elementary has provided 91 hours of after school math support and reteaching. The Cambridge staff feels the support is helping students move forward in math. Center Elementary has provided 10 hours of support, and Foxboro has provided 5 hours of support. (Data from February, 2016) For next year, we are planning a different model that is less dependent on individual grade level teachers. We are planning to start tutoring centers, staffed by one or two teachers and high school student tutors. These tutoring centers will operate three days per week, and we will provide a late bus for the two schools (Center and Travis) where a ride home might make the difference between a student participating or not. Math will be a primary focus, but the tutoring centers will also provide an opportunity to have English learners work on Imagine Learning English longer, and to support students in ELA and other subjects.	$4,868 from SGF.
Scope of service: SW, elementary schools		Scope of service: SW, elementary schools	

☐ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☒ Other Students performing below expected levels in math		☐ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☒ Other Students performing below expected levels in math	
Provide student tutors for elementary foster children and work with foster families to develop customized schedules to meet their unique scheduling needs. [1.7]	$4,750 from SGF.	All foster youth within our district are eligible for tutoring. At regularly scheduled foster parent meetings, we make sure foster parents are aware that tutoring is available for their foster children. We also work closely with our social workers to schedule and arrange tutoring for foster youth according to foster family needs. A monitoring system is in place so that between our Student Services Department, our social workers, and Educational Services, we are able to arrange for tutoring as well as other services for foster youth in our district.	$150 from SGF to date.
Scope of service: LEA-wide for efficient and effective management (schools have small numbers of foster children) ☐ All ☐ Low Income Pupils ☐ English Learners ☒ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____		Scope of service: LEA-wide for efficient and effective management (schools have small numbers of foster children) ☐ All ☐ Low Income Pupils ☐ English Learners ☒ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____	
Provide elementary English learners with additional access to ELD software to improve their mastery of ELD and ELA standards. [1.8]	$23,100 for Imagine Learning English licenses from SGF and $15,246 from Title III	English Learner students in grades kindergarten through 3rd grade are accessing Imagine Learning English, an ELD software program. Imagine Learning English is an adaptive software program that allows English Learner students to progress as they achieve mastery of ELD and ELA standards. The program is highly engaging and interactive which creates a great deal of enthusiasm among students. Students access Imagine Learning English at school for a minimum of 20 minutes outside of designated ELD time. Students can also access the program from home with their unique log-in credentials. We have 103 English learners currently using the program.	103 five year licenses for Imagine Learning English, $23,100 from SGF, $13,810 from Title III.
Scope of service: LEA-wide because of small numbers of English learners ☐ All ☐ Low Income Pupils ☐ English Learners ☒ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____		Scope of service: LEA-wide because of small numbers of English learners ☐ All ☐ Low Income Pupils ☐ English Learners ☒ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____	
Provide Math 7 Lab and Math 8 Lab classes to provide concurrent strategic support for students struggling in math. [1.9]	0.34 FTE, 2 sections, $32,023 from Title I.	We found this year that the need was for two Math 7 Lab classes instead of one Math 7 Lab and one Math 8 Lab. At the semester, 56.6% of Math 7 students earned As or Bs indicating they were mastering content, and 22.3% of students earned Ds or Fs, indicating a lack of mastery. Success for individual students enrolled in Math 7 Lab is mixed. Lab classes appear to be helpful when students struggle in math but are experiencing success elsewhere. They do not appear to be effective for students who are experiencing little or no success in school. Their needs go beyond additional math instruction.	$23,412 from Title I.
Scope of service: SW, Golden West ☐ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☒ Other Students performing below expected levels in math		Scope of service: SW, Golden West ☐ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☒ Other Students performing below expected levels in math	

Provide Algebra 1 Lab, Geometry Lab, and Algebra 2 Lab classes to provide concurrent strategic support for students struggling in math. [1.10]	1.0 FTE, 5 sections, $93,802 from SGF.	At Vanden High in 2015-16, we had two sections of Algebra 1 Lab with an average of 24.5 students per class. We had two sections of Geometry Lab, with 16 students in each, and there was one Algebra 2 Lab with 11 students. Math Lab courses provide reteaching of material covered in the core math class, preteaching of new material so that students will have a head start on what is covered in class, and instruction to close knowledge and skill gaps. The lab classes appear to be helpful in improving student grades in their core math class. Teachers developed assessments to improve our ability to correctly identify students transitioning to middle and high school who would benefit from these classes so that we can avoid movement of students after the school year begins.	$49,296 from SGF to reduce class size in these five class sections.
Scope of service: SW, Vanden ☐ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☒ Other Students performing below expected levels in math		Scope of service: SW, Vanden ☐ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☒ Other Students performing below expected levels in math	
Provide English language development classes to provide a minimum of 220 minutes per week targeted instruction for English learners to improve their mastery of the English language (ELD and ELA standards): 3 sections (0.50 FTE) at Golden West; 2 sections (0.40 FTE) at Vanden. [1.11]	Vanden: $37,133 from SGF. Golden West: $46,416 from Title I.	Secondary English learners receive designated ELD at our middle and high school through specifically designed ELD classes for a minimum of 220 minutes per week, with beginning students receiving 440 minutes (middle school) or 530 minutes (high school). At the middle school, EL students with a CELDT level of 1 through 3 are enrolled in a two period ELD class while EL students at CELDT levels 4 and 5 (not redesignated) are in a one period ELD class designed to move them forward toward redesignation. At the high school, English Learner students at CELDT levels 1 through 3 are enrolled in two periods of designated ELD, with the second period including support for access to the core curriculum. English learners at the high end of level 3 or at levels 4 or 5 on the CELDT are enrolled in one class that focuses on ELD targeted to core curriculum access.	Golden West: two periods of ELD Lit/Writing with 6 EL students (levels 1-3); one period of ELD with 9 EL students (levels 4-5). $30, 845.00 from Title I. Vanden: two periods of ELD- EL Support with 13 EL students and Advanced ESL with 9 EL students. $27,477.00 out of SGF.
Scope of service: SW, Golden West and Vanden ☐ All ☐ Low Income Pupils ☒ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____		Scope of service: SW, Golden West and Vanden ☐ All ☐ Low Income Pupils ☒ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____	
Hold regular, facilitated PLC meetings for Math 7, Math 8, Lit/Writ 7, Lit/Writ 8, English 1, English 2, Algebra 1, and Geometry teachers where teachers have time to analyze data, group students according to learning needs, delve deeply into the math and ELA standards, engage in cycles of collaborative inquiry into best practice, and plan effective instruction for upcoming lessons, including instruction to close learning gaps. [1.12]	Vanden: $37,620 from SGF. Golden West: $25,649 from Title I.	PLCs at Vanden High had full day meetings. The English 9 PLC met four times, the English 10 PLC met three times, the Algebra 1 PLC met four times, and the Geometry PLC met three times. At Golden West, 7th grade and 8th grade math PLCs met four times each for a half day. 7th and 8th grade English PLCs met for four full days each. PLC work included aligning curriculum to standards, planning instruction, planning units, developing assessments and analyzing data, and considering how to close learning gaps.	$19,921 from SGF for Vanden. $6,379 from SGF for Golden West.
Scope of service: SW, Golden West and Vanden ☒ All		Scope of service: SW, Golden West and Vanden ☒ All	

☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____		☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____	
Provide tutoring for middle school foster children, working with foster families to develop customized schedules that meet the unique needs of foster children. [1.13]	Estimated $3,204 from NCLB Title I Tutoring funds (depends on number of foster children in that grade range, currently estimated to be 5, and additional funds are available if needed).	At this time, there are six foster youth attending Golden West Middle School. All six students are eligible for Supplemental Educational Services Tutoring funded through Title I. We completed our first round of SES applications in the fall and had three foster youth students sign up for tutoring. These three students have been receiving tutoring since fall. With our second round of SES applications, we once again invited all foster youth to participate, but we did not receive applications from the three students who were not being served.	$2,300.06 from Title I Supplemental Educational Services funds.
Scope of service: SW, Golden West ☐ All ☐ Low Income Pupils ☐ English Learners ☒ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____		Scope of service: SW, Golden West ☐ All ☐ Low Income Pupils ☐ English Learners ☒ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____	
Establish the Vanden Tutoring Center, to operate M-Th, with a focus on math while also providing CAHSEE prep and tutoring in other subjects; flexible schedule will meet the needs of foster youth as well as other students. [1.14]	$46,577 from SGF.	The opening of the Vanden Tutoring Center was delayed until February 1 because of facilities, and the program is smaller than planned. We expect that by June, we will have spent about $18,000. Data about effectiveness and usage is not yet available, but will be tracked in the future.	About $18,000 from SGF.
Scope of service: SW, Vanden ☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____		Scope of service: SW, Vanden ☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____	
Provide an academic summer day camp program for elementary English learners, foster children, and other students performing below standards. Students will develop, practice, and master academic English and practice math skills and work on math concept development and problem solving in a highly engaging and motivating context. [1.15]	$18,000 from SGF for Summer, 2016. English Learners and $21,988 for Summer 2015, K-6	This is planned for Summer 2016. We plan to invite approximately 420 elementary students including English Learners, foster youth, homeless youth, military-connected students, and students performing below standards. The 2016 Summer Day Camp will focus on English language arts with an integration of STEM (science, technology, engineering, and math), English language development, and robotics. The summer programs will be located at Travis Elementary on base and at Foxboro Elementary in Vacaville. The student to adult ratio will be very low and we will hire high school students to help in each class.	$67,188 from SGF, $84,000 from Project Connect DoDEA grant.
Scope of service: LEA-wide for 2016, with all grade 2-6 English learners and foster children invited to participate; 2015 program for Cambridge transition students ☐ All ☐ Low Income Pupils ☒ English Learners ☒ Foster Youth ☐ Redesignated Fluent English Proficient ☒ Other Students performing below expected levels in math and English language arts		Scope of service: LEA-wide for 2016, with all grade 2-6 English learners and foster children invited to participate; 2015 program for Cambridge transition students ☐ All ☐ Low Income Pupils ☒ English Learners ☒ Foster Youth ☐ Redesignated Fluent English Proficient ☒ Other Students performing below expected levels in math and English language arts	
Provide a middle school summer school program that enhances belonging, builds motivation, and provides instruction to close learning gaps in ELA and math to prepare students for success during the following school year. [1.16]	Funded through Title I NCLB SES tutoring funds not used during school year, estimated in the range of $50,000 (will vary each year according to participation in NCLB SES tutoring services).	We provided a 2015 summer school program for 7th grade students (entering 8th grade for 2015-16) and incoming 6th grade students (entering 7th grade for 2015-16). 132 students were invited including English Learners, foster youth, homeless youth, and students performing below standards. Students received instruction in English language arts, math, and study skills in a highly motivating environment that included field trips.	$21,791 from Title I.
Scope of service: SW, Golden West ☐ All		Scope of service: SW, Golden West ☐ All	

☐ Low Income Pupils ☒ English Learners ☒ Foster Youth ☐ Redesignated Fluent English Proficient ☒ Other Students needing socio-emotional and academic support to succeed in school		☐ Low Income Pupils ☒ English Learners ☒ Foster Youth ☐ Redesignated Fluent English Proficient ☒ Other Students needing socio-emotional and academic support to succeed in school	
Provide administrator training in California content standards and effective school leadership. [1.17]	$5,000 from Title II.	The training took place and the funds were expended.	$3,800 from Title II.
Scope of service: LEA-wide for administrators needing training ☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____		Scope of service: LEA-wide for administrators needing training ☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____	
Provide training for administrators, PLC facilitators, and teacher leaders in effective facilitation techniques to advance team development, with collaborative protocols for implementing an inquiry cycle, including tools for analyzing student work, creating common assessments, and developing student-centered inquiries into practice. [1.18]	$51,779 from Title II, $ 1,800 from Educational Services funds.	On August 10, 11, and 12, 25 teacher leaders and 15 administrators participated in three days of PLC facilitation training from the New Teacher Center. Day One focused on the PLC process and improving facilitation skills including fostering trust, active listening, developing norms and agendas, and using protocols. Day Two deepened the vision around collaborative culture, and included practice in skills to support high performing teams. Day Three focused on resilience mindsets, strategies to deal with challenging team participants, inquiry protocols, and lesson study. We are also holding four coaching sessions during the year to continue facilitator skill development and to support facilitators in working through challenges.	$51,666 from Title II, $1,286 from Educational Services Department budget.
Scope of service: LEA-wide for efficiency ☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____		Scope of service: LEA-wide for efficiency ☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____	
Provide math training for all elementary teachers on the district staff development day (October 12). [1.19]	$16,800 from SGF for elementary, $1,000 for secondary.	We had a professional development day (no students) on October 12, 2015. We hosted *Math in Focus* trainers, who worked with 84 K-5 teachers to answer their questions about the new math program and to provide additional training.	$16,800 from SGF.
Scope of service: LEA-wide for efficiency ☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____		Scope of service: LEA-wide for efficiency ☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____	
Provide a week-long ELA summer institute for all elementary teachers that is focused on the standards in English language arts and new CA standards-aligned ELA/ELD materials. [1.20]	$181,218 from one time mandated cost funds.	This training is being planned for June 6-10, 2016 for elementary teachers and elementary Special Education teachers.	$141,732 from SGF.
Scope of service: LEA-wide for efficiency ☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____		Scope of service: LEA-wide for efficiency ☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____	
Provide a week-long ELA summer institute for all secondary English teachers that is focused on the standards in English language arts and newly adopted ELA instructional materials. [1.21]	$52,437 from one time mandated cost funds.	This training is being planned for June 6-10, 2016 for secondary teachers and secondary Special Education teachers.	$27,165 from SGF.
Scope of service: LEA-wide for efficiency ☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____		Scope of service: LEA-wide for efficiency ☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____	

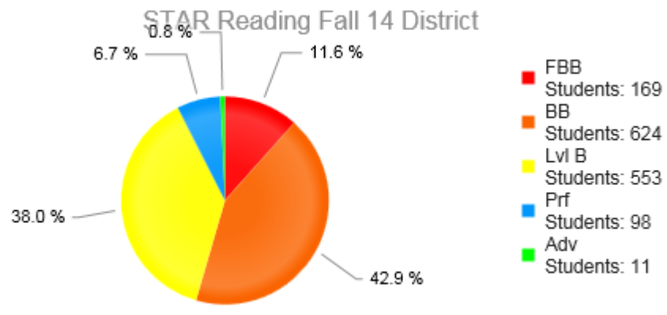
Provide 6 hours of training in *Math in Focus* in summer for K-5 teachers that includes CA standards and *Math in Focus* strategies. [1.22]		$25,015 from DoDEA math grant extension and $13,728 from Title I Professional Development funds	During our staff development day on October 12 (a work day without students), 84 teachers worked with trainers from *Math in Focus*. Trainers made presentations and addressed teacher questions about best practice in implementing the new math curriculum.		$16,800 from SGF for training contract.
Scope of service:	LEA-wide for efficiency		Scope of service:	LEA-wide for efficiency	
☒ All			☒ All		
☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____			☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____		
Provide elementary teachers with training on close and critical reading with an emphasis on text-dependent questions (CA ELA standards). [1.23]		$1,500 from SGF for subscriptions to online PD for all elementary teachers and $7,930 from SGF for hourly compensation for teacher leaders for planning	A total of 85 K-6 teachers participated in this training, which was facilitated by principals and teacher leaders. Modules covered scaffolded reading, close reading, and questioning. The content was of high quality, with videos showing teachers working with students in classrooms to implement the strategies, but implementation was very challenging because of network security issues, so it was less effective than planned.		$1,500 for the online PD subscription, and $772.57 for teacher facilitator compensation from SGF.
Scope of service:	LEA-wide so that all elementary teachers can participate		Scope of service:	LEA-wide so that all elementary teachers can participate	
☒ All			☒ All		
☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____			☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____		
Provide eight 2-hour *Math in Focus* training webinars for new K-5 teachers, and teacher-led elementary math seminars focused on model drawing and a variety of other math strategies used in our curriculum. [1.24]		$33,021 from SGF	We were hoping to be able to implement this program this year, but because of completing priorities, we decided to postpone this until next year when we can recruit some teachers as trainers.		N/A
Scope of service:	LEA-wide for efficiency		Scope of service:	LEA-wide for efficiency	
☒ All			☒ All		
☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____			☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____		

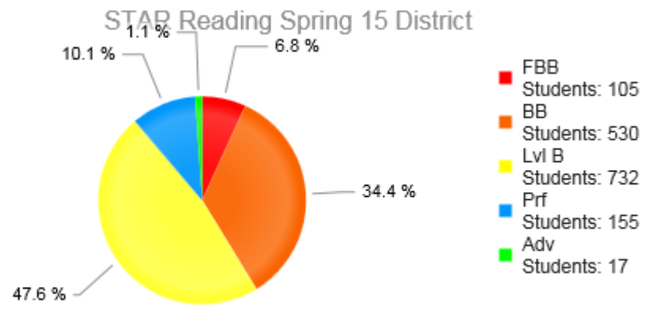
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Our experience this year informed changes to the LCAP for next year: • Evaluations from PLC Facilitation training participants indicated that the training was valuable. There is additional evidence in PLC agendas of training strategies being implemented as teacher leaders worked with PLCs throughout the year. The greatest improvement we saw was that the majority of PLCs are now able to select a problem of practice to explore together, and PLC members are beginning to internalize norms for how they will work together effectively. There are still some elementary teachers who are not finding value in the process, and we have some PLCs that are not making expected progress in their work. To address these challenges, we are planning to group teachers differently next year to broaden the voice in the room. • We continue to revise pacing guides and work on assessments as our knowledge about best practice grows. This has been effective, and we will continue this work next year. • We found that our plan for elementary teachers to provide casual after school support in math was only partially effective. In addition, not enough of our struggling elementary foster children took advantage of tutoring. We think making the support more systematic will help with participation. In order to accomplish this, we will have after school tutoring centers at each elementary school next year. The tutoring centers will operate for one hour after school on Monday, Tuesday, and Thursday (108 days per year). The tutoring centers will be staffed with two teachers and four high school student tutors. We will provide late buses for Center and Travis students, where students cannot easily walk home. With a regular schedule for tutoring, teachers can work with parents to be sure students who need additional support attend.

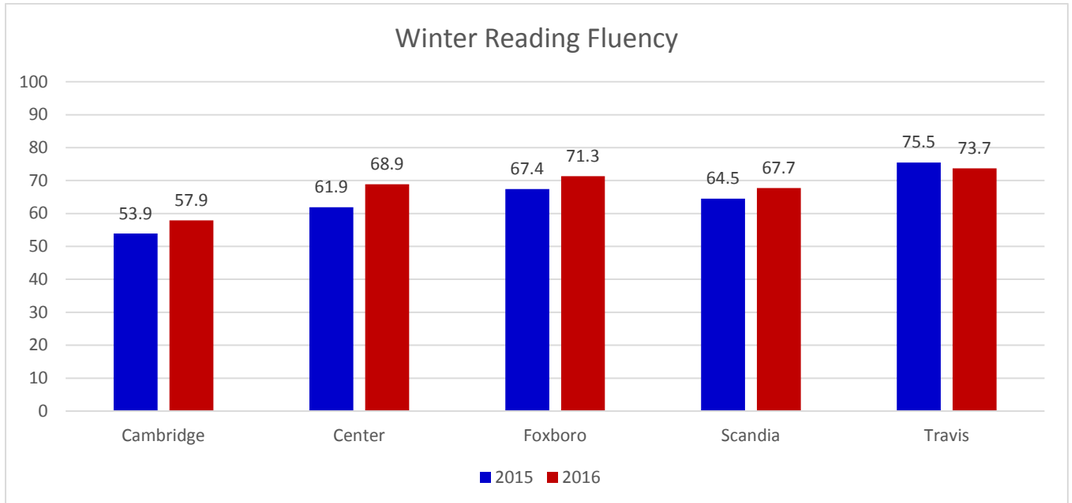
Some of our students have not experienced much success in school, and may be reluctant to attend. We believe that our high school student tutors will be able to build relationships with these students and provide positive encouragement that will keep reluctant students coming for help.

- There is evidence that Algebra 2 Lab is effective. The ten students enrolled first semester earned one A, three Bs, and six Cs. No students earned Ds or Fs, so all of these students have completed one of the major barriers to UC a-g college entrance requirements completion. In the Algebra 2 Lab class, all students earned As except one, who earned a C.

- Elementary Intervention Specialists remain a top priority because of their effectiveness in increasing reading performance. Evidence of the effectiveness of their work includes STAR reading data. At the beginning of the 2014-15 school year, when we only had 5 Intervention Specialists, 45.5% of students scored proficient on the STAR reading test. At the end of the year, 58.5% scored proficient, a 13.3% increase that represents an additional 158 students becoming proficient. In addition, the percentage of students in the lowest group fell from 11.6% to 6.8% (-4.8%). The percentage of students in the next lowest group fell from 42.9% to 34.4% (-8.5%).





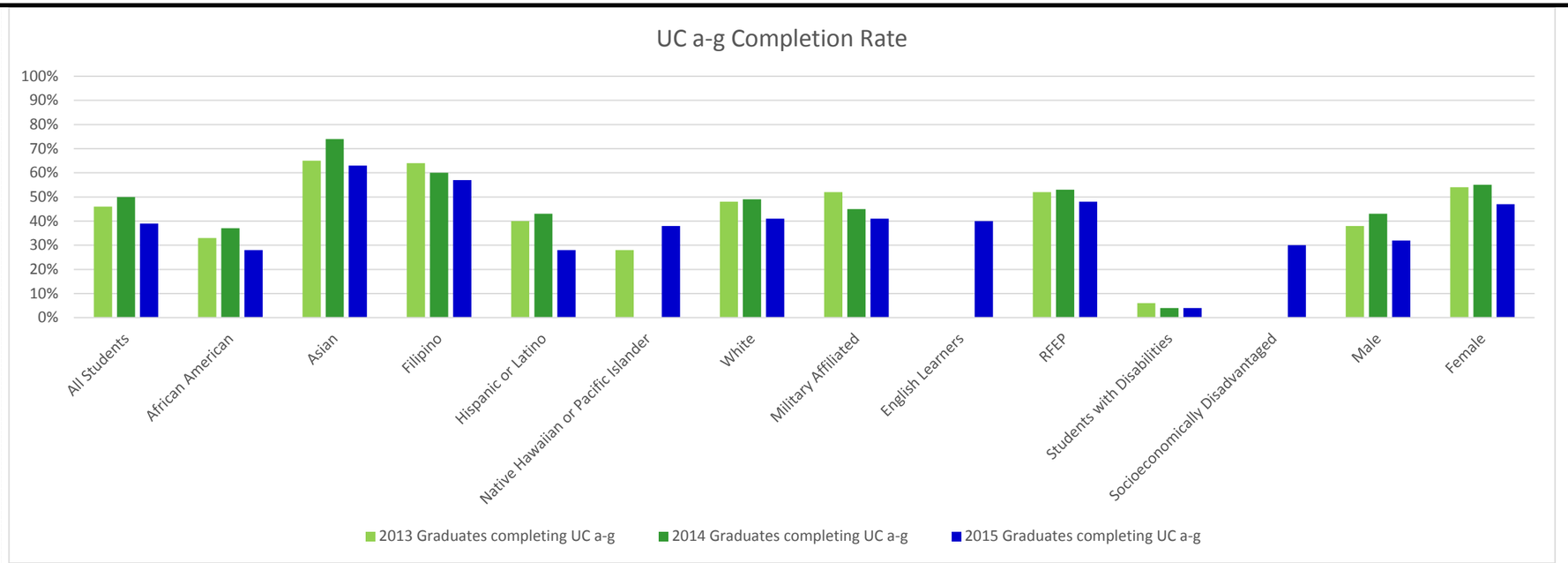


Winter reading fluency data provides an additional data point that indicates reading intervention is making a positive difference for students.

- Although the training from Corwin on Close and Critical Reading had outstanding videos that demonstrated to our teachers how to implement best practices in the classroom, technology problems due to network security settings made these training sessions extremely stressful for presenters, who often could not get the videos to project and had to improvise something for their audience of an elementary grade level. By the end of the four sessions, we were able to show the videos, but the hours it took to test everything in advance, and the stress on presenters who could not depend on the system working makes this an impractical staff development method. Although our teachers need to learn what is in the next three online sessions, we are not planning to continue with this program next year. In retrospect, we should have abandoned the program after the disaster we had during the first session.

- We found that the STEM context attracted English learners to our summer program in 2015. We also invited all foster children, who need no-cost activities and enrichment in the summer, and who acted as language models. The do-it, talk-it, read-it, write-it daily activities from the *Seeds of Science, Roots of Reading* curriculum from Lawrence Livermore Lab, along with field trips, not only provided opportunities to learn academic vocabulary and ELA/ELD standards, but also helped to close the socio-economic gap English learners often experience. This success informed our planning of summer programs for 2016.

- Elementary PLCs were successful, with some variation between individual PLCs in the depth of their work. Because of transportation time and the road closure in 2015-16, we organized our PLCs in North/South groups this year, with Cambridge and Foxboro making up the North team, and Center, Scandia, and Travis making up the South team. For 2016-17, we are considering different organizational patterns to improve the productivity of the groups.
- Aeries Analytics is proving to be a powerful and flexible tool. It reduced our ongoing annual data warehouse cost, and is providing more actionable data than was possible to provide with the previous system. We are using the Aeries system to create answer sheets for math screening assessments so that we can get results into useful form quickly to inform student course selections in secondary schools. We are also using the system to administer the Gates-MacGinitie Reading Test to students with low performance to screen for students needing intervention classes.
- We are expanding Kagan Cooperative Learning training to include all five days. Teachers are finding that cooperative learning increases student engagement and learning.



- We continue to see differences in UC a-g college entrance requirement completion rates between subgroups. Success in Algebra 2 remains the major barrier to college entrance requirement completion. Our work with Naviance, starting in the 7th grade, should help with this. Students need to understand the requirements, and the implications of math course choices and grades. We are doing a better job working with students who fail classes so that they do not become credit deficient, but much work still needs to be done to increase the number of students completing college entrance requirements.

- With the completion of the remodel of the old Vanden Library during the summer of 2016, the Vanden Tutoring Center will be able to operate at full strength M-Th to provide the support students need to improve their success in math and other subjects. Parents support having regular support available so that students can drop in when they need help or to study for tests.

- The *Math in Focus* training appears to be effective. Classroom observations show teachers are becoming increasingly comfortable with Singapore math as evidenced by increased use of strategies such as the use of number bonds, base 10 blocks, and model drawing.

- We see the same pattern in EAP pass rates as we do in other measures of college preparation. 68% of our students scored ready or conditionally ready for college on this year's EAP (from Smarter Balanced). Only 27% scored ready or conditionally ready in math, which emphasizes the importance of working on math success.

- Fewer students passed Advanced Placement exams than in previous years. Our first step in addressing this problem is reducing barriers to enrollment in Advanced Placement. The Vanden English Department has agreed to allow all students who earned As, Bs, or Cs in their current English class to enroll in AP English Language & Composition and AP English Literature & Composition. Requests for Advanced Placement courses are up in all subject areas, and we will be able to offer more courses. Some students may need additional support or study groups to succeed in these rigorous courses, and that support can be provided in the Vanden Tutoring Center four days per week. The low percentage of Hispanic/Latino students (12.5%) compared to their percentage in the population (21.1%) is a concern, and we need to do more analysis to find out why that is and how we can improve in that area.

	• The most useful measure of English learner progress is whether students are making the expected gain of at least one level on CELDT each year. When a student grows a level or more on CELDT each year, we have evidence that the instruction received is appropriate. We need to look more deeply at students who are stuck on a level or whose performance declines. Our new progress monitoring assessments will help in that effort. The overall program seems to be working. Where individual students are not making gains, we need to find out why that is and change the instruction the student is receiving. • *Imagine Learning English* remains popular with elementary English learners, and teachers believe it is effective. We do not believe that software-based instruction is the best use of designated ELD time, so we plan to increase the amount of time elementary English learners are spending on *Imagine Learning English* by sending them to the tutoring center after school, where staff can support their use of the software.

Original GOAL from prior year LCAP:	Engage students in standards-based core curriculum and rich, relevant experiential learning	Related State and/or Local Priorities: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8 Local:

Goal Applies to:	Schools:	☒ Cambridge Elementary ☒ Center Elementary ☒ Foxboro Elementary ☒ Scandia Elementary ☒ Travis Elementary ☒ Golden West Middle ☒ Vanden High ☒ Travis Education Center ☒ Travis Community Day School
	Applicable Pupil Subgroups:	☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ RFEP ☐ Other _____

Expected Annual Measurable Outcomes:

Please see measures of student academic performance under Goal 1. Summer school, extra classes, class size reduction, enrichment programs, and pre-school learning experiences are designed to improve performance on academic metrics. Annual reporting will include the number of students participating in various programs.

Metric	Measureable outcome
2A: Career Technical Education program completion	2015-16: Percentage completing CTE program in 2014 plus 2% overall and for subgroups. We have met the district target for this outcome if 80% of subgroups have met the target.
2B: Elementary enrichment (after school and/or summer enrichment programs in arts and STEM)	2015-16: Number of K-6 students participating in elementary enrichment programs in arts and STEM (baseline).
2C: Course Access	Continue to provide 100% of students with access to a broad courses of study as required in Education Code §51210 and §51220(a-i). See details in Appendix A, Goal 2.

Actual Annual Measurable Outcomes:

Metric	Measureable outcomes
2A	Identifying completers of career technical education pathways that are aligned to California CTE standards is challenging because we have a graduation requirement for CTE that includes many courses that are unrelated to true CTE pathways. We have a great deal of work to do in this area to align our CTE pathways to the standards, and part of our Career Technical Education Incentive Grant plan includes aligning our CTE programs to pathways. In 2015, seniors had completed second year courses in the following pathways: • Transportation = 10 students • Engineering and Architecture = 16 students • Public Safety (JROTC) = 20 students • Business and Finance = 38 students We had 220 students (grades 10-12) complete a second year CTE course. This group included one English learner and 26 RFEP students, one student with special needs, one foster child, and 59 socioeconomically disadvantaged students. There were 61 unduplicated students in this group.
2B	627 elementary students, including 134 English learners, 5 foster youth, 17 homeless students, students with exceptional needs, and low socioeconomic status students participated in Arts Adventures this year.
2C	All students TK-12 were provided with the broad course of study as required in the Education Code. Evidence of this can be found in elementary daily instructional schedules and secondary master schedules.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

Provide high school summer school for ELD, CAHSEE prep, and credit recovery [2.1]		$99,997 from LCFF.	We provided high school summer school for credit recovery, with English learners being served as needed. CAHSEE prep was eliminated because the state was suspending the exam. The 2015 Vanden summer school served 221 students in two sessions. The students earned 1235 credits, or an average of 5.6 credits per student (some students took 5 credits and some took 10 credits). The 2015 TEC summer school served 28 students in two sessions. The students earned 214 credits or an average of 7.6 credits per student. A similar program is planned for summer, 2016.		$86,362 from LCFF.
Scope of service:	LEA-wide to include all high school students needing summer school		Scope of service:	LEA-wide to include all high school students needing summer school	
☐ All ☐ Low Income Pupils ☒ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☒ Other Students behind in credits and students needing preparation to pass the CAHSEE			☐ All ☐ Low Income Pupils ☒ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☒ Other Students behind in credits and students needing preparation to pass the CAHSEE		
Provide online learning courses for CAHSEE prep and credit recovery. [2.2]		$25,000 for CyberHigh, Shmoop, and other online learning licenses from LCFF.	Because of the suspension of the California High School Exit Exam (CAHSEE), we did not provide CAHSEE prep courses. We used CyberHigh extensively with 347 semester courses completed between 3/14/15 and 3/14/16.		$15,033 from LCFF.
Scope of service:	LEA-wide to include all high school students needing summer school		Scope of service:	LEA-wide to include all high school students needing summer school	
☐ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☒ Other Students behind in credits and students needing preparation to pass the CAHSEE			☐ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☒ Other Students behind in credits and students needing preparation to pass the CAHSEE		
Improve access to UC a-g courses, credit recovery, STEM, and the arts by providing Vanden students with the opportunity to take one additional class beyond the standard six-course schedule by taking a 7th period. [2.3]		$204,231 for 2.2 FTE (11 class sections) from LCFF.	294 high school students earned 35 credits at the semester by enrolling in more than the standard six period day. (Students earning more than 35 credits through a combination of an extra period and Cyber High are not included in the figures above.) Due to the split schedule because of road construction this year, students are starting both early and late, and it is not possible to attribute particular sections to 7th period offerings, but the enrollment does support 11 additional sections because some are small intervention classes. Students earning more than 35 credits through a combination of an extra period and Cyber High are not included in the figures above.		$204,231 for 2.2 FTE (11 class sections) from LCFF (approximate cost using average teacher salaries).
Scope of service:	SW, Vanden		Scope of service:	SW, Vanden	
☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____			☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____		
Reduce class size in Math 7 and Math 8 to improve student learning. [2.4]		$92,382 for 0.50 FTE (3 class sections) Math 7 and 0.50 FTE (3 class sections) Math 8 teachers from Title I. (*Note:* in 2014-15, adding 3 Math 7 sections changed the average class size from 34 to 25.)	In 2015-16, we reduced class size in Math 7 from 34.4 to 28.9 by adding two sections. Our intent was to keep class size at 25 or below, but a large number of 7th grade students moved into our district during the year, raising class size. Our results showed that this class size reduction did not provide the results we expected. Please see the data table at the end of this section for details. For Math 8, class size was reduced from 34.6 to 26.1, and data shows that student performance improved. The data is shown in a table below this section.		$54,924 from Title I.
Scope of service:	SW, Golden West		Scope of service:	SW, Golden West	
☒ All			☒ All		

☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____		☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____	
Provide music instruction in elementary schools, with general music for all 4th grade students and elective band for 5th and 6th grade students. [2.5]	$77,456 from LCFF.	We hired an additional music teacher to expand our capacity to provide music instruction to all students in grades 4, 5, and 6. All 4th grade students have general music every week. Students in 5th and 6th grade also have weekly music: their choice of band or general music.	$76,223 from LCFF.
Scope of service: SW, elementary schools ☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____		Scope of service: SW, elementary schools ☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____	
Enhance K-12 robotics programs, including after school/competitive programs, classes during the school day, and the integration of robotics and programming into mathematics instruction. Provide students with instruction in computer science, computational thinking, programming, and control systems. [2.6]	$35,000 for robotics equipment and teacher time from LCFF.	Cambridge, Center, Scandia, and Travis elementary schools had robotics teams this year. Golden West also had teams, which were very successful with four teams advancing to competition in San Jose. In addition, Vanden High has a successful robotics team. Students write code to control their robot's systems. Some of the code runs the robot during the autonomous period of the competition, and other code controls the robot when piloted by a human driver. Students needed to solve challenging problems including engineering and fabrication of the robot's parts, integration of all of the motors and pneumatic systems on the robot, control systems, and mechanisms to acquire and launch objects at a target. In addition to competitive robotics, we have teachers from each elementary school and the middle school who are part of the PRISM program in collaboration with SCOE and the UC Davis C-STEM Center. Students are learning to write code to solve math problems, and they are also writing code to program small robots. Students in grades 5-8 participate. In May, teams from our district will compete at the UC Davis C-STEM Day. We have some teachers using Code.org to provide programming basics to their students. To expand this effort, Foxboro Elementary and Travis Elementary sponsored three-session Code.org trainings for elementary teachers. We had 34 teachers in attendance at Foxboro and 16 at Travis, which will build our ability to expand coding instruction to more students, starting in Kindergarten and first grade.	$12,376 for robotics equipment and $6,144 for stipends for robotics team coaches from LCFF.
Scope of service: LEA-wide curriculum planning, SW implementation ☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____		Scope of service: LEA-wide curriculum planning, SW implementation ☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____	

Provide after school Arts Adventures program, integrating arts knowledge and skills with applied academic and content vocabulary instruction, informational reading, and expository writing to enhance perception, creativity, and academic skills. Mini-courses may include a broad range of the arts, including experiences in visual arts, dance, and drama. [2.7]		$197,096 from SGF for 49 mini-courses meeting for 6 weeks each on Tuesdays and Thursdays, allocated as follows according to school enrollment: Foxboro, 12; Cambridge, 10; Scandia, 9; Center, 9; Travis, 9. (Budget includes 64 hours of course planning time.)	At the elementary sites, 14 sessions of Arts Adventures were offered this school year. Two elementary sites are planning to offer 3 more sessions this year. To date, 627 students have participated in the Arts Adventure sessions including 134 English learners, 5 foster youth, 17 homeless students, and multiple low socioeconomic status students. Each teacher had a high school student helper to support students. Our creative teachers provided a wide range of courses, including multiple forms of visual art, including culturally-based art, and a musical.		$36,985.00 from SGF
Scope of service:	SW, elementary schools		Scope of service:	SW, elementary schools	
☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____			☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____		
Develop student keyboarding skills in K-6 through the use of online software accessible from school or home. Develop typing speed benchmarks for each grade level. Develop a scope and sequence for skill development in word processing, spreadsheet, presentation, database software, and browser use. [2.8]		$5,000 from LCFF for software in 2016-17, $7,552 in hourly from Title II for scope and sequence development, 2015-16 only.	In the spring of 2015, we implemented an online keyboarding program for all students in grades kindergarten through 6th grade. We purchased licenses for the five elementary sites. This year 2,785 students are enrolled in the program with 1,193 students actively using the program as of February, 2016. We have begun the process of developing a scope and sequence for skill development in word processing, spreadsheet, presentation, database software, and browser use, but will not complete that work until Spring, 2018.		$10,000 from LCFF in January 2015 for 3500 licenses.
Scope of service:	SW, elementary schools in 2015-16; add secondary schools in 2016-17		Scope of service:	SW, elementary schools in 2015-16; add secondary schools in 2016-17	
☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____			☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____		

Implement Biomedical Sciences CTE programs, with the Medical Science program beginning in 2015-16, and Biotechnology beginning in 2016-17. [2.9]	$35,000 from a Specialized Secondary Program planning grant for Biotechnology and $50,000 for Medical Science equipment from the Northern California Career Pathways Alliance grant. In future years, a limited amount of Perkins funding may be available for new equipment.	We received a $100,000 Specialized Secondary Program grant from the state for Biotechnology. In addition, we received $20,000 for textbooks and $50,000 for equipment from the Northern California Career Pathways Alliance grant to support our Medical Science pathway. Biotechnology I will be offered next year. We are currently working on an articulation agreement with Solano Community College. This course was developed with the help of their professor who developed their Biotechnology 160 course. Medical Science I was offered this year, and the district remodeled a facility to provide a lab/lecture room with an interconnecting hospital ward room, complete with hospital beds and other equipment. Next year, we plan to offer Medical Science II. We are making significant progress in CTE due to the support of the Solano County Office of Education. In addition to helping us find funding, SCOE staff connected our Medical Science teachers to the highly experienced Medical Science teacher at Vacaville High, who generously shared lesson and unit plans and provided a great deal of support. This support has provided a great benefit to us, and we greatly appreciate the regional cooperation.	Specialized Secondary Program grants: used the $35,000 planning grant and obtained a $100,000 implementation grant for 2015-16. In addition, used $70,000 from the Northern California Career Pathways Alliance grant for Medical Science textbooks and equipment.
Scope of service: SW ☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____		Scope of service: SW ☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____	
Implement Naviance college and career readiness system in middle and high schools to help align student strengths and interests to post-secondary goals in order to improve student outcomes. [2.10]	$13,000 ongoing from LCFF	Naviance is in the beginning stages of implementation. Staff is working on uploading student and course information into the system. On March 3, 2016, we had a training session for middle school English teachers and middle and high school counselors. The middle school English teachers have laptop carts in their rooms, and they will initially focus on the career interest inventory and research elements of the program. The middle school counselors will work on a scope and sequence for grades 7 and 8. The high school counselors will work on incorporating Naviance into their program, including replacing elements of their current program as appropriate. High school counselors, both at the comprehensive and alternative high schools, will work with teachers to incorporate Naviance and career planning curriculum into a variety of courses.	$29,321 from a Department of Defense Educational Activity (DoDEA) Virtual Learning Grant.
Scope of service: SW, middle and high schools, and 6th grade students in elementary schools ☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____		Scope of service: SW, middle and high schools, and 6th grade students in elementary schools ☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____	
Coordinate technology training for teachers focused on strategies to improve communication with families and to close the digital divide experienced by children from environments less rich in technology; and technology skills supporting mastery of the California State Standards with a particular emphasis on enhancing student motivation and closing learning gaps. [2.11]	$30,397 from Title II.	We provided training in Schoolwires, our web page program, to 37 teachers. We had 92 teachers participate in Aeries gradebook training. In addition, we had 30 teachers participate in Office 365 training. Additional training took place during other scheduled meetings, including staff meetings and PLCs. Teachers received training on the technology components of the adopted curriculum, online assessments, and *Imagine Learning English* as needed.	$5,462 from Title II.
Scope of service: LEA-wide, multiple locations in order to serve a broad range of teachers ☐ All		Scope of service: LEA-wide, multiple locations in order to serve a broad range of teachers ☐ All	

☒ Low Income Pupils ☒ English Learners ☒ Foster Youth ☐ Redesignated Fluent English Proficient ☒ Other Students performing below expectations in ELA and math			☒ Low Income Pupils ☒ English Learners ☒ Foster Youth ☐ Redesignated Fluent English Proficient ☒ Other Students performing below expectations in ELA and math	
Provide a summer Jumpstart Kindergarten program for incoming Kindergarten students who have not had a preschool experience. [2.12]		$39,948 from First 5 Solano.	In June of 2015, we provided a summer Jumpstart Kindergarten program to eligible incoming kindergarten and transitional kindergarten students. Students who had not previously attended preschool were eligible. Jumpstart is intended to prepare students for kindergarten or TK academically, socially, and emotionally. 94 students participated with 45 of those students at Foxboro Elementary and 49 students at Center Elementary. We had two Jumpstart classes at each site staffed with two teachers and one instructional assistant per class. Kindergarten teachers commented that students who participated started Kindergarten smoothly, and Jumpstart teachers noted that the students made large gains in behavioral and academic skills during the program.	$36,338 from First 5 Solano.
Scope of service:	LEA-wide, program housed at multiple locations to best serve families, students from all schools invited		Scope of service:	LEA-wide, program housed at multiple locations to best serve families, students from all schools invited
☐ All			☐ All	
☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☒ Other Incoming Kindergarten students who have not had a preschool experience			☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☒ Other Incoming Kindergarten students who have not had a preschool experience	
Implement an Aerospace Engineering CTE program in collaboration with Solano Community College as they develop a program in cooperation with ICON Air at the Nut Tree Airport. (No district timeline yet, program depends on Solano Community College timeline.) [2.13]		Costs will be included as the timeline is established.	No action this year because nothing is yet happening with Solano Community College. We plan to drop this item from the LCAP and add it back in when a timeline has been developed.	N/A
Scope of service:	SW participation in regional program		Scope of service:	SW participation in regional program
☒ All			☒ All	
☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____			☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Our experience this year informed changes to the LCAP for next year. • We reduced class size in Math 7 and Math 8 at Golden West Middle School for the second year as planned above. In addition, we reduced class size in English 1 and Algebra 1 at Vanden High because of high numbers of students earning Ds and Fs in those critical core courses. Data is shown below. Dark green = increase of 6% or more in students earning As or Bs or decrease of 5% or more in students earning Ds or Fs compared to previous year. Light green = increase of 4% or more in students earning As or Bs or decrease of 5% or more in students earning Ds or Fs compared to previous year. Yellow = insignificant change compared to previous year. Red = increase in students earning Ds or Fs or decrease in students earning As or Bs compared to previous year.

School	Course	Number of Students Enrolled	Average Class Size	Average GPA	Number Earning A	Percent Earning A	Number Earning B	Percent Earning B	Number Earning C	Percent Earning C	Number Earning D	Percent Earning D	Number Earning F	Percent Earning F	Number Unsuccessful (D or F)	Percent Unsuccessful (D or F)	Percent Achieving Mastery (A or B)
Vanden High	Algebra 1 2015-16	376	22.1	2.53	85	22.5	120	31.8	100	26.5	52	13.8	19	5.0	71	18.8	54.3
	Algebra 1 2014-15	367	23.6	2.22	40	10.9	119	32.3	116	31.5	65	17.7	27	7.3	92	25.0	43.2
	Algebra 1 2013-14	266	29.8	1.59	11	4.1	48	18.0	93	35.0	49	18.4	65	24.4	114	42.8	22.1
Vanden High	English 1 2015-16	314	19.0	2.30	58	18.4	95	30.2	78	24.8	52	16.5	31	9.8	83	26.3	48.6
	English 1 2014-15	359	21.2	2.62	91	25.3	124	34.4	84	23.3	37	10.3	23	6.4	60	16.7	59.7
	English 1 2013-14	354	36.9	2.14	60	16.9	86	24.3	98	27.7	63	17.8	47	13.3	110	31.1	41.2
Golden West Middle	Math 7 2015-16	345	28.5	2.55	92	26.7	103	29.9	73	21.2	56	16.2	21	6.1	77	22.3	56.6
	Math 7 2014-15	300	28.8	2.43	66	21.9	100	33.1	63	20.9	40	13.2	31	10.3	71	23.5	55.0
	Math 7 2013-14	313	24.8	2.81	94	29.7	116	36.7	64	20.3	29	9.2	10	3.2	39	12.4	66.4
Golden West Middle	Math 8 2015-16	341	26.0	2.42	81	23.6	93	27.1	88	25.7	45	13.1	34	9.9	79	23.0	50.7
	Math 8 2014-15	316	25.4	2.12	43	13.6	86	27.2	89	28.2	63	19.9	35	11.1	98	31.0	40.8
	Math 8 2013-14	237	35.7	1.97	17	7.1	65	27.1	74	30.8	57	23.8	24	10.0	81	33.8	34.2

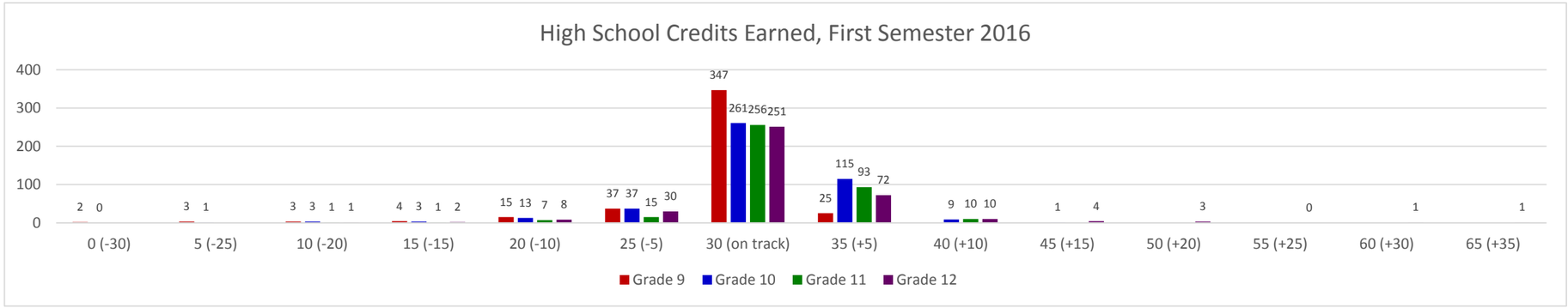
In Algebra 1 and Math 8, class size reduction seems to be having a positive effect. In Algebra 1, the mastery rate (A or B) has increased from 22.1% to 54.3%, a gain of 32.2%. The unsuccessful rate (D or F) has gone from 42.8% to 18.8%, a reduction of 24.0%. In Math 8, the mastery rate (A or B) has increased from 34.2% to 50.7%, a gain of 16.5%. The unsuccessful rate (D or F) has gone from 33.8% to 23.0%, a reduction of 10.8%.

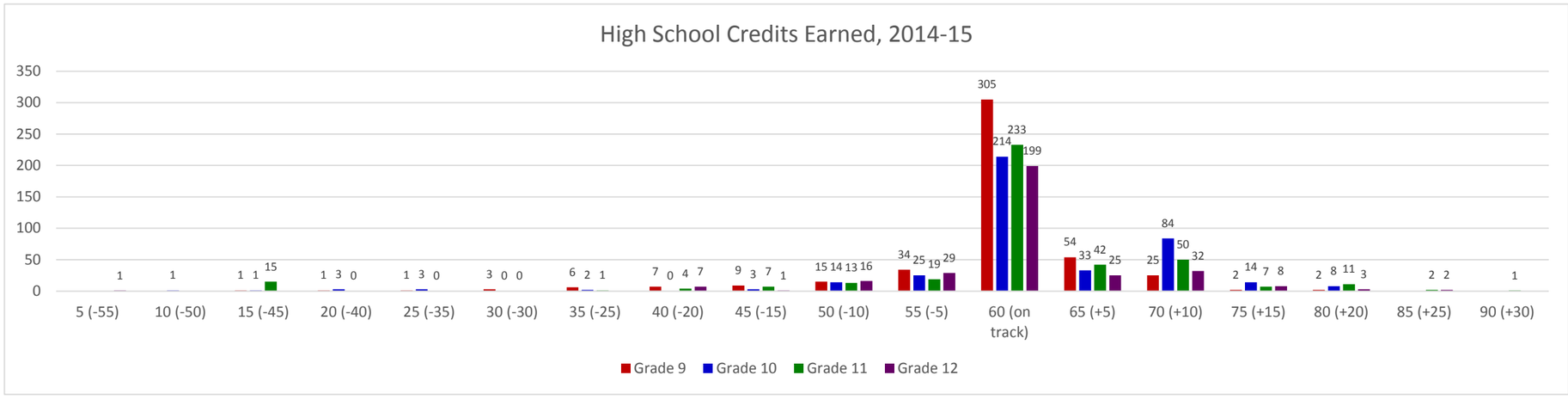
The picture is less clear in English 1, where we saw real improvement the first year of the class size reduction but a reduction in performance in 2015-16. It is also less clear in Math 7, where average class size is not as low as it was in 2013-14. Further analysis at the school site is needed to determine what we need to do differently to improve student results.

- When we analyzed metric data, we found we needed to improve our system for tracking CTE pathway participation and completion. Our old CTE completion figures did not provide a good measure of students completing real CTE pathways that are aligned to California's CTE standards. For this year, we reported the number of students completing each pathway. In the future, we will tag these students in our student information system so we can better monitor our pathways.

- Our efforts to support students so they pass classes the first time and the use of Cyber High online courses have reduced the need for summer school. Instead of offering two sessions at TEC, we will only offer one. Due to declining demand, we are now able to offer summer school to freshmen who need to make up classes so that we can remediate any credit deficiency before it pulls the student off track. We are also seeing a decline in enrollment in alternative education because much of that enrollment is driven by credit deficiency. That is allowing the staff at TEC to focus on providing a small environment as an alternative to the large comprehensive high school.

- Information about the number of students earning fewer than expected credits led to an increased emphasis on the guidance curriculum, so students will know why it matters whether they pass their math class, on CTE pathways so that students see multiple options for their future, and on providing credit recovery options.





- Students earning 30 credits in a semester or 60 credits in a year are on track. In 2014-15, 84.9 % of high school students earned full credits or more credits. 15.1% of high school students failed to earn credits in one or more classes. To date in 2015-16 (first semester credits), students are doing a better, with 88.7% of students learning full credits or more credits, and 11.3% failing to earn credits in one or more classes.

  The pattern of course failure is worthy of consideration. 14.7% of freshmen failed to earn credit in one or more courses this fall. For sophomores, the percentage was 12.9%. For juniors the percentage was 6.3%. It is difficult to calculate this for seniors, who may have planned unscheduled periods. Part of what is driving the need for the Middle Grades Transition Task Force in LCAP Goal 1 (1.3.09) is concern about the performance of freshmen, who enter high school and rapidly become credit deficient. There is abundant research from the University of Chicago highlighting the importance of the freshmen year.

- Parents of elementary school students are happy that all students in grades 4-6 receive weekly music instruction. We have robust band programs at the middle and high school levels. Our community values the arts.

- Our competitive robotics programs remain popular and will be expanded next year. We made a decision to switch from Lego Mindstorms to VEX IQ in order to take advantage of our middle and high school students' expertise with VEX systems, which are used in secondary robotics competitions. We can support our teacher robotics team coaches with a couple of

	high school students who know coding and robotics, which means more teachers may be interested in coaching because the technical knowledge required is not as great. • Our PRISM robotics program in conjunction with SCOE and the UC Davis C-STEM center has taken off. PRISM has a strong connection to math beyond what is found in competitive robotics, so there is value in providing both. PRISM has "low floor, high ceiling" activities where all students can be engaged and find success, and the highest performing students can go beyond the basics. We are finding that students with IEPs are successful in this program, and that they feel good about their ability to write code and write code that controls a robot. • Arts Adventures was popular with students and parents, with 624 students completing a 12-session arts course with integrated ELA. The program attracted and served English learners, foster children, homeless children, and low socioeconomic status children. Parents of English learners are strong supporters of this program and feel it is valuable for their children. We are adding a STEM program with the same format next year. At some schools, there are multiple teachers willing to teach these after school courses. At other schools, there is less teacher interest, which may become a problem we will need to address in the interest of equity and access. It is hard to quantify the pride students feel in the art pieces they created, but it is real, and builds students' feelings of efficacy and connection to school. • Biotechnology I will be offered for the first time at Vanden High next year, and there is a great deal of student interest. Medical Science II will also be offered for the first time, with Medical Science I continuing. Video Production will also be offered for the first time. Our teachers are to be commended for their work on these programs, which are robust and aligned to the California CTE standards. The programs will grow and develop over the next few years, but this is an excellent start in a productive direction. • Our Kindergarten teachers saw great differences in incoming Kindergarten students who had participated in Jumpstart Kindergarten, a 16-day program to get children ready to succeed in school. Because of the strong positive effect, we will offer five classes this summer. First 5 Solano will only fund classes for children with no preschool experience, so we are adding an SGF-funded class to serve English learners and other children who would benefit.

Original GOAL from prior year LCAP:	Provide basic services and manage resources responsibly	Related State and/or Local Priorities: ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

Goal Applies to:	Schools:	☒ Cambridge Elementary ☒ Center Elementary ☒ Foxboro Elementary ☒ Scandia Elementary ☒ Travis Elementary ☒ Golden West Middle ☒ Vanden High ☒ Travis Education Center ☒ Travis Community Day School
	Applicable Pupil Subgroups:	☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ RFEP ☐ Other _____

Expected Annual Measurable Outcomes:

Metrics	Measureable outcomes
3A: Class size in grades TK-3	Class size in TK-3 classes will average 24:1 across all TK-3 classes at 100% of elementary schools.
3B: Facilities condition	Increase the percentage of metrics rated at good or above by an average of 1% per year on the annual FIT (Facilities Inspection Tool) school conditions evaluation.
3C: Instructional materials	Every student has sufficient access to instructional materials as measured by 100% compliance with Williams instructional materials requirements.
3D: Teacher assignment	100% of teachers will be highly qualified and appropriately credentialed, including holding required authorizations for their assignments.

Actual Annual Measurable Outcomes:

Metrics	Measureable outcomes
3A	At 100% of elementary schools, class size in TK-3 classes averaged 24:1 across all TK-3 classes.
3B	We compared last year's FIT (Facility Inspection Tool) report with this year's report, and saw improvements in the condition of our facilities. In 2014, we had 52 of 64 metrics rated Good or Exemplary, for a total of 81.3%. In 2015, we had 57 of 64 metrics rated Good or Exemplary, for a total of 89.1%. Our 1% increase target was exceeded. Data tables showing areas of improvement may be found in the changes to actions and services box at the end of this section.
3C	Right after school started, principals gathered data from teachers to verify that there were no instructional materials shortages. On October 13, 2015, we held a public hearing on the sufficiency of standards-aligned textbooks and instructional materials for 2015-16, and the Board then adopted a resolution declaring that students had instructional materials as required for the Williams Act. We met our established target of 100% compliance with Williams instructional materials requirements.
3D	We did not meet this target. Regular classroom teachers are all highly qualified. The teachers listed as not highly qualified below are Home & Hospital teachers and secondary Special Education teachers who lack NCLB subject matter certification for particular classes.

School	Percent Highly Qualified Teachers	Percent of Teachers Not Highly Qualified
Cambridge Elementary	98%	2%
Center Elementary	97%	3%
Foxboro Elementary	95%	5%
Scandia Elementary	100%	0%
Travis Elementary	97%	3%
Golden West Middle	98%	2%
Vanden High	96%	4%
Travis Education Center	95.8%	4.2%
Travis Community Day School	95.8%	4.2%

LCAP Year: 2015-16

Planned Actions/Services	Actual Actions/Services

	Budgeted Expenditures		Estimated Actual Annual Expenditures
Students receive instruction from highly qualified teachers with appropriate credentials (Williams Act). [3.1]	N/A	Regular classroom teachers are all highly qualified. We have work to do in two areas: our Home & Hospital teachers are not highly qualified in every area for which they are providing instruction, and secondary Special Education teachers in a few cases lack NCLB subject matter certification for particular classes.	N/A
Scope of service: LEA-wide, assignment monitoring is a district responsibility ☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____		Scope of service: LEA-wide, assignment monitoring is a district responsibility ☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____	
Students have required instructional materials (Williams Act). [3.2]	$178,000 from LCFF instructional materials funds	All students have instructional materials as required by the Williams Act. On October 13, 2015, the Board held a public hearing and adopted a resolution stating that students have sufficient textbooks and instructional materials as required.	$264,985 from instructional materials funds.
Scope of service: LEA-wide, textbook procurement and distribution to schools is done at the district level ☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____		Scope of service: LEA-wide, textbook procurement and distribution to schools is done at the district level ☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____	
Facilities are clean, safe, and well-maintained (Williams Act). [3.3]	$2.9 million from LCFF for Maintenance & Operations, plus $4.9 million from General Fund Non-Recurring Revenue Sources only, Capital Facilities Fund 25, School Facility Fund 35, Mello-Roos #2 Fund 48 and Mello-Roos #2 Fund 49	During 2015-16, a new 10,000 square foot library was constructed at Vanden High School. The library has a lab with 40 computers, additional computers for student use, a conference room with video conferencing capabilities, attractive book stacks, storage for textbooks, and comfortable seating areas for students. Vanden High also has a new 300 space parking lot and a new drop off area was constructed behind the new library. These changes increased safety for elementary students by separating teen drivers from children using sidewalks. In addition, the M building was renovated for the new Medical Science program, with a lab classroom and a clinical room with hospital beds. Room C-8 at Vanden was renovated for a SCOE class for students with special needs. The renovation included installation of a kitchen area for life skills instruction. Student restrooms were renovated at Cambridge Elementary School. The department also focused on maintenance and extensive repairs to HVAC systems at multiple sites.	$1.6 million from LCFF for the Routine Repair Maintenance Account, $5.0 million from the Deferred Maintenance Fund 14, Capital Facilities Fund 25, School Facility Fund 35, Mello-Roos #2 Fund 48 and Mello-Roos #1 Fund 49 available for necessary service system repairs such as septic and HVAC upgrade and safety issues.
Scope of service: LEA-wide, Maintenance & Operations Department is managed centrally ☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____		Scope of service: LEA-wide, Maintenance & Operations Department is managed centrally ☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____	

Reduce class size to an average of 24:1 across all TK-3 classes at each elementary school. [3.4]		2.0 FTE additional elementary teachers for a total of 4.6 FTE, $386,400 from LCFF. For 2016-17: 1.0 FTE additional elementary teachers for a total of 5.6 FTE; $470,400 from LCFF	In 2012-13 we had 1666 students in grades TK-3. We had 62 FTE primary teachers for an average class size of 26.9. Over the next four years we reduced our average class size in that grade span to below 24:1 as required by the class size reduction statute. This year we have 1548 students in TK-3 and 67 FTE. That is a gross increase of five FTE. However, if we had applied the same formula that we used in 2012-13, we would have only used 59 FTE to accommodate 1548 students. In other words, we added eight FTE in grades TK-3 over the past four years. At the beginning of this year we added an additional FTE at Scandia Elementary in 3rd grade to reduce the K-3 class size from 24.6 to 22.9. We also added an additional FTE to Cambridge in second grade. This reduced the average class size from 25.4 to 23.5. In 2016-17 we will need to maintain current staffing levels to remain under the 24:1 cap.		2.0 FTE for 2015-16, $168,000 from LCFF.
Scope of service:	SW		Scope of service:	SW	
☒ All			☒ All		
☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____			☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____		
Remodel Scandia Elementary, including adding walls between classrooms to improve the learning environment. [3.5]		$3.5 million from Military Impact Aid, which is 20% of project cost, and was set aside in 2014-15. Balance from Department of Defense.	Pre-construction services for geotechnical survey/engineering, topographic survey and architectural engineering have been contracted and are on-going. Plans and specifications continue to be refined in preparation of submission to Division of State Architect for approval.		N/A
Scope of service:	SW, Scandia Elementary		Scope of service:	SW, Scandia Elementary	
☒ All			☒ All		
☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____			☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____		
Select and purchase new ELA materials that are aligned to the CA standards, provide for differentiation, and contain embedded support for English learners. Provide professional development to support implementation. Selection in early 2016 for implementation in the 2016-17 school year. [3.6]		Estimated at $837,971 for materials from LCFF instructional materials funds, and/or one time mandated cost funds. Materials have not been released yet, and preliminary pricing is not yet available from publishers.	Teachers deeply analyzed leading programs and selected *Wonders* (McGraw-Hill) for K-5, *Springboard* (College Board) for 6-8, and *California Collections* (Houghton Mifflin Harcourt) for 9-12. Selected materials include support for English learners, both embedded support (integrated ELD) and materials to be used with small groups of English learners (designated ELD). In addition, there are materials for differentiation at all levels. From June 6-10, 2016, there will be an ELA Summer Institute for elementary teachers, secondary English teachers, and Special Education teachers. During the Summer Institute, teachers will participate in publisher training, plan their first month of instruction, revise pacing guides, plan differentiated instruction, analyze assessments and create an assessment plan, and have the opportunity to dig deeply into the new materials.		One-time mandated cost funds $506,135, Instructional Materials Funds, $221,295, Lottery (unrestricted and Prop 20) $512,035.
Scope of service:	LEA-wide for a common district program		Scope of service:	LEA-wide for a common district program	
☒ All			☒ All		
☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____			☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____		

Continue to upgrade technology through hardware and software purchases. [3.7]		$300,000 from LCFF (IT Department budget).	This year, a new VoIP phone system was installed, our network infrastructure was upgraded to 1 GB to the desktop, and Wi-Fi was expanded by installing access points in each classroom, library, gym, multipurpose room, and selected outdoor areas. We also replaced our firewall, content filters, and went live with Office 365. The budget figure at the right reflects the following expenditures (approximate costs): • Replaced the L1 and L2 computer labs at Vanden ($90,000) • Refreshed staff and classroom computers ($24,000) • Replaced report card printers at Golden West and Vanden ($9,000) • Purchased a server for file sharing ($8,000) • Supplied Vanden with loaner projectors for classroom use ($6,000) • Replaced Smartboards for all Vanden math classrooms ($37,000) • Provided additional computers and displays for the Vanden library ($23,000) • Installed network switches ($10,000)		$211,000 from LCFF for listed items.
Scope of service:	LEA-wide to maximize quantity discounts and to reduce total cost of ownership through standardization		Scope of service:	LEA-wide to maximize quantity discounts and to reduce total cost of ownership through standardization	
☒ All			☒ All		
☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____			☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Our experience this year informed changes to the LCAP for next year. • We compared last year's FIT (Facility Inspection Tool) report with this year's report, and saw improvements in the condition of our facilities. In 2014, we had 52 of 64 metrics rated Good or Exemplary, for a total of 81.3%. In 2015, we had 57 of 64 metrics rated Good or Exemplary, for a total of 89.1%. Our 1% increase target was exceeded.

FIT Fall 2014	Cambridge	Center	Foxboro	Scandia	Travis	Golden West	Vanden	TEC/TCDS
Number of classrooms	27	26	32	20	32	40	74	9
Systems	100.00	100.00	100.00	100.00	100.00	100.00	99.71	100.00
Interior	53.06	72.97	81.13	59.97	81.48	46.48	60.00	78.95
Cleanliness	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Electrical	91.84	75.68	86.79	97.87	100.00	85.92	83.48	100.00
Restrooms/Fountains	97.96	97.30	96.23	91.49	96.30	94.37	96.09	94.74
Safety	100.00	100.00	100.00	100.00	100.00	99.30	99.57	97.37
Structural	100.00	100.00	100.00	100.00	100.00	100.00	99.13	100.00
External	98.98	91.89	97.17	97.87	97.23	95.07	94.35	92.11
Overall Rating	92.73	92.23	95.16	93.35	96.88	90.14	91.54	95.39
School Rating	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD

FIT Fall 2015	Cambridge	Center	Foxboro	Scandia	Travis	Golden West	Vanden	TEC/TCDS
Number of classrooms	30	26	29	23	32	39	74	9
Systems	100.00	100.00	99.37	100.00	100.00	98.83	100.00	100.00
Interior	72.09	87.50	77.36	70.59	94.59	77.19	86.46	93.75
Cleanliness	100.00	100.00	100.00	100.00	98.65	100.00	100.00	100.00
Electrical	95.12	86.49	94.55	91.18	94.29	96.49	94.90	100.00
Restrooms/Fountains	98.78	100.00	98.15	100.00	98.65	99.13	100.00	96.88
Safety	100.00	96.25	100.00	98.53	97.30	100.00	100.00	100.00
Structural	100.00	100.00	100.00	98.53	100.00	100.00	100.00	100.00
External	100.00	96.25	97.17	92.65	100.00	97.37	100.00	100.00
Overall Rating	95.75	95.81	95.20	100.00	97.97	96.13	97.67	98.83
School Rating	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD

- New materials need to be barcoded and distributed, so next year's LCAP includes four additional work days for Library Media Technicians.
- TUSD anticipates a significant number of new teachers next year, and we have included new teacher training in next year's LCAP. New teacher training, and work on ensuring all teachers are properly credentialed will support academic achievement for unduplicated students and students with exceptional needs.
- Teachers have requested that we remove the remaining chalkboards from classrooms and replace them with whiteboards or bulletin boards, and we added that project to next year's LCAP. Cambridge and Center have the most chalkboards to replace.
- Principals have requested a leadership role in establishing a standard technology configuration for classrooms and to work toward ensuring all classrooms have that configuration. This project has been added to the LCAP.
- During the recession, textbook adoptions were suspended, so we now have textbooks that need to be updated. At teacher request, and to inform financial planning, TUSD will develop a 3-year textbook replacement plan.

Original GOAL from prior year LCAP:	Provide positive, nurturing environments in all schools	Related State and/or Local Priorities: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8 Local:

Goal Applies to:	Schools:	☒ Cambridge Elementary ☒ Center Elementary ☒ Foxboro Elementary ☒ Scandia Elementary ☒ Travis Elementary ☒ Golden West Middle ☒ Vanden High ☒ Travis Education Center ☒ Travis Community Day School
	Applicable Pupil Subgroups:	☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ RFEP ☒ Other Tier II and Tier III focus on students whose behavior and/or attendance is interfering with school success

Expected Annual Measurable Outcomes:

Metrics	Measureable outcomes
4A: School attendance rates	Continue to implement A2A attendance informational campaign and SART/SARB process.
4B: Chronic absenteeism	Reduce the number of chronic absentees in Kindergarten by 0.5% each year.
4C: Middle school dropout rate	When a student stops attending, access resources including SARB, home visits, family contacts, social services, and law enforcement to assure the student returns to school.
4D: Graduation rate (dropout reduction)	Maintain graduation rates at or above state averages overall and for all subgroups.

Actual Annual Measurable Outcomes:

Metrics	Measureable outcomes
4A	Both the A2A attendance campaign and SART/SARB processes were implemented. Schools convened SART meetings as needed, and the district level SARB team met 16 times.
4B	See full chronic absentee data in Appendix. Kindergartners chronically absent in 2014-15 (to 4/14) = 9.6% Kindergartners chronically absent in 2015-16 (to 3/10) = 8.2% We met this target.
4C	Middle school dropouts for 2014-15: 3 We do not currently have the staff needed to do home visits. Our system for tracking dropouts depends on school efforts, with no central oversight.
4D	High school dropouts for 2014-15: 8 **Cohort Graduation Rates**

Group	Travis Unified	California
Overall	95.0	81.5
Hispanic/Latino	94.5	77.8
American Indian/Alaska Native	100.0	72.1
Asian	90.5	92.1
Pacific Islander	100.0	81.3
Filipino	100.0	92.7
African American	96.7	70.0
White	93.4	87.2
Two or more races	95.7	85.4
English Learners	90.0	68.5
Special Education	64.4	63.7
Socioeconomically Disadvantaged	94.3	76.9
Female	97.2	85.4
Male	93.1	77.8
Vanden High	96.7	
Travis Independent Study	33.3	

We met this target for all subgroups except for Asian students, whose cohort graduation rate was 90.5% in Travis and 92.1% in California.

	4E: Suspension rate	Reduce or maintain suspension rates below 10% for comprehensive schools.		4E	Suspension rate data for district and comprehensive schools (numbers are the number of suspensions divided by the number of students, multiplied by 100) **2014-15** / **2015-16** to 3/29 District 5.7 / 5.2 Cambridge Elementary 4.0 / 2.8 Center Elementary 5.0 / 6.0 Foxboro Elementary 1.9 / 2.0 Scandia Elementary 2.6 / 2.5 Travis Elementary 2.2 / 1.5 Golden West Middle 11.4 / 11.4 Vanden High 8.6 / 5.1 We met the target of maintaining suspension rates below 10% for all comprehensive schools except Golden West Middle School.
	4F: Expulsion rate	Continue to use long standing practices including alternatives to expulsion in order to maintain our current very low expulsion rate.		4F	There were no students expelled in 2014-15. We have had no expulsions to date in 2015-16.
	4G: School climate and socio-emotional learning	Establish baseline data from California Healthy Kids Survey in grades 5, 7, and 11 in order to develop measureable outcomes for future years.		4G	We administered the CHKS in grades 5, 7, 9, and 11 this year. The following data showing the percent of students rating each area high establishes a baseline. Charts of this data are shown below this section.

	2015-16			
	Grade 5	Grade 7	Grade 9	Grade 11
School connectedness (rated high)	52	52	38	41
Caring adult relationships (rated high)	60	31	27	36
School perceived as safe or very safe	78	61	53	66
Experienced harassment or bullying	54	51	40	34

LCAP Year: 2015-16

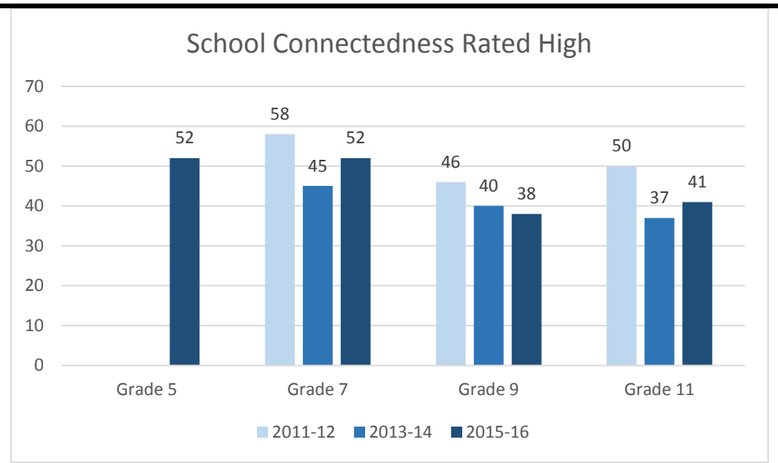
Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Implement a behavioral RtI^2 system in elementary schools supported by a 2.0 FTE PBIS Implementation/Higher Tier Support Team. [4.1]	$188,372 from SGF (which includes $2,000 in materials)	We hired two School Social Workers this year. 1.0 FTE is assigned to Cambridge Elementary and Foxboro Elementary. 1.0 FTE is assigned to Center Elementary and Golden West Middle school. Both social workers run support groups for students, with themes such as social skills and grief support. They work with students and families to resolve problems and they connect parents with needed resources. In addition, they provide individual counseling to students struggling emotionally or with behavior.	$243,317 for social worker salaries and benefits, supplies, and travel/conference.

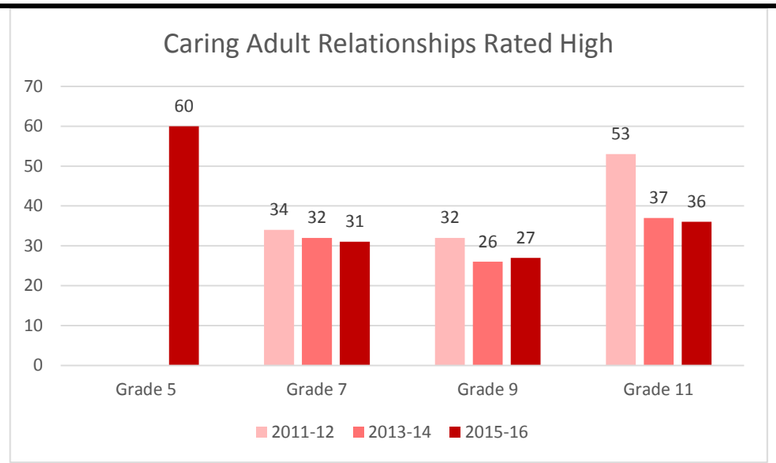
Scope of service:	LEA-wide, all elementary schools		Scope of service:	LEA-wide, all elementary schools	
☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☒ Other Tier II and III services for students needing support to meet behavioral expectations			☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☒ Other Tier II and III services for students needing support to meet behavioral expectations		
Provide Second Step training to new elementary teachers. [4.2]		Approximately $117 per new elementary teacher, estimated to be $1,755 for 2015-16, from Title II professional development funds.	Second Step training is online. Teachers go through one course to learn how to use the Second Step curriculum, and then a second course on bullying reduction. This year, we had about 17 teachers participate.		$5,100 from Title II.
Scope of service:	LEA-wide, all elementary schools		Scope of service:	LEA-wide, all elementary schools	
☒ All (Second Step is a Tier I program for all students) ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____			☒ All (Second Step is a Tier I program for all students) ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____		
Explore cyberbullying curricula and programs, make selection, and plan implementation (leadership from middle and high school Assistant Principals). [4.3]		Most cyberbullying curricula are available at no charge.	This was not accomplished this year, but remains a priority. The Coordinator of Student Services will ensure this work is completed in 2016-17.		No cost to date.
Scope of service:	LEA-wide, all secondary schools		Scope of service:	LEA-wide, all secondary schools	
☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____			☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____		

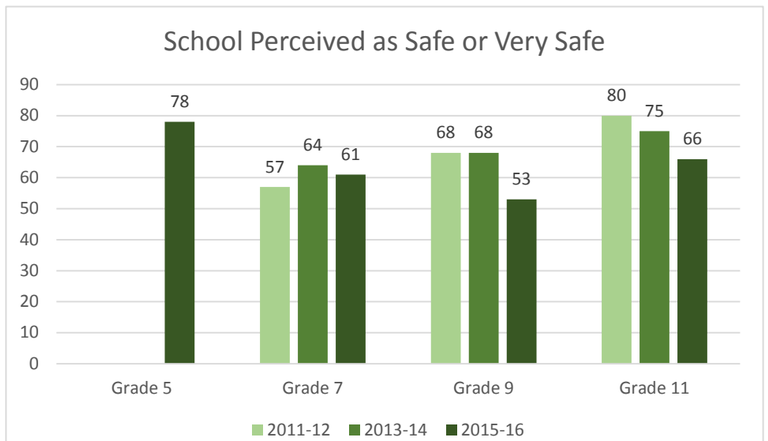
Continue and enhance A2A and SART/SARB attendance improvement system. [4.4]	$5,000 for A2A from LCFF; $4,000 for attendance support including home visits, from SGF	The district partnered with Attention2Attendance (A2A) on an attendance improvement campaign. Parents receive letters encouraging parents to instill a habit of "Showing Up" at school. The current year data is incomplete as the 2015-16 school year has not ended. However, the data at this point in the year indicates that students who have "excellent" or "satisfactory" attendance is currently up to 75%, an increase of 8% from the 2014-15 school year, moving solely from the "manageable" absence group, while the percentage of chronic absentees has remained consistent at 7%. In addition to the A2A campaign which sends truancy letters and excessive absence letters when students reach a specified number of absences, A2A also sends out targeted mailings to students in grades Kindergarten (K), K-3 and students who are in the "manageable" absence category. The district Student Attendance Review Board (SARB) meets twice a month with families of students who are truant or chronically absent. We are working to make the SARB process and site-based SART process more effective so that absence patterns are addressed before students miss 5% of the school year, which is where we see a significant decline in learning and achievement. We are analyzing and improving processes and tools for better early identification, more effective interventions, improved documentation of contacts and meetings, and a more rapid response when a problem begins. Elementary principals are focusing on Kindergarten attendance. A2A has mailed letters and flyers to Kindergarten parents to help them understand the key role good attendance plays in their children's academic and social development. In 2013-14, 7% of our Kindergarten students were chronically absent. In 2014-15, that rate rose to 11%, which was alarming and triggered the work with A2A. For 2015-16 through March 1, 6% of our Kindergarten students have missed more than 10% of the school year.	Sending truancy letters cost $24,100, and the attendance campaign cost $26,000 from LCFF.
Scope of service: LEA-wide, higher tiers of attendance support are managed centrally ☒ All (informational campaign) ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☒ Other Students who miss school frequently		Scope of service: LEA-wide, higher tiers of attendance support are managed centrally ☒ All (informational campaign) ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☒ Other Students who miss school frequently	
Provide a two-day Kagan cooperative learning training to support teachers in increasing their use of instructional strategies that engage all students. [4.5]	$37,818 from SGF; $1,800 from Educational Services funds.	One of our teachers is a cooperative learning trainer for Kagan. She provided a two-day training in cooperative learning strategies for 80 teachers, who learned how to create an engaging and collaborative environment in their classrooms.	$36,977 for the trainer and to compensate teacher participants and $4,879 for food and materials from SGF.
Scope of service: LEA-wide to allow all teachers the opportunity to attend ☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____		Scope of service: LEA-wide to allow all teachers the opportunity to attend ☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____	

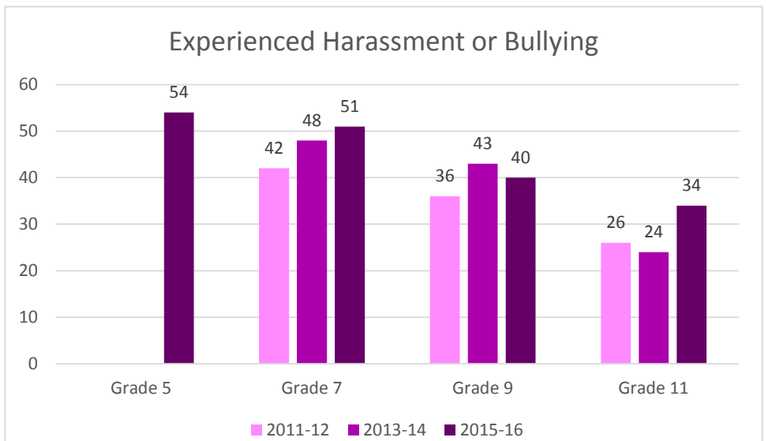
Provide classroom management training with a focus on establishing clear routines and procedures and effective responses to student behavior interfering with learning. [4.6]		$12,924 from SGF funds.	The district is developing and pursuing multiple professional development opportunities for staff with a focus on classroom management. We expanded beyond the classroom to multiple settings where behavior needed improvement. All substitute teachers are invited to attend a training that includes classroom management techniques as well as other helpful topics. Two training sessions were provided, one in November, and one in February. Kagan Cooperative Learning training was provided to help teachers with classroom management, student team building, instructional strategies, student behavior management and structures to increase student engagement and participation in class. The district is also in the process of planning training to help staff identify behavior antecedents and root causes, learn to build a basic behavior success plan for any student and learning about behaviors from behavior specialists. Staff attended a workshop on the Nurturing Heart approach, where adults identify children's strengths and help them build upon them. Training was also provided to bus drivers during the first quarter of the school year and additional trainings will take place in the future.	$13,421 from SGF.
Scope of service:	LEA-wide to allow all teachers the opportunity to attend		Scope of service:	LEA-wide to allow all teachers the opportunity to attend	
☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____			☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Our experience this year informed changes to the LCAP for next year. • We need to continue improving our processes for following up when a student leaves one of our schools. Last year's data showed we had a middle school dropout, and the data from two years ago showed we had two. When we investigate students showing up as dropouts, we often find that the student's siblings appear to have transferred to other schools, often out of the country. In addition, we sometimes lose track of military children who move to other countries before they begin high school, where records begin to take on increasing importance. The Coordinator of Student Services will continue to work with secretaries and administrators to ensure that leave codes are queried each month, and that when there is an unresolved leave code in the database, action is taken to follow up to find out where the student has gone. We do sometimes have actual dropouts who have left school without graduating, and our systems do provide us with accurate information on those students. • 2015-16 was the first year we have had social workers. We found this service to be very valuable, and much appreciated by students, parents, teachers, and administrators. There are waiting lists for students who would benefit from their services. Administrators say that they notice a sharp reduction in office visits for students who are being supported by a social worker. We plan to work on a system to document their effectiveness next year. The focus during this first year was to get the program up and running, and to develop appropriate processes and procedures for student referral. Due to the success of this first year, we plan to hire two additional social workers next year to help us meet student and family demand for this service. • We are not planning to continue the attendance improvement campaign from A2A. Some parents found it annoying. We plan to include attendance reminders through our regular parent communication channels. • Elementary students told us they use the strategies for conflict resolution they learned in Second Step, and we plan to continue to offer the online training to new teachers and any experience teachers who have not yet completed the training. Teachers schedule 30 minutes for socioemotional learning each week, which provides time for Second Step and instruction in PBIS behavioral expectations. • Full implementation of PBIS is a goal for elementary schools in 2016-17. Many components are in place, but we need to make improvements in some areas and add some additional components. Secondary schools will begin to move forward in PBIS, starting with planning. • The high suspension rate at Golden West Middle School (11.4%) remains a concern. The Middle Grades Transitions Task Force will analyze discipline data in addition to academic performance data to make recommendations for improvements. In addition, the Golden West staff will all participate in Kagan Win-Win Discipline training on one of the work days before school starts and on the October 10 staff development day. Decreasing the suspension rate will improve the academic achievement of all students, particularly unduplicated students and students with exceptional needs. • We are adding a bilingual (Spanish) parent liaison position to work with families where students have attendance issues. Sending letters to struggling families is not effective and does not solve the problem. SARB alone is not enough. We need someone who can visit homes. This will also help us resolve potential dropout situations, where home visits may be needed.









- The data above is from the 2015-16 California Healthy Kids Survey (CHKS). The California Healthy Kids Survey was given to students in grades 5, 7, 9 and 11. Three year trends for students in grades 7, 9 and 11 and the current year results for grade 5 were reviewed in the areas of School Connectedness, Caring Adult Relationships, School Safety Perceptions and Experience with harassment or Bullying.

  Of the four categories, Caring Adult Relationships rated the lowest overall. Current 5th graders gave a rating of 60% while all other groups rated 36% and lower for the current year. The three year trend for grades 7, 9 and 11 showed a decrease each year.

  School Perception as being Safe or Very Safe showed the strongest results in each category with 78% of 5th, 61% of 7th, 53% of 9th and 66% of 11th graders reporting feeling safe or very safe. The three year trend for 11th graders showed a steady decline each year.

  School Connectedness among students ranged from 37% to 58% within the last three years. Trends were relatively flat or showed a decrease. Experience with Harassment and Bullying showed an increase for grades 7 and 11 while 9th graders showed an increase last year and slight decrease this year, although this was a very small change.

  In order to improve on these areas, we are planning various actions for next year. Teachers are participating in classes such as Kagan Cooperative Learning and Kagan Win-Win

	Discipline, which not only help with learning, instruction and relationships, but also building community among the students, classroom, staff and school. We are expanding our social worker team, and continuing with Second Step, which both students and staff cited as effective when we were consulting with stakeholders about the LCAP. The district is taking steps to continue developing our PBIS structure and process to not only improve student learning of behavioral expectations, but to also provide consistency for students and staff to decrease conflict, increase a feeling of safety on campus and providing an avenue to address and decrease harassment and bullying. Reducing disruptions and improving relationships will support improved academic achievement for all students, especially unduplicated students and students with exceptional needs. Improving attendance by reducing out of school suspensions will provide more learning time and improve academic achievement for unduplicated students and students with exceptional needs.

Original GOAL from prior year LCAP:	Involve parents as partners	Related State and/or Local Priorities: ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 Local:

Goal Applies to:	Schools:	☒ Cambridge Elementary ☒ Center Elementary ☒ Foxboro Elementary ☒ Scandia Elementary ☒ Travis Elementary ☒ Golden West Middle ☒ Vanden High ☒ Travis Education Center ☒ Travis Community Day School
	Applicable Pupil Subgroups:	☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ RFEP ☐ Other _____

Expected Annual Measurable Outcomes:

Metrics	Measureable outcome
5A: Parent input into decision-making	2015-16: Meet with parent groups, including the Superintendent's Parent Advisory Group (SPAG), DELAC, School Site Councils (SSC), foster parents, and military parents for input into decision-making.
5B: Watch D.O.G.S. implementation	2015-16: Implement Watch D.O.G.S. at three district schools.
5C: READY! for Kindergarten implementation	2015-16: Implement READY! for Kindergarten for 3- and 4-year-old students in the attendance areas of two district schools.

Actual Annual Measurable Outcomes:

Metric	Measureable outcome
5A	We met with parent groups, including the Superintendent's Parent Advisory Group (SPAG), DELAC, School Site Councils (SSC), and foster parents for input into decision-making. These groups provided information about how best to promote parental participation into programs for unduplicated students and students with exceptional needs. Due to time constraints, we were not able to begin a military parent advisory group this year, but we are planning to begin that work in 2016-17. Meeting dates for 2015-16: **SPAG** • September 14 • November 9 • January 11 • March 14 • May 9 **DELAC** • October 22 • January 14 • March 16 • May 3 • May 31 **SSC** • Elementary: monthly, first Tuesday • Middle school: monthly, fourth Wednesday • High school: monthly, first Monday **Foster Parents** • September 2 • October 7 • November 4 • February 11 • March 10 • April 6 • May 4 LCAP reports and updates are provided at multiple meetings, and we consult with parents in the development of the next year's LCAP.
5B	We exceeded our target of implementing Watch D.O.G.S. at three district schools. All five elementary schools have begun the program, and both children and fathers are enjoying the experience. This program promotes parental participation at school for parents of unduplicated students and students with exceptional needs.
5C	This year, we served 16 parents of 3-4 year olds, and 15 parents of 4-5 year olds who had not yet entered Kindergarten. Sessions were held at Center Elementary School and Scandia Elementary School (on Travis Air Force Base).

LCAP Year: 2015-16

Planned Actions/Services	Actual Actions/Services

	Budgeted Expenditures		Estimated Actual Annual Expenditures
Refer parents to Parent Project. [5.1]	No cost; provided by local communities.	Sometimes parents find that the parenting strategies they used with one of their children does not work with others. Parent Project and Parent Project Jr. are classes for parents who have strong-willed children, or for parents who want to add new strategies to their parenting toolbox. The class is currently taught through the Fairfield and Vacaville Police Departments by social workers and police officers. Principals, SARB teams and Student Study Teams inform parents about this class when it would be helpful. The class has a focus on planning a conversation with your child, implementing a plan, signs of drug use or gang involvement, and setting limits, among other topics. The district will host a Parent Project class in April and plans to send designated staff to a training so that the district can provide the training at materials cost ($40) to district families. This program serves parents of unduplicated students and students with exceptional needs.	N/A
Scope of service: SW ☐ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☒ Other Students needing support to meet behavioral expectations		Scope of service: SW ☐ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☒ Other Students needing support to meet behavioral expectations	
Parent elementary curriculum nights, where parents can learn about online components and strategies used in our CA standards math curriculum (2015-16 focus) and other curricula as needed. [5.2]	$12,570 for teacher planning and presentation time from SGF.	Three elementary parent math nights were held, with parents from all schools invited. Two were held on base at Scandia and Travis in February. Cambridge held a math night in March. Parents of unduplicated students and students with exceptional needs participated in these math nights.	$2,540 from SGF.
Scope of service: LEA-wide team, with presentations at each school ☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____		Scope of service: LEA-wide team, with presentations at each school ☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____	
Parent middle school math nights, where parents can learn about our math curriculum and explore the online components. [5.3]	$1,560 from Title I.	Golden West Middle School held two family math nights where parents learned about the math curriculum and how to use the online components of the program. Parents of unduplicated students and students with exceptional needs participated in these math nights.	$591 from Title I.
Scope of service: SW ☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____		Scope of service: SW ☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____	

Continue to involve the Superintendent's Parent Advisory Group (SPAG), the Foster Parent SPAG subgroup, and the District English Learner Advisory Group (DELAC) in LCAP development, data analysis, and revision. [5.4]	No cost.	2015-16 meeting dates for all groups are listed in Metric 5A. The Superintendent's Parent Advisory Group met five times, with LCAP being the main agenda item at three of those meetings. Our Foster Parent group is a subgroup of the Superintendent's Parent Advisory Group, established at the request of foster parents for ongoing meetings where district, county, and social services staff work together with foster parents to better meet the needs of individual children as well as improving the district's programs and services for all foster children. They met seven times, with the LCAP featured at three of those meetings. LCAP services to foster children are discussed at all of the meetings. The District English Learner Advisory Group met five times this year, with LCAP being the primary agenda item at three meetings. These parent groups have provided valuable consultation that has shaped development of the LCAP, and parent members have also provided actionable feedback about areas where we need to improve. These groups include parents of unduplicated students and students with exceptional needs.	N/A
Scope of service: LEA-wide, these are district-level groups ☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____		Scope of service: LEA-wide, these are district-level groups ☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____	
Implement READY! for Kindergarten to provide parents of preschool children with learning targets, materials, and tools to help their children develop the skills needed for Kindergarten success (3 parent sessions per year, fall, winter, spring). [5.5]	$20,000 from SGF plus a $3,000 grant from the Federally Impacted Schools Educational Foundation Good Idea Grant program.	In 2015-2016, we implemented Ready for Kindergarten, a training program for parents of children 3-4 years old and 4-5 years old. We have held fall and winter trainings for both groups at Scandia Elementary on base and Center Elementary in Fairfield. To reach military parents of children in these age groups, we enlisted the help of our Travis Air Force Base liaison. The base liaison publicized Ready for Kindergarten through various means on base. At Scandia Elementary on base, an average of 12 parents in the 3-4 year old group and an average of 11 parents in the 4-5 year old group attended the fall and winter trainings. At Center Elementary, an average of 4 parents in the 3-4 year old group and an average of 4 parents in the 4-5 year old group attended the fall and winter trainings. Spring trainings for both age groups at both school sites will be held in April 2016.	$13,380 from SGF, $3,000 from a National Association of Federally Impacted Schools grant.
Scope of service: LEA-wide to allow parents to select sessions that fit their schedules ☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____		Scope of service: LEA-wide to allow parents to select sessions that fit their schedules ☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____	

Pilot Ready for First Grade summer learning program where randomly selected students who will enter first grade in 2015-16 receive packages of learning material during the summer to provide additional practice to enhance and maintain academic skills. [5.6]	$3,000 from SGF for summer learning kits mailed to children's homes over the summer.	We did a research study to see whether providing families with summer learning kits would help students scoring below expected levels in reading. We ranked our 200 lowest performing students according to their performance, and selected every other student, from the highest to lowest performing, for this study. That gave us matched groups. Selected students received a package in the mail with materials to help support additional practice of essential skills during the summer months. This was designed to reduce summer learning losses and help them arrive in first grade better prepared. We utilized Aimsweb data to monitor student growth and progress. The data shows the students who received kits showed more growth from the end of Kindergarten to the beginning of 1st grade on Aimsweb letter and sound fluency than students that did not. Parents of unduplicated students and students with exceptional needs participated in this program.	$4,179.32 from SGF.
Scope of service: LEA-wide for bulk purchases of supplies and efficient mailing ☐ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☒ Other Kindergarten students who need more practice with Kindergarten skills in order to succeed in first grade		Scope of service: LEA-wide for bulk purchases of supplies and efficient mailing ☐ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☒ Other Kindergarten students who need more practice with Kindergarten skills in order to succeed in first grade	
Provide translators for family-school communication. [5.7]	$500 from SGF.	We are working on a district-wide translator process including a procedural manual for school sites to use to secure translators for meetings like IEPs, SSTs, parent conferences, and other meetings. To date, we have secured two translators for Spanish, with one at the high school level and one at the elementary level. We have also secured a translator for Tagalog. We will use a phone translation service called Alliance Translation Services as a backup when a translator is not available. The procedural booklet will be provided to sites this spring.	No expenditures to date.
Scope of service: LEA-wide resource to provide access for all families ☐ All ☐ Low Income Pupils ☒ English Learners ☐ Foster Youth ☒ Redesignated Fluent English Proficient ☐ Other _____		Scope of service: LEA-wide resource to provide access for all families ☐ All ☐ Low Income Pupils ☒ English Learners ☐ Foster Youth ☒ Redesignated Fluent English Proficient ☐ Other _____	

Meet with foster parents to develop/revise LCAP, consider student needs and how the district can better support foster children, and to share information about resources. [5.8]	No cost.	The Student Services Coordinator, who is the district's liaison to foster families, meets monthly with foster parents to learn about the needs of foster students and parents, bring guest speakers to inform foster parents about district and community resources and to gather their input toward developing the LCAP. All foster parents are invited and the times and dates have been arranged at foster parent request to fit their schedules. The meetings provide our foster parents with a venue to discuss concerns and ideas. SCOE's Educational Services Department regularly sends representatives to attend this meeting. The Program Manager and Student Support Specialist have been active members and provided information about resources and programs to our foster parents. The Foster & Kinship Care Education program is also regularly represented at these meetings. Two trainers representing PRIDE, Parent Project Jr./Sr. & Kinship Training, attend and provide parents information about upcoming training and support for foster parents. Foster parents have requested that particular district and site staff attend meetings to provide information about programs and supports and to hear concerns and work collaboratively toward solutions. Attendees and presenters this year have included the Assistant Superintendent of Educational Services, Coordinator of Language Learners/Student Success, Coordinator of Curriculum, Instruction, Assessment & LCAP, Director of Special Education, both Social Workers, and the Mental Health Clinician.	No cost.
Scope of service: LEA-wide for efficiency and effectiveness ☐ All ☐ Low Income Pupils ☐ English Learners ☒ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____		Scope of service: LEA-wide for efficiency and effectiveness ☐ All ☐ Low Income Pupils ☐ English Learners ☒ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____	
Provide improved outreach to parents of unduplicated students and other families where current communication needs enhancement (personal phone calls, personal invitations to participate in meetings and events, home visits). [5.9]	$1,000 from SGF.	Based on feedback from parents at DELAC meetings, foster parent meetings, and other meetings, a need to enhance communication was evident. We have reached out to these parents in a number of ways to advise them of meetings, activities, and events. Our School Messenger phone system, emails, personal phone calls, flyers mailed home, and other communication means have been used this year to improve communication with parents.	We spent about $18 on postage from SGF. There is no additional cost for electronic communication.
Scope of service: LEA-wide for efficiency and effectiveness ☐ All ☒ Low Income Pupils ☒ English Learners ☒ Foster Youth ☐ Redesignated Fluent English Proficient ☒ Other Families of underrepresented students		Scope of service: LEA-wide for efficiency and effectiveness ☐ All ☒ Low Income Pupils ☒ English Learners ☒ Foster Youth ☐ Redesignated Fluent English Proficient ☒ Other Families of underrepresented students	

Implement Watch D.O.G.S. (Dads of Great Students) program. Fathers, step-fathers, uncles, grandfathers, and other father figures volunteer to serve at least one day a year in a variety of activities as assigned by the principal, including greeting students, helping in classrooms, and helping to supervise students during lunch, recess or passing periods. [5.10]		$4,500 from LCFF in the first year, ongoing cost is $1,365 per year from LCFF.	During last year's LCAP meetings, an Air Force parent who had seen the program in another district, suggested a program called Watch D.O.G.S. (Dads of Great Students). The goal of Watch D.O.G.S. is to involve positive male role models in the schools. Father figures are encouraged and recruited to join Watch D.O.G.S. to do a variety of things such as having lunch with the kids, leading activities during recess, being visible before and after school, helping out in classrooms, and being involved with the school in a variety of ways. Each elementary site planned a kickoff pizza night to get Watch D.O.G.S. started and off the ground. Watch D.O.G.S. kickoff meetings have been held at all elementary schools: Cambridge on September 17, Center on November 12, Foxboro on January 7, Scandia on September 23, and Travis on December 4. Feedback from fathers and schools has been very positive and our goal is to continue to grow this program to support a positive school climate, safety and student learning.		$4,500 from SGF.
Scope of service:	SW		Scope of service:	SW	
☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____			☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____		
Provide teachers with training in the use of Schoolwires to develop informative websites for parents and students. Provide teachers with training in the use of the new Aeries gradebook; expand gradebook use to elementary classes as appropriate. [5.11]		$12,874 from Title I Professional Development set-aside	Teacher trainers provided Schoolwires and Aeries gradebook training in a 3-hour session. We had 87 teacher participants, which included teachers new to the district.		$8,337 from Title I.
Scope of service:	Schoolwires LEA-wide for efficiency; LEA-wide during summer, SW during school year		Scope of service:	Schoolwires LEA-wide for efficiency; LEA-wide during summer, SW during school year	
☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____			☒ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☐ Other _____		
Form a military parent advisory group to advise the Superintendent and staff on issues related to military families, and to provide input to planning processes and feedback about how well current programs and practices are meeting the needs of military-connected students. [5.12]		No cost.	Due to launching multiple initiatives in a single year, this work has been postponed until the 2016-17 school year.		N/A
Scope of service:	LEA-wide for broad representation.		Scope of service:	LEA-wide for broad representation.	
☐ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☒ Other Military-connected students			☐ All ☐ Low Income Pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English Proficient ☒ Other Military-connected students		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Our experience this year informed changes to the LCAP for next year: • When we began working on Action/Service #5.7 (provide translators), we found that obtaining translators was a major challenge for schools. When we dug more deeply into the situation, we found that there was no universal system for obtaining translators, and every time one was needed, resources were patched together to meet the family's needs. As a result, we are developing a system for all district schools to get easy access to translators. This system will have three parts. 1) We plan to hire a Parent Liaison in 2016-17 who is bilingual in Spanish who can provide translation services in addition to other services to families. 2) We are in the process of hiring multiple hourly translators who will be on call for this service. 3) We will subscribe to Alliance Translation Service, which is a phone translation service similar to Language Line, but at a much lower cost. Our families needing translation primarily speak Spanish (54%) and Tagalog (22%), with other languages being at 4% or below. Our plan is to hire staff bilingual in Spanish and Tagalog to serve 76% of our families, and to use Alliance Translation Service for the languages spoken by very small numbers of families. In addition, Alliance Translation Service can be used by any administrators or student support staff in an emergency situation. Improving translation services will improve communication with English learners, a group that is a focus for LCAP. • Previous LCAPs have allocated small amounts of funding to parent outreach, which was ineffective because there was no person tied to the funding. This year, we restored a Coordinator of Student Services position that had been lost during challenging financial times during the recession. This position is focused on two goals in our 2016-19 LCAP: Goal 2, which is related to socio-emotional wellness, safe schools, and attendance; and Goal 4, which is related to parent involvement. In order for us to accomplish these important goals, the Student Services Department needs to have a parent liaison available to support families in their interactions with the school system and to work with families to improve attendance. We are eliminating the ineffective parent outreach and replacing it with a Parent Liaison position to better serve families and to help us accomplish LCAP Goals 2 and 4. • Parents of English learners let us know at a DELAC meeting that they are happy with the programs and services we are providing to their students. They also let us know that they value their children having access at home to computer-based learning and practice programs such as keyboarding, *Imagine Learning English*, Math Facts in a Flash, and others. Parents in the Superintendent's Parent Advisory Group suggested we put out a letter to parents when school is out to let them know what programs students can access at home over the summer, and how to access those programs. We need to make this a priority, and included it in the 2016-17 plan. • Watch D.O.G.S. is in place at our five elementary schools, and both children and fathers are enthusiastic about the program. We appreciate the contribution to school safety, a positive climate, and having male role models in our elementary schools. • The implementation of READY! for Kindergarten was successful, although we served a small number of families in our first year. The Superintendent and a teacher who co-led the program made a presentation to the National Association of Federally Impacted Schools (NAFIS) to share this idea with other districts serving children living on federal property (military and Native American tribes). • The LCAP for next year has increased emphasis on Parent Project and Parent Project Jr./Loving Solutions. We will coordinate our calendar with Vacaville to provide more frequent courses. We are finding an increase in children with challenging behavior, and parents are struggling as much as our schools are to turn this around so these children can find success. Parent support will be an important component if our Tier II and Tier III PBIS services are to be effective. We need to team with our families and work together. • Parents have requested that we hold our family math nights and other curriculum nights earlier in the year, and we are planning those events for early fall. • Parents requested that we expand our summer bridge materials program to other grade levels. In our pilot, we served lower performing students going into first grade, and found that the packets made a difference in fall reading scores. At parent request, we distributed a packet of Kindergarten summer bridge materials to families completing registration packets, and will provide all students going into first grade (current Kindergartners) and second grade (current first graders) a packet to support learning in ELA and math over the summer stop the summer slide. This material is especially important to improve the academic achievement of unduplicated students and students with exceptional needs.

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	$2,154,926 (for 2016-17 from the LCFF Calculator)

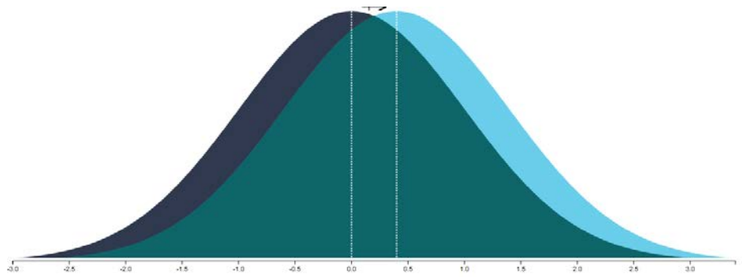
How are the Supplemental Grant funds being used to meet the LCAP goals outlined above?

Research Base used to select Actions and Services
After an analysis of district, school, and subgroup data to identify areas of strength and areas where growth is needed, we used a comprehensive and respected research base to select actions and services for the LCAP. We used meta-analyses from Robert Marzano (*What Works* series) and John Hattie (*Visible Learning* series) to select instructional materials and strategies and school improvement strategies. We used the work of Rick Stiggins and Dylan Wiliam on the power of formative assessment to improve learning. We used *Positive Behavioral Interventions & Supports* (PBIS) research and best practices work done by George Sugai (University of Connecticut) and Robert Horner (University of Oregon, OSEP Technical Assistance Center) to design our system of behavioral supports and the socio-emotional wellness program.

California's Essential Program Components provided a foundation for developing schedules that allocate appropriate instructional time for core instruction and intervention. California State Standards and frameworks provided information about what students should know and be able to do and what should be considered during planning. We used research from the University of Chicago to identify freshman year success as a critical area of focus for our efforts to improve completion of the UC a-g college entrance requirements. The work of Rick DuFour on Professional Learning Communities informed our PLC planning process. Several online databases helped us evaluate relative effectiveness of instructional materials, programs, and practices: Johns Hopkins University's *Best Evidence Encyclopedia*, the American Institutes for Research's *National Center on Intensive Intervention*, and the *What Works Clearinghouse* from the Institute of Education Sciences.

What is an effect size?
Educational researchers want to know how instructional strategies and other variables affect student achievement. To find out, they assign students to two groups. There is a control group that does not use the strategy, and an experimental group that uses the strategy.

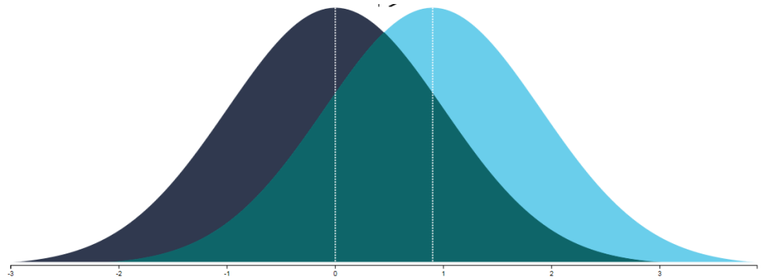
The curve below shows the effect of cooperative learning on student achievement. The dark blue area represents students who are in classrooms where cooperative learning was not used. The students in the overlapping light blue area were in classrooms where cooperative learning was used. When an assessment was given, the students in the light blue area scored higher on average than the students in the dark blue area. The difference in performance shows in the difference in the mean between the two groups, which in this case is 0.41 standard deviations.



This measurement is called the effect size. It expresses the increase or decrease in performance of the experimental group in standard deviation units. Effective strategies shift the performance of the experimental group to the right. With an effect size of 0.41, about 66% of the experimental group scores above the mean of the control group.

Effect sizes can be translated into percentile gains. Students in cooperative learning classrooms should score, on average, 16 percentile points higher on tests of what was taught than students who did not experience cooperative learning.

The curve below shows the effect of providing students with formative feedback about where their performance is compared to the learning target. Formative feedback has an effect size of 0.90. In this example, the shift of students to the right, which represents higher academic performance, is even greater than in the cooperative learning example above. With an effect size of 0.90, 82% of the experimental group will score higher than the mean of the control group.



Districts should consider implementation of strategies with effect sizes of 0.40 and above. There are some strategies with smaller effect sizes that are still useful, especially when combined with other strategies, but the emphasis should be on strategies with effect sizes of 0.40 and above.

Some strategies and variables hurt student learning. A graph showing the effect of retaining students in grade, which has an effect size of -0.16, would have the light blue part sliding to the left, below the dark blue part. That means students who are retained perform at lower levels than similar students who are not retained. Another example of a negative effect size is -0.34 for mobility. Students who move frequently between schools perform at lower levels academically than students who do not change schools frequently.

The information below describes why we selected the LCAP strategies included in the plan and why we rejected other approaches: why we believe the actions and services we selected are the best use of the funds. Effect sizes and other types of research data are included where they were available.

Why are Actions and Services provided on an LEA-wide basis?
Actions and Services are provided on an LEA-wide basis for two reasons. The first reason is that there may be a low number of students being served. Only about 3% of our students are English learners. We serve an average of 20 foster children. The needs of these small groups are best met by creating a district model for services with central office support to ensure all of the students receive the instruction and support they need. We use this model during the school year for ELD and foster youth tutoring, and we use it for summer school, where we group students according to the instruction they need.

The second reason services are provided on an LEA-wide basis is for efficiency and effectiveness. An example of this is our keyboarding program. Teachers from multiple schools evaluated various options, and we selected one program for the district. Educational Services staff manages passwords and accounts to avoid burdening busy school staff. Our PLCs involve teachers from more than one school to allow the sharing of a broader range of perspectives and ideas. We use the same benchmark assessments across the district to help us better identify best practices to share and to enable enhanced program monitoring. Our professional development programs are provided on a districtwide basis so that all teachers have the opportunity to participate. Our elementary summer programs are operated at two sites, with one in the Vacaville area, and the other on Travis AFB. Our elementary robotics program is run on a districtwide basis to provide a community of practice and budget support. We are a small district, and providing services LEA-wide is often the best way to ensure students are well served and get what they need: the best use of the funds.

Research and Support for Actions and Services in the LCAP

<u>Guaranteed and viable curriculum</u>
1.1.03; 1.1.04; 1.1.05
Work to develop a guaranteed and viable curriculum takes place on a districtwide basis because individual schools do not have the capacity to complete this work alone. We considered and rejected an approach where teachers worked on curriculum alone because all students deserve the opportunity to learn a common set of standards and/or learning objectives.
Instructional time and opportunity to learn an agreed-upon set of concepts and skills has the strongest positive effect on student achievement of any school-level improvement. We included actions in the LCAP to provide teachers with the time to come to consensus on essential concepts and skills to be learned in the course or grade level, develop pacing guides, develop formative and summative assessments, and develop and analyze actionable student performance data. This is ongoing work, where teachers used what they learned during one school year to inform improvements for the next.

We considered but rejected approaches where districts purchase these materials and hand them to teachers to implement. Our teachers are knowledgeable and highly skilled professionals, and we believe what they develop to support implementing a guaranteed and viable curriculum will be much more powerful than what is available commercially. These actions invest in deepening the professional capacity of our teaching staff and honor our belief that teachers, when provided the time and opportunity to work collaboratively, make the best decisions about curriculum, instruction, and assessment.

Progress monitoring assessments
1.2.02
There is a strong research base for the implementation of formative and summative assessments, both for progress monitoring and also for program evaluation. John Hattie found an effect size of 0.90 for formative assessment. Progress monitoring assessments and our PLC work are focused on assessment development and the use of data to inform instructional decisions.

We considered purchasing assessments, but at this time, using a combination of Smarter Balanced Interim Assessment Blocks (IABs), published normed reading assessments, and teacher developed tests seems to be the best way to provide data about where students are in relation to learning targets and to evaluate the effectiveness of activities in the LCAP. We are using a districtwide approach to ensure consistency in support of our guaranteed and viable curriculum. As improved assessment tools become available commercially, we may add to what we are currently using, but our plan is to continue to use a suite of published normed tests, Smarter Balanced Interim Assessment Blocks, and teacher created assessments to provide the information we need. Although we were disappointed in the data from the Smarter Balanced Interim Assessment Blocks this year because teachers only received general performance levels and not actionable data about areas of student strength and weakness, we understand that detailed information about student performance will be available next year, which will make the IABs a useful assessment tool.

Intervention Specialists
1.2.01
Students who our data shows are not making expected progress in reading need strategic and intensive support to gain knowledge and skills before they fall so far behind that they never catch up. Reading is the most important priority for the primary grades because students who do not read well by the end of third grade are at great risk for school failure and dropping out. Our Intervention Specialists are experienced and have extensive knowledge about the learning-to-read process, and they use research-based reading intervention materials to deliver short-term targeted instruction to small groups. Small, targeted instructional groups have an effect size of 0.49. Effect sizes from John Hattie on the strategies employed by the Intervention Specialists include vocabulary development at 0.67, repeated reading at 0.67, phonics instruction at 0.60, direct instruction at 0.59, and comprehension strategies at 0.58.

One of the challenges with English language development is making sure all English learners get at least 150 minutes of ELD instruction each week. In secondary schools, scheduling students into one or more periods of ELD (depending on student proficiency level) ensures that the instruction takes place. In the elementary schools, our Intervention Specialists are trained to provide that instruction, and there is time for ELD each day included in their schedules, ensuring that the instruction happens. We have also implemented new ELD materials in TK-8 that teachers report are engaging for students.

Alternatives to the use of Intervention Specialists include after school tutoring in reading, which we rejected because we could not ensure intensive daily reading instruction for all students who need it. After school tutoring can be helpful, but it does not replace daily instruction during the school day. We also rejected having classroom teachers provide this instruction to small groups while the rest of their class worked on something else. We have small numbers of students needing intensive ELD instruction, and a classroom teacher might have only two English learners. Quality ELD programs require direct instruction to be delivered to small group of students, and if the teacher is focused on two students for 30 minutes, the other 22 are probably not making learning gains. We also rejected after school ELD because we could not ensure that all English learners would get enough instruction to ensure that they make adequate progress toward proficiency in English. We are planning to provide additional ELD instruction after school, but it will not take the place of the minimum of 150 minutes of ELD during the school day. The districtwide approach guarantees these services to students, no matter which school they attend.

We also rejected the “wait to fail” model where English learners and students with reading difficulties are left to struggle for multiple years until they have fallen so far behind they qualify for Special Education services. Additionally, we rejected retention in grade to give students another year to learn, which has an effect size of -0.16. It is one of the few strategies commonly used in schools where there is overwhelming evidence that it significantly harms students.

Professional Learning Communities (PLCs)
1.1.01; 1.1.02
A look into the practices of school systems demonstrating dramatic results shows that PLCs are commonly used as a primary strategy. PLCs focus on data analysis, instructional planning, and action research as they answer these key questions:

- What do we want students to know and be able to do?
- How will we know they know it and can do it?
- What will we do when they do not learn?
- What will we do when they demonstrate the can do it/know it?

Our PLCs provide teachers with time to delve deeply into the curriculum, instructional strategies, and assessments. Rick DuFour's work and the *All Things PLC* website provide evidence of the effectiveness of this approach in districts with demographics similar to ours.

PLCs need to be facilitated to be effective, and developing an agenda, writing and distributing minutes, and completing tasks between meetings takes a significant amount of time. We have PLC facilitators to shoulder this workload. In addition, we are developing the capacity of multiple teachers to lead this important work.

We have confidence in the ability of our staff to define and solve problems related to student learning, and we rejected the alternative of hiring a consultant to come in to tell teachers what do to. (The use of consultants is very appropriate when requested by teachers, such as last year's request from 2nd grade for support from the Area 3 Writing Project staff to help them revise their writing pacing guide to better integrate the various genres of writing.)

We considered and rejected bringing in outside trainers to train our teachers. We believe that given time and resources, our teachers can effectively solve challenging instructional issues. We provide PLCs on a districtwide basis so that teachers at all schools may participate and learn from each other.

<u>Positive Behavior Intervention & Supports (PBIS)</u>
There is extensive evidence of the effectiveness of PBIS. Robert Horner, George Sugai, and Timothy Lewis summarized the evidence in an April, 2015 paper. Two papers included randomized controlled trials of PBIS. The papers cited below also provide evidence for PBIS effectiveness. We considered traditional approaches to discipline, but rejected them for lack of research evidence of effectiveness. We are developing a districtwide model for multi-tiered systems of support/Response to Instruction and Intervention to ensure that all students experience the benefits of this support.

Horner, R., Sugai, G., Smolkowski, K., Todd, A., Nakasato, J., & Esperanza, J. (2009). A Randomized Control Trial of School-wide Positive Behavior Support in Elementary Schools. *Journal of Positive Behavior Interventions, 11* (3), 113-144.
This paper documents that typical state agents were successful in implementing SWPBS practices, and that these practices were experimentally linked to improved perception of school safety, with preliminary support that implementation was associated with improved proportion of students at 3rd grade who met the state reading standard.

Bradshaw, C., Koth, C., Thornton, L., & Leaf, P. (2009). Altering school climate through School-wide Positive Behavioral Interventions and Supports: Findings from a Group-Randomized Effectiveness Trial. *Prevention Science, 10*, 100-115.
A randomized control trial documenting change in the organizational effectiveness of schools as a function of implementing SWPBS.

Bradshaw, C., Koth, C., Bevans, K., Ialongo, N., & Leaf, P. (2008). The impact of school-wide positive behavioral interventions and supports (PBIS) on the organizational health of elementary schools. *School Psychology Quarterly, 23* (4), 462-473.
Bradshaw et al., document that implementation of school-wide PBIS by typical implementation personnel was successful in achieving high fidelity of adoption, and improved "organizational health" within the schools.

Bradshaw, C. P., Mitchell, M. M., & Leaf, P. J. (2010). Examining the effects of School-Wide Positive Behavioral Interventions and Supports on student outcomes: Results from a randomized controlled effectiveness trial in elementary schools. *Journal of Positive Behavior Interventions, 12,* 133-148
This randomized control trial documents experimentally that implementation of SWPBIS was related to (a) high fidelity of implementation, (b) reduction in office discipline referrals, (c) reduction in suspensions, and (c) improved fifth grade academic performance

Bradshaw, C., Reinke, W., Brown, L., Bevans, K., & Leaf, P. (2008). Implementation of school-wide positive behavioral interventions and supports (PBIS) in elementary schools: Observations from a randomized trial. *Education and Treatment of Children, 31,* 1-26.
The authors document a randomized control trial of SWPBIS with observations from school implementers.

There is also strong evidence for the use of check in/check out, which is part of an effective PBIS program, which can be found in the papers cited below.

Hunter, K., Chenier, J., & Gresham, F. (2014). Evaluation of Check In/Check Out for students with internalizing behavior problems. *Journal of Emotional and Behavioral Disorders, 22*(3) 135-148.

Stage, S., Cheney, D., Lynass, L., Mielenz, C., & Flower, A. (2012). Three validity studies of the Daily Progress Report in relationship to the Check, Connect, and Expect Intervention. *Journal of Positive Behavior Interventions, 14*(3) 181-191./

Todd, A., Kauffman, A., Meyer, G., & Horner, R.H. (2008). The effects of a targeted intervention to reduce problem behaviors: Elementary school implementation of check-in-check-out. *Journal of Positive Behavior Interventions, 10*(1), 46-55.

We are working on Tier I and Tier II behavior support using a PBIS model. We have some Tier III students who need significant behavioral support, and we are expanding our Behavior Intervention Specialist services to add additional support for students in general education who present with behavior that significantly interferes with their learning and the learning of others.

READ 180 and *Math 180*
1.2.09; 1.2.10
Implementation of these evidence-based middle school ELA and math interventions began this year. The *What Works Clearinghouse* from the Institute of Education Sciences stated that *READ 180* has a positive effect on reading achievement (12% gain) and reading comprehension (4% gain). A study by MetaMetrics showed that *Math 180* led to significant student growth in students with exceptional needs, students with very low initial performance, and English learners. Research from Clark County and Hillsborough Public Schools (Florida) also found *Math 180* was significantly more effective than their previous math intervention programs.

We adopt curriculum on a districtwide basis to ensure that all students needing an intervention have access. We considered continuing to use ELA curriculum that had been in place for several years, but rejected that approach because we were not seeing the learning gains we expected. Because of this, we looked at research-based interventions and selected READ 180 and Math 180.

Tutoring and support outside of school time
1.2.03; 1.2.05; 1.2.08; 1.2.14; 2.2.13; 2.3.01; 2.3.02; 2.3.03; 2.3.05
The actions and services in the item numbers above detail tutoring and outside of school time instruction and support. We selected these strategies for several reasons. If all students are to learn at high levels, learning must be the constant. If learning is the constant, time must be the variable because it takes some students longer to master concepts and skills than other students. We can provide some additional instruction during the school day through small group instruction or strategic support classes. However, there is a fixed amount of time within the regular school day and year. For some students, additional time beyond the regular day is needed. Tutoring, online learning, and summer programs are Tier II supports in our Response to Instruction and Intervention system designed to provide the small group instruction needed by some students. We provide the services on a districtwide basis to ensure all students needing extra support have access.

Online learning can extend learning time by allowing secondary students who are credit deficient an opportunity to make up those credits after school. Online learning works for these students because they have already taken the course, and their reading levels are high enough so that they can learn from written material. They did not do enough work, or demonstrate adequate content area proficiency to succeed in the course, but they did learn something, so they are not starting without any knowledge and skill. They can build on the base acquired from the previous course during the online learning course to finally reach learning goals. The research on online learning is not robust and is largely confined to "replacement" online learning, where students do not receive any classroom instruction and all the instruction takes place online. Computer assisted instruction in general has an effect size of 0.37, which is moderate. We believe our model, where students repeat materials they did not previously master online, is likely more effective because students also had the benefit of experiencing face-to-face instruction first.

Tutoring programs extend the school day and have multiple benefits. First, tutoring is highly individualized and students can work on what they need to learn next, not what their class needs to learn next. Our tutoring programs use a combination of adults and high school students as tutors. A positive side effect of tutoring is that it provides a place for teachers and students to develop positive relationships, which then transfer back to the school day. The effect size of positive teacher-student relationships is 0.72. In our model, in addition to teachers, high school students staff the Vanden Tutoring Center and act as positive role models as well as tutors. Peer tutoring has an effect size of 0.55.

We offer a 7th period at Vanden High School so that students can take seven classes instead of six. That allows students opportunities for credit recovery, grade improvement for UC a-g, and the ability to take more courses when their schedules are impacted by participation in performing arts and CTE pathways. We also offer high school summer school for credit recovery and closing learning gaps. Improved grades and additional credits earned provide evidence of the effectiveness of this approach.

Summer programs extend the school year and allow opportunities for students to close learning gaps, have experiences that build their confidence as learners, and build positive relationships with teachers (effect size 0.72). Our summer programs are designed to include learning experiences that are different from what students experience during the regular school year. Readers' theater to involve middle school students in ELA is one example. Another is the use of *Seeds of Science, Roots of Reading* for an English language development summer camp. A science summer camp attracts students and provides instruction in a highly engaging context, and it is the use of oral and written academic language that makes a difference in learning, not the context. The science learning is a bonus. A 2014 meta-analysis by the American Institutes for Research found an effect size of 0.53 on literacy achievement that used an experiential approach. We are especially excited about what we are seeing in the summer Jumpstart program for incoming Kindergarten students who have not experienced preschool. In just 16 days, the students have become comfortable with school routines and procedures, following instructions, writing their names, playing cooperatively, and enthusiastically participating in learning activities.

We considered traditional remedial summer school for elementary and middle school students, where teachers repeat what was done during the year, but we rejected that option. If the instruction did not work during the school year, there is no reason to think it would work in the summer. Similarly, online learning as a credit recovery option for high school provides instruction in a different way from how it was provided during the regular school year, and provides a complement to the traditional summer school program.

English language development
1.2.04; 1.2.07; 1.2.13; 2.3.01; 2.3.02; 2.3.03

The Institute for Education Sciences was tasked with analyzing research on effective English literacy and language instruction for English learners. Their 2007 practice guide provides five recommendations that we have included in our elementary and secondary English language development programs. First, we screen for reading problems and monitor progress. English learners often develop strong verbal communication skills, but struggle with reading, so it is important to monitor reading achievement.

Second, we provide intensive, small-group reading interventions and English language development instruction. In 2015-16, ELD classes at Vanden High have 15 or fewer students. At Golden West, classes have 9 or fewer students. This provides an environment where students have a large number of opportunities to practice written and spoken English each class period. In addition, small class size ensures teachers can provide extensive formative feedback to each student.

Third, we provide extensive vocabulary instruction. Fourth, we focus on developing academic English. English learners usually acquire common, everyday vocabulary from exposure in context, but the development of the academic vocabulary needed for success in school takes carefully planned formal instruction along with quality learning materials.

Fifth, we use peer interactions to increase the amount of time English learners spend communicating in English. That could be a pair-share in an ELD class, or interaction with native English speakers during a summer science program. The use of these five research-based strategies make our ELD program an effective Tier II support in our Response to Instruction and Intervention system.

In addition to the actions above, to provide additional support for elementary English learners, we use *Imagine Learning*, an online language and literacy program with interactive games, activities, and videos, all focused on the acquisition of reading and language. Students find it engaging and motivating.

Another option for providing English language development is to have classroom teachers provide it in heterogeneously grouped classrooms. We rejected this option because we could not guarantee that all English learners would receive enough ELD instruction to make progress, and because it is nearly impossible for core academic teachers to provide high quality ELD instruction to a small number of English learners while also teaching the rest of their class. Where this method had been used in the past, data about English learner progress showed that it was not effective. Our teachers are growing in their use of SDAIE strategies to support English learners mainstreamed into core classes, but this instruction alone is not adequate to move all English learners to proficiency. Our English learners need targeted instruction specifically designed to help them acquire academic English. We provide ELD and ELD curriculum on a districtwide basis to ensure access for all English learners, whether there are large or small numbers of English learners at a particular school.

<u>Concurrent strategic support classes in mathematics</u>
1.2.09; 1.2.12
Some students need extended time to master the math concepts and skills needed to succeed in our college-preparatory math program. Providing concurrent strategic support classes doubles the time these students receive mathematics instruction. The strategic support classes focus on reviewing the lesson taught in the core math class; previewing upcoming core math class instruction, with a focus on vocabulary and review of prerequisite skills; and time for diagnosis of individual learning gaps and instruction to close them. These classes are Tier II interventions in our Response to Instruction and Intervention system. Adding time where students are engaged in learning has an effect size of 0.47.

We considered providing small group instruction for struggling students during the core math class, but rejected that because the needs of these students are too great to be addressed by casual regrouping within a heterogeneously grouped class. Although we have only one middle school and one comprehensive high school, we consider these services to be districtwide because the intent is for all students needing the support to have access.

<u>Professional development</u>
1.1.01; 1.1.02; 1.1.06; 1.1.07; 1.1.08; 1.1.09; 1.1.10; 1.1.11; 1.1.12; 1.1.13; 2.1.01; 2.1.02; 2.1.03; 2.1.04; 2.1.05; 3.1.02
The general effect size for teacher professional development is 0.62, which means it is a very effective way to improve student learning. Our professional development program is focused on ELA, math, technology, classroom management, socio-emotional learning, and implementation of new ELA materials. These areas were selected through an analysis of student data, teacher input, and our need to plan our next steps in ELA standards implementation in small chunks to avoid overwhelming teachers.

Math instruction presents a particular challenge for teachers. Not only do they need a strong content knowledge base in mathematics, but they also need a robust toolkit of instructional strategies. New math standards require a strong knowledge of strategies to develop number sense, including the use of ten frames, subitizing, number bonds, Base 10 blocks, and other concrete and pictorial ways to help students develop deep understanding. Model drawing provides particular challenges in the intermediate and middle grades. These pictorial models are powerful tools, but teachers need strong mathematical confidence to implement them effectively. It is this challenge that has led to our focus on professional development in mathematics. We began this work in 2011 with the UC Davis Mathematics Project, and are continuing to work with Singapore math trainers from our *Math in Focus* program. Teachers have developed their knowledge and skills to the point that we are now able to offer teacher-led professional development in math.

The National Center for Educational Statistics did a study that found students who completed a post-Algebra 2 math course (such as Pre-Calculus) and an AP English course succeeded in college at high rates while students who had not were at varying degrees of risk for dropping out (Adelman, 1999). Adelman's 2006 study reported on college completion rates for students who had completed different most advanced math courses.

	Calculus	Precalculus	Trigonometry	Algebra 2
College completion percentage	83	75	60	40

We need to work with our counselors and teachers to make sure that students and parents are aware of how course-taking patterns affect educational outcomes.

Adelman, C. (2006) *The toolbox revisited: paths to degree completion from high school through college.* Washington DC: U.S. Department of Education.
Adelman, C. (1999) *Answers in the toolbox: academic intensity, attendance patterns, and bachelor's degree attainment.* Washington DC: U.S. Department of Education.

We are continuing to offer training in Kagan cooperative learning strategies. Cooperative learning has an effect size of 0.41, and our model also includes metacognitive strategies, at 0.69. Kagan strategies increase students' active involvement in learning and their overall engagement.

Technology training for teachers emerged as a need because of new systems and processes. New curricula come with useful technology components. Parent communication must include web-based and other electronic forms, and we have included Schoolwires web development training in our plan. We have moved to Office 365. The online Smarter Balanced test means students need keyboarding and computer skills. Teachers are asking for technology training sessions to build their personal skill in using technology, best practices for implementing the technology scope and sequencing we are developing, and in using technology to promote learning. We are fortunate in that we have multiple teachers who know one or more areas well, and can provide this training.

We are also planning teacher-led training in classroom management. This need has emerged from teachers and is supported by classroom observations. Our new teachers in particular need support in developing routines and procedures; planning lessons that are engaging, interactive, and well-paced to prevent misbehavior; effective ways to respond to problem behavior; and strategies for working with students with special needs, especially those on the autism spectrum. In addition, we are planning more extensive support for beginning teachers who may need coaching.

In 2015-16, we implemented Close and Critical Reading training during elementary districtwide collaboration days. This program, developed by Fisher and Frey, will give teachers a strong background for the work in text complexity needed for successful implementation of new California ELA standards. In 2014-15, we focused on writing, and saw gains in student skill over the year. We have selected a narrow focus on close and critical reading because it is a high leverage strategy for implementing new standards, and because it will not be overwhelming to teachers.

We are planning to run a summer ELA institute for elementary teachers, including Special Education teachers, and secondary English teachers. The institute will be planned by a team that includes teachers, and will include time to learn about the new ELA materials we will be selecting, practice with instructional strategies used in the materials, and time to work in teams to revise pacing guides and identify or develop assessments to fit the new programs.

Our professional development resources are limited, so we considered and rejected a wider focus because we would have diluted resources to the point we were unable to support teacher growth in the areas outlined above. Our main professional development engine remains the PLC: our teachers have the ability to solve learning problems if they have time set aside to work collaboratively. We provide training on a districtwide basis so all teachers have equitable access and all students benefit. Many trainings are focused on the needs of unduplicated students, and if the training were not districtwide, not all teachers supporting unduplicated students would have access.

<u>Music, arts, and STEM enrichment programs</u>
2.3.01; 2.3.02; 2.3.03; 2.3.04; 2.3.07
Our stakeholders, including parents, students, and staff, provided extensive input during consultation about the value our community places on music, arts, and STEM programs. The community wants a rich, broad education for our children, and believes arts and STEM programs must be an integral part of what we offer. Arts programs have an effect size of 0.35, and STEM programs have an effect size of 0.53, so research supports this direction.

For secondary students, enrichment programs are delivered in art, drama, music, multimedia, science, technology, and engineering classes during the school day. Performing arts courses and competitive robotics extend into after school time and weekends. Secondary students have many choices of arts and STEM activities.

For elementary students, there is some art, music, technology, and science instruction during the school day. Engineering (competitive robotics) takes place after school. This year's LCAP adds an extensive after school Arts Adventures program that provides enrichment in visual art, drama, and video production, plus STEM programming that includes computer science, robotics, and engineering. In addition, we provide weekly music instruction for all students in grades 4, 5, and 6.

We rejected models that place all music instruction after school because it is very important to both our stakeholders and the Board that all students in grades 4, 5, and 6 have a music lesson once a week. Our programs are provided districtwide to ensure equitable access. Unduplicated students receive preferential enrollment, and need access to the program at their home school so that transportation is not a barrier.

Class size reduction
1.2.06; 1.2.11; 1.2.15
There is little research supporting the use of class size reduction unless teachers make significant changes in their instructional strategies to take advantage of the smaller class sizes. Class sizes averaging 24:1 in primary grades support allow us to create small intervention groups during regrouping, which is an instructional strategy that takes advantage of the smaller class sizes. We see gains in reading performance, and regrouping, as well as the Intervention Specialist program, is likely to be a factor. Please see additional research information on class size under Basic Services below.

Class size reduction in Algebra 1 and Math 8 this year yielded better student performance. We did not see similar gains from English 1 or Math 7 class size reduction. Where we do not see student performance gains, we will need to modify or discontinue strategies.

Class size reduction is districtwide to create equity. We considered leaving class sizes large, but rejected that to allow teachers an opportunity to implement instructional strategies that do not work with larger groups.

Career Technical Education (CTE)
1.3.03; 1.3.04; 1.3.05
Numerous research studies show the value of well-planned CTE programs that are responsive to the local labor market. CTE helps potential dropouts stay in school to graduate. Increased time spent in CTE classes raises student achievement and test scores. CTE concentrators, who have taken at least two courses in a career pathway, have a 13% higher graduation rate than students who do not complete a CTE pathway. We have two emerging programs in the biomedical sciences (2.9): Medical Science, which began this year; and Biotechnology, which will begin in 2016-17.

Our CTE programs are districtwide to allow all students, including unduplicated students, to have access. We considered multiple CTE pathway areas, but rejected those that did not lead to a living wage, and selected programs where there was strong regional demand by using federal, state, and regional occupational outlook data.

Naviance
1.3.07
Naviance is an online suite of digital tools for helping students identify their strengths, explore careers, compare colleges and other post-secondary educational options, and learn what it takes to succeed in college and career. We selected Naviance to fill a gap in our guidance curriculum that we need to fill in order to support all students in being college and career ready at graduation. We considered Bridges from XAP, but it is more expensive and fewer California schools use it. Regional Naviance implementation efforts connected to the NCCPA grant will support our work in this area. Small districts like ours need to join with other LEAs to develop sustainable training plans. Implementation is districtwide to allow all students to have access. This resource is particularly important for unduplicated students, who may not have a parent who has experienced the path to college.

Basic services
3 (all)
This goal to provide basic services came from the need to provide a strong foundation to accomplish the other goals. We must have highly qualified teachers, adequate instructional materials, well-maintained facilities, and smaller primary classes in order to work on the other goals. This focus on basic services as a foundation is well understood by stakeholders. Highly qualified teachers using appropriate instructional materials move students forward in their learning. Clean, well-maintained facilities are inviting and comfortable and make school a desirable place to be, which has a positive effect on school climate and learning.

Research on class size shows an effect size of 0.21, which is marginal for improving learning compared to the high cost of the additional staffing needed. However, researchers also found that teachers rarely change instructional strategies to take advantage of the smaller class sizes, so it is not surprising to see the modest positive effect. We can increase the effect by combining strategies. Smaller classes allow teachers more opportunities to develop positive relationships with students, which has an effect size of 0.72. Fewer behavior problems occur in smaller classes, and reducing behavior problems has an effect size of 0.34.

Most importantly, teachers learning new instructional strategies find them easier to implement when they have fewer students. Both direct instruction (0.59) and cooperative learning (0.41) are easier to implement at a high level of quality when there are fewer students to manage. This is because teachers who are changing practice are on a learning curve. Reducing the classroom management load during this learning period makes implementation easier. Teachers also end up with fewer assessments and assignments to grade and therefore have more time to score constructed response items and extended writing assignments.

We provide basic services on a districtwide basis to ensure equitable access for all students. We considered and rejected approaches where funds are given to sites on a per-student basis because this leads to inequity that often limits learning opportunities at schools where there are concentrations of unduplicated students. Equity does not mean providing the same thing for all students: it means ensuring all students have what they need.

Technology
3.3.04

We continue to have needs in the area of technology, and this year LCAP has a focus on technology used by teachers to provide instruction. We provide technology on a districtwide basis for equity, and as above, rejected approaches where school fund their own technology because that approach leads to inequities.

Textbooks
3.2.02; 3.2.04
The ELA materials we are currently using are not well aligned to California's new ELA standards, and we have selected new materials to implement next year. Effect sizes for instructional materials range from 0.03 to 0.17, which are small effects. However, without high quality, updated instructional materials, it is very challenging for teachers to provide the kind of instruction that has high effect sizes. We considered and rejected adding units from *Engage NY* or Georgia to supplement our current ELA materials because the books are so old they are beginning to fall apart, and because a choppy, pieced-together curriculum is challenging for teachers to deliver at a high level of quality.

We purchase and manage textbooks on a districtwide basis for efficiency and cost effectiveness and because having the same textbook at all schools supports a guaranteed and viable curriculum.

School Social Workers
2.2.03; 2.2.08
We are committed to the implementation of Response to Instruction and Intervention on the behavioral side as well as the academic side. On the academic side, we use Intervention Specialists to provide small group instruction to students struggling academically. On the behavioral side, we have hired two school social workers and will add two more. The social workers will provide small group instruction in social skills, anger management, coping with deployment stress, and other topics.

Social workers provide children with instruction in friendship development skills, and follow them out to the playground to coach them in the implementation of those skills. They will also be available for Tier III individual intervention for children who are experiencing severe problems with behavior. In addition, social workers are experts in connecting families with needed resources, and in pulling together wraparound teams.

The work of our elementary school social worker team will benefit individual students whose behavior is interfering with learning. Reducing behavior problems has an effect size of 0.34: when behavior problems are reduced, the whole class learns more. The social workers will support schools in implementing PBIS, and help teachers expand their toolboxes for dealing with challenging children. In addition, administrators will be able to shift some of the time they are currently using to work with children struggling with behavior and social skills to instructional leadership, which will also improve student learning at the school.

When we looked at the skill set needed to support students, families, and PBIS implementation, we felt that a masters in social work provided the best background for the combination of Response to Instruction and Intervention, PBIS, therapeutic, and family work. We provide these services on a districtwide basis because that allows us to hire full time people and have them work at multiple schools.

Socio-emotional learning programs
2.1.01; 2.2.01; 2.2.03; 2.2.08
Part of our plan includes implementing *Second Step*, a socio-emotional learning program, in our elementary schools, with 30 minutes per week devoted to this instruction. *Second Step* has a strong research base. Students participating in *Second Step* have higher ratings of social competence, are less aggressive, more likely to select positive goals, more likely to engage in prosocial behavior, and less likely to engage in bullying.

In addition, a Columbia University study on six socio-emotional learning interventions including *Second Step* found that there was a reduction in child aggression, substance abuse, delinquency and violence; lower levels of depression and anxiety; and improved grades, attendance, and performance in core academic subjects.

We considered other programs and rejected them because they were more challenging to implement and took more training. *Second Step* has online training that takes three hours for both the *Second Step* lesson component and the bullying prevention component. In addition, there are clear teacher instructions for each lesson, and implementation little planning time. Students enjoy the activities. We provide *Second Step* on a districtwide basis to ensure equity because access to *Second Step* lessons is part of our guaranteed and viable curriculum.

Our data shows that cyberbullying is an area of concern at the middle and high school levels, and we are responding by selecting and implementing cyberbullying curricula. Research shows that antibullying programs reduce bullying incidents by about 15%. When programs encourage intervention of bystanders, 57% of bullying incidents stop within 10 seconds. Research also indicates that teens believe the most effective strategies are to block the online access of cyberbullies and to have students learn that they should not pass cyberbullying messages along (similar to bystander involvement). We need to consider research as we select strategies to address the problem.

Attendance improvement
2.2.02; 2.2.11

Attorney General Kamala Harris commissioned a study to examine the effects of student truancy and absenteeism in California. The study found that students who miss school at an early age are more likely to struggle academically and eventually drop out. In addition, for low income elementary students who have already missed 5 days, each additional school day missed decreased the student's chance of graduating by 7%. Dropouts, lacking an education, are more likely to be unemployed and are at risk of becoming involved in crime, both as victims and as offenders.

Our attendance improvement work is focused on chronic absentees, who miss 10% or more of the school year, and also on students whose attendance is below 95%, which appears to be the threshold where we begin to see academic problems related to poor attendance. We provide families with information about the importance of good attendance and follow up when attendance is a problem. Research from the University of Chicago shows that "nearly 90 percent of freshmen who miss less than a week of school graduate, regardless of their 8th grade test scores. Freshmen who miss more than two weeks of school fail, on average, at least two classes—no matter whether they arrive at high school with top test scores or below-average scores. In fact, freshmen who arrive with high test scores but miss two weeks of school per semester are more likely to fail a course than freshmen with low test scores who miss just one week." Attendance matters.

Our student information system will generate truancy/attendance letters, but the task of generating the letters falls on busy secretaries, who may have other urgent work and need to prioritize. It is important that we intervene early, and that we have accurate records. We considered having school sites do this work, but we rejected that option and decided to use an outside service to ensure timely intervention. This service is provided on a districtwide basis for efficiency, cost effectiveness and to ensure no students who need support are missed.

<u>Parent involvement</u>
4.1 (all); 4.2 (all); 4.3 (all)
We have included multiple parent involvement strategies in our LCAP:

- Parent advisory groups (Superintendent's Parent Advisory Group, DELAC, Military Parents, Foster Parents, School Site Councils)
- Parent curriculum nights
- Watch D.O.G.S.
- Parent education (READY! for Kindergarten, Parent Project)
- Outreach and translation
- Parent involvement at school
- Electronic communication through websites, email, and other electronic means

Parent involvement has an effect size of 0.51, demonstrating that it can make a significant difference in student achievement. In addition to the strategies listed above, we have extensive parent involvement in PTA and Booster group leadership, and in parents volunteering at school. We are adding Watch D.O.G.S. to increase the participation of fathers and father figures during the school day at the request of military parents, who have seen the benefits of this program in other schools where they have been stationed. One very positive part of the LCAP process has been listening to students and families who have been stationed around the world. They bring a wealth of experience with different school systems and have good ideas for how we can use some of those ideas in our district.

Parent advisory groups are an important part of our decision-making structures. As we were consulting with parents, our foster parents told us that they wanted to meet regularly. We have also added a group for military parents focused on special issues they face. We did not consider and reject strategies in this area; instead we listened to our stakeholders and selected strategies that they described as beneficial. Parent involvement is districtwide to ensure equity of voice and to give all parents opportunities to participate.

<u>Parent Liaison</u>
2.2.05; 2.2.12
A Johns Hopkins University researcher studied a parent liaison program, and found that the positions improved student outcomes by supporting teachers in understanding family culture, supporting family participation in school-based activities, collecting data to improve parent involvement, helping families navigate the school system, and providing direct services and connections to community services for families at risk. Families who completed surveys said the liaisons helped them understand how to support their children's learning, gave them encouragement and moral support, and provided material help. They also valued availability of the liaison and the liaison's ability to connect them to community resources.

Program evaluations of liaison programs have reported positive results for students, including improved educational outcomes as well as reduced dropout rates among Latino adolescents; increases to involvement of families with limited English proficiency and families of children with special needs. The United States Department of Education found liaisons can support school improvement efforts by obtaining information about the range of programs and services available at school and in the community and by helping parents use the technology connected to their child's education. Other research showed that liaisons should have an explicit and understood role as cultural brokers who minimize the influence of class and culture on home-school relationships while remaining institutional agents, promoting school initiatives/programs, and making schools open and accessible to all. In addition liaisons should target their efforts to the families of specific student groups in need of academic, behavioral, and emotional support. An article by Dretzke and Rickers (2014) in Education and Urban Society emphasized the importance of the role of the parent liaison in

creating a welcoming environment and establishing trust, and that it is important that the work hours of the parent liaison be flexible in order to support parents who are not available during the school day. We considered continuing with our old strategies alone (responsibility with sites, district-generated truancy notifications) but needed to add parent liaisons because our data shows the other methods did not adequately address the problem. We provide this services on a districtwide basis for equity and cost effectiveness.

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.

5.34	%

Base Program: In order to create a clear baseline to show what has been increased or improved, we used data from 2011-12, the year before LCFF, LCAP, and Supplemental Grant funds to determine the base program provided to all students. Actions and services listed below this table describe what has been increased or improved for unduplicated students over the 2011-12 base program.

	Elementary Schools	**Middle School**	**High School**	**Alternative Education**
School Days	179	179	179	179
Teachers	TK-3: 25.9 average class size 4-6: 27.7 average class size Elementary average 26.7	29.1 staffing ratio, which yields an effective average class size of 33.9	25.8 staffing ratio, which yields an effective average class size of 32.1	TCDS: 5.5:1 ratio (2 teachers) TEC: 17:1 ratio (3.8 teachers)
Special Education 2.0 Behavior Intervention Specialists for district	28:1 RSP, 1 Instructional Assistant for every RSP teacher 14:1 SDC, Instructional Assistants based on student need 55:1 Speech and Language Pathologist Psychologist 3.6 FTE, 0.6 FTE per 4 schools plus 1.0 FTE Travis	28:1 RSP, 1 Instructional Assistant for every RSP teacher 14:1 SDC, Instructional Assistants based on student need 55:1 Speech and Language Pathologist Psychologist 0.6 FTE	28:1 RSP, 1 Instructional Assistant for every RSP teacher 14:1 SDC, Instructional Assistants based on student need 55:1 Speech and Language Pathologist Psychologist 1.0 FTE	0.8 SpEd teacher to serve both TEC and TCDS; services as needed from specialists. Psychologist 0.2 FTE
Nurse		6.5 hours per day, 179 days per year		
Health Technicians	6.5 hours per day per school, 179 days per year	6.5 hours per day, 179 days per year	6.5 hours per day, 179 days per year	Services as needed from other schools
Counselors	0	2.0 FTE	3.0 FTE	0.6 FTE
Social Workers	0	0	0	0
English Language Development	Classroom teacher provides ELD by differentiating instruction and working with a small group of English learners while the rest of the class works independently.	One section of ELD to serve students with CELDT levels 1-5. 59% of English learners enrolled in ELD.	One section of English Immersion to serve students with CELDT levels 1-5. 78% of English learners enrolled in ELD.	ELD from program teacher. (Few English learners were enrolled, not an appropriate placement for students needing ELD.)
Reading/ELA Intervention	Teacher provides reading intervention to small groups while other students work independently, Special Education students may receive reading instruction from Special Education teachers.	No reading classes except for in Special Education.	No reading classes except for in Special Education.	No special reading instruction.
Math Intervention	None.	None.	None.	None.

Algebra Courses Offered		Pre-Algebra Algebra 1, Part A Algebra 1, Part B Algebra Algebra Readiness	Algebra A Algebra 1B Algebra 1 Fundamentals of Algebra Fundamentals of Pre-Algebra Pre-Algebra Basic Conceptual Algebra Functional Algebraic Math	
Textbooks	Textbooks as required by Williams Act.	Textbooks as required by Williams Act.	Textbooks as required by Williams Act.	Textbooks as required by Williams Act.
Intervention Materials	None, except for various materials teachers happened to have.	None.	None.	None.
Librarian			1.0 FTE	
Library Media Technician	6.0 hours per day per school, 179 days per year	7.0 hours per day, 206 days per year	7.0 hours per day, 210 days per year	
Parent information	BTSN and parent conferences	BTSN; 2.5 hour parent conference once per year	BTSN	BTSN
Extended learning			11 additional sections provided to Vanden to allow some students to take 7 classes instead of 6.	
Summer school	None	5 days, 8-11:30, 18 hours total, 40 incoming 7th graders who previous teachers thought would have a hard time adjusting, had bus transportation, purpose was to give students a head start on the transition to middle school	Credit recovery for seniors (priority) and juniors	Credit recovery for seniors (priority) and juniors

The following actions and services in the 2016-19 LCAP describe how actions and services to unduplicated students have been increased or improved over the services provided to unduplicated students in the 2011-12 base program.

- Services to students struggling with reading in elementary schools have been increased by providing a minimum of 150 minutes per week of intensive reading intervention from Intervention Specialists, with 2.0 FTE at Cambridge, Center, and Foxboro and 1.0 FTE at Scandia and Travis. (The number of FTE at each school is determined by the number of unduplicated students, with extra weight on the number of English learners because Intervention Specialists also provide ELD instruction.) Services have been improved through the purchase of research-based intervention curriculum and training of both Intervention Specialists and teachers who work with struggling readers during regrouping.
- Work on progress monitoring assessments improves our ability to identify students in need of intervention and increases our ability to monitor the effectiveness of our actions and services related to the area measured by the assessment.
- Learning time has been increased by adding Tutoring Centers three days a week at our elementary schools. Effectiveness of after school tutoring has been improved by employing high school student tutors as well as teachers, allowing tutoring in very small targeted groups.
- Services to elementary English learners have been increased by providing a minimum of 150 minutes per week of designated ELD instruction. The quality of ELD has been improved through the use of updated ELD materials. In addition, the Tutoring Centers will provide time for students to use *Imagine Learning*, a computer-based programs that support English acquisition. It is important that the 150 minutes of ELD remain focused on direct instruction from a teacher to a small group of English learners, and the Tutoring Centers provide a perfect opportunity to increase ELD learning time over the 150 minutes of designated ELD.
- Jumpstart Kindergarten increases learning time for students entering Kindergarten, and improves their adjustment to school by frontloading them with 16 days of time to learn routines and procedures, how to write their names, and how to work in a group setting. We have added an additional class through Supplemental Grant Funds on top of the four classes provided by First 5 Solano in order to serve unduplicated students who may have had some preschool experience, making them ineligible to participate in the other classes.
- We have reduced class size to an average of 24:1 across TK-3 (from 25.9 in 2011-12 before LCFF and LCAP).
- We have increased and improved services to middle school English learners by providing three sections of designated ELD where students are grouped by English proficiency level. In addition, services have been improved through the use of new ELD materials, and teacher training in the use of these materials. English learners receive a minimum of 220 minutes per week of ELD instruction.

- Services to unduplicated students in middle school have been increased and improved by providing after school tutoring to struggling students.
- Time to learn math has been increased for middle school students by providing concurrent Math Lab courses for strategic support. This improves the access of unduplicated students their grade level math course, keeping more students on the path to success in Algebra 2 and completing the UC a-g entrance requirements.
- Support for middle school students struggling with reading has been increased through implementation of READ 180 classes, and improved because READ 180 is a research-based intervention program.
- For some middle school students, Math Lab classes do not provide enough support for them to access grade level curriculum because of significant learning gaps. Services to these students, including unduplicated students and students with special needs, has been increased and improved through the implementation of Math 180, which is designed to close the skill gaps that prevent students from succeeding in grade level math curriculum.
- Class size has been reduced in middle school Math 7 and Math 8 classes in order to improve student learning and increase success in the college prep math pathway.
- In high school, Math Lab courses provide concurrent strategic support to increase the time available to master math content and improve student outcomes.
- Services to high school English learners have been increased and improved by providing two designated ELD classes. Each class provides a minimum of 250 minutes per week of designated ELD instruction, and having two classes improves the quality of ELD instruction because students can be grouped according to English proficiency.
- Learning time for high school has been increased by providing a Tutoring Center four days per week where teachers and student tutors help struggling students. Math support is a major emphasis of the Tutoring Center, and the addition of tutoring improves math instruction and increases the amount of time and support struggling students receive so that they master math, which is one of our areas of focus.
- We have reduced class size in high school Algebra 1, English 1, and support classes to increase teacher-student contact time and improve learning outcomes.
- Teacher training is provided to improve instruction and increase teacher effectiveness in both the delivery of academic content and in improved support for students struggling with socio-emotional issues.
- Teachers are provided with time to reflect on instruction, data, and best practices through PLCs and time provided to work on pacing guides, assessments, and lessons. These actions increase the quality of instruction provided to students.
- High school summer school increases the time available to master course objectives and improves the graduation rate.
- Alignment of CTE programs to the California CTE Model Curriculum Standards improves program quality and increases alignment to local and regional workforce demands.
- Reducing enrollment barriers to Advanced Placement and other rigorous courses improves the access of unduplicated students to the best possible preparation for college success. Screening and ranking barriers often have a differential negative impact on unduplicated students, who may, because of their life experiences, present as less qualified than advantaged students.
- Implementation of Naviance and improvements to our guidance program are critical components to improving services to unduplicated students, who may not have a college-educated parent at home who knows how to navigate higher education.
- Expanding the dual enrollment program with Solano Community College increases the ability of students to earn college credit before graduation from high school. This is an especially important opportunity for unduplicated students, who may face significant economic barriers to college enrollment.
- The Middle Grades Transition Task Force will develop a plan to increase the success of unduplicated students and improve their success in high school.
- Training Instructional Assistants will improve services to children with exceptional needs, some of whom are also unduplicated students.
- Our implementation of Positive Behavior & Supports (PBIS) will increase time for learning through the reduction of distracting behaviors and improve the success of unduplicated students.
- Social workers increase the socio-emotional support provided to unduplicated students, and help them work through challenges that interfere with school success. Foster children, for example, often struggle with adjustment to a new family and school, and need support in order to benefit from instruction.
- Increasing Behavior Intervention Specialist and Behavior Assistant staffing will improve services to students struggling with behavior and reduce classroom disruption that interferes with the learning of other students.
- The bilingual (Spanish) parent liaison will improve our ability to communicate with families of unduplicated students, including English learners. In addition, relationships developed by the parent liaison will improve student success in school by making parents more aware of the support we provide and more comfortable with their children's participation.
- The Student2Student program, which increases support for new students, includes unduplicated students in leadership roles. Unduplicated students will experience better school outcomes if they are warmly welcomed by their new school.
- STEM-themed summer day camp programs for elementary students provide preferential enrollment for unduplicated students and increase the amount of time they spend learning academic content and skills. In addition, students have opportunities to improve their social skills in a less structured environment than what they experience during the regular school year.

- The middle school summer program provides significant benefits to unduplicated students through activities that support academic success, enhance belonging, and build motivation for success in the following school year.
- After school elementary Arts Adventures and STEM classes provide unduplicated students with learning experiences similar to outside classes available only to more affluent families. This allows unduplicated students to explore their passions and develop their gifts, and helps to close the achievement gap.
- Programming and robotics instruction provides unduplicated students with the opportunity to explore a high-skill, high-wage field. In addition, programming and robotics require teamwork to meet objectives and create projects. Learning to work in a team provides a significant life advantage to unduplicated students.
- Providing a keyboarding program through the schools allows unduplicated students to have access to an important tool for developing 21st century skills that their families might not otherwise be able to afford.
- The purchase of new ELA materials will improve the access of unduplicated students to instruction aligned to California's English language arts standards.
- Parent involvement in decision-making and meetings with foster parents increases the influence of parents of unduplicated students on the district's instructional program and the activities and services in the LCAP. Increasing parent involvement in decision-making and improving relationships between district staff and families improves the quality of our planning and improves our responsiveness to community needs and priorities.
- The Watch D.O.G.S. program involves father and father figures at school, which increases the contact of unduplicated students with positive male role models.
- Translation services and outreach to parents of unduplicated students increases the involvement of parents of unduplicated students in their child's education.
- Providing Parent Project training in the district gives parents of unduplicated students an opportunity to add tools to their parenting toolbox.
- Parent curriculum nights provide parents with an opportunity to find out about what their child will be learning, improving home-school communication and increasing parent involvement.
- READY! for Kindergarten supports families of preschool children in preparing their children for school success. This is especially important for families of unduplicated students, who may not have other resources to bring learning materials into the home.
- Summer bridge materials given to incoming Kindergartners and students moving up to first and second grade provide unduplicated families with an extensive set of learning materials, including math manipulatives, at no cost.

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

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).

8-22-14 [California Department of Education]

Appendix A: Data for 2015 Metrics

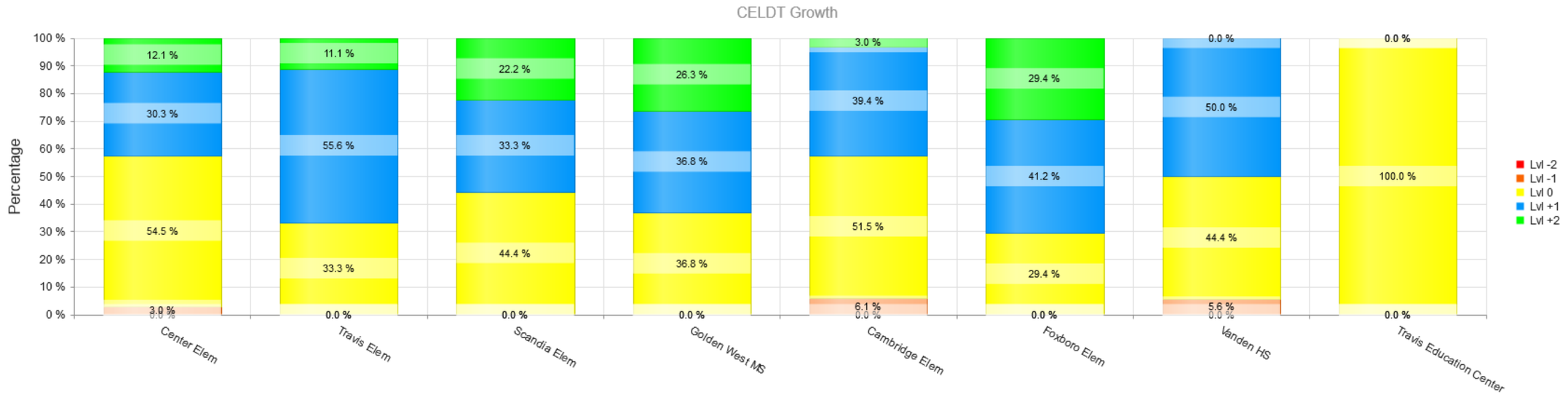
Goal 1: Data Tables

English Learner Progress

- Percentage of English learners making annual progress toward English proficiency (Annual Measureable Achievement Objective 1) [Targets for AMAOs are state defined targets.]
- English learner reclassification rate (Annual Measureable Achievement Objective 2)

	Number of students taking CELDT	AMAO 1: One level of growth in one year (%)	AMAO 2: Students in US schools for **fewer than five** years becoming proficient in English (%)	AMAO 2: Students in US schools for **more than five** years becoming proficient in English (%)
2013-14 State Target		59.0	22.8	49.0
2013-14 District	161	54.0	22.1	45.8
2013-14 Cambridge	49	55.1	30.4	
2013-14 Center	40	47.5	18.6	
2014-15 State Target		60.5	24.2	50.9
2014-15 District	152	56.0	20.8	41.7
2014-15 Cambridge	41	47.5	15.2	
2104-15 Center	33	45.5	17.9	
2015-16 State Target		62.0	25.5	52.8
2015-16 District	187	52.2	35.0	15.0
2015-16 Cambridge	47	42.4	40.0	
2015-16 Center	10	42.4	24.0	
2016-17 State Target		Not yet established by state	Not yet established by state	Not yet established by state
2016-17 District				
2016-17 Cambridge				
2016-17 Center				
2017-18 State Target		Not yet established by state	Not yet established by state	Not yet established by state
2017-18 District				
2017-18 Cambridge				
2017-18 Center				

Metric 1E: Number of English learners making annual growth on the CELDT



UC a-g College Entrance Requirement and Career Technical Education (CTE) Sequence Completion

Percentage of Vanden High School 12th grade students who have completed the UC a-g college entrance requirements or CTE sequences that align with state standards

	All Students	African American	Asian	Filipino	Hispanic or Latino	Native Hawaiian or Pacific Islander	White	Military Affiliated	English Learners	RFEP	Students with Disabilities	Socioeconomically Disadvantaged	Male	Female
2015 Graduates completing UC a-g	39%	28%	63%	57%	28%	38%	41%	41%	40%	48%	4%	30%	32%	47%
2014 Graduates completing UC a-g	50%	37%	74%	60%	43%	*	49%	45%	0	53%	4%		43%	55%
2014 Graduates completing CTE sequence	22%	29%	11%	33%	13%	22%	21%	20%	25%	19%	27%		21%	23%
2013 Graduates completing UC a-g	46%	33%	65%	64%	40%	28%	48%	52%	0	52%	6%		38%	54%
2013 Graduates completing CTE sequence	25%	32%	15%	13%	32%	43%	24%	20%	25%	26%	50%		27%	23%

Goal 2: Data Tables and Information

State Priority 7: Course Access

Students are enrolled in broad courses of study that includes all of the subject areas listed in the Education Code in Sections 51210 and 51220(a-i)

Education Code §51210 outlines the course of study for grades 1-6. 100% of students receive instruction in all of the included areas: English, math, social science, science, visual and performing arts, health, and physical education. All elementary schools meet the Education Code §51210.1 requirement of 200 minutes of PE in 10 schooldays through a combination of Jumpstart PE, a morning exercise period led by a PE teacher, and PE classes taught by PE teachers that are part of the teacher preparation time requirements in the TUTA contract. Evidence for this may be found in prep PE, music, and teacher/grade level weekly instructional schedules. [Principals]

Education Code §51220(a-i) lists required subject areas for secondary schools: English, social science, foreign language, physical education, science, mathematics, visual and performing arts, applied arts, Career Technical Education, and automobile driver education. 100% of students have access to these courses during their high school years. Evidence that our schools meet this requirement may be found in secondary school master schedules and our graduation requirements. [Principals]

Programs and services for unduplicated students

This list includes some highlights of programs and services for unduplicated students. Support programs are available to all students who need them. In addition to the academic programs shown below, unduplicated students participate in enrichment in the arts and robotics, which also helps to close the achievement gap.

2015-16 Programs and Services	English Learners	Socioeconomically Disadvantaged Students	Foster Youth
Elementary Schools	• English Language Development instruction, minimum of 150 minutes per week from Intervention Specialist; ELD software • ELD progress monitoring assessments to make sure all children are making expected progress • After school elementary math support • SDAIE strategies used in regular classrooms • Interpreters for families as needed • Summer ELD day camp focused on STEM • *Math in Focus* math program makes extensive use of manipulatives and other non-verbal supports for understanding • Arts Adventures after school program includes vocabulary and CA standards ELA instruction (no cost) • Keyboarding and computer skills instruction • Translation services for family communication	• After school math support • Intervention Specialists to provide targeted instruction in reading • ELA regrouping 30 minutes each day to provide each student with the instruction they need to take the next step forward • Summer day camp focused on STEM • Ready for First Grade summer home learning program • Arts Adventures after school program includes vocabulary and CA standards ELA instruction (no cost) • Keyboarding and computer skills instruction • READY! for Kindergarten program	• After school tutoring, customized to the unique scheduling needs of foster children • Intervention Specialists to provide targeted instruction in reading • After school math support • Summer day camp focused on STEM • County tutoring referrals • Ready for First Grade summer home learning program • Arts Adventures after school program includes vocabulary and CA standards ELA instruction (no cost) • Keyboarding and computer skills instruction • READY! for Kindergarten program • Meetings with foster parents
Middle Schools	• One or two periods of ELD daily, depending on student need • NCLB tutoring • Reduced class size in Math 7 and Math 8 • SDAIE strategies used in regular classrooms • Interpreters for families as needed • Summer Adventure program • Naviance system for exploring careers • Translation services for family communication	• Math 7 Lab and Math 8 Lab classes • Reduced class size in Math 7 and Math 8 • NCLB tutoring • Summer Adventure program • Naviance system for exploring careers	• Math 7 Lab and Math 8 Lab classes • NCLB tutoring customized to the unique scheduling needs of foster children • Reduced class size in Math 7 and Math 8 • Summer Adventure program • Naviance system for exploring careers
High Schools	• One or two periods (depending on student needs) of ELD daily • Vanden Tutoring Center support • SDAIE strategies used in regular classrooms • Interpreters for families as needed • Credit recovery opportunities during the regular day, 7th period, online, or in summer school • Translation services for family communication • Naviance system for exploring careers	• Math Lab classes • Vanden Tutoring Center support • Smaller learning environment at TEC, with a low ratio of students to staff to allow for building relationships • Credit recovery opportunities during the regular day, 7th period, online, or in summer school • Naviance system for exploring careers	• Math Lab classes in Algebra 1, Geometry, Algebra 2 • Vanden Tutoring Center support • Credit recovery opportunities during the regular day, 7th period, online, or in summer school • Naviance system for exploring careers

Programs and services for students with special needs

District services for all schools	Elementary schools	Middle school	High schools
• Student Study Teams for intervention prior to referral • School psychologist and speech/language services • Occupational therapist • Behavior specialists • District nurse, and health care specialists at each school • Assistive technology and vision services through SCOE	• Learning Center programs at all schools • K-1 Special Day Class (SAIL therapeutic autism program) • K Special Day Class (mild to moderate) • Extended School Year summer program	• Resource Center program for ELA and math • Curriculum support classes • 7-8 Special Day Class (mild to moderate) • Extended School Year summer program	• Resource Center program for ELA and math • Curriculum support classes • Learning Lab • Workability program • Resource specialists for academic support in alternative education programs • Extended School Year summer program

Goal 4: Data Tables

State Priority 5: Student Engagement

School attendance rates

The data below shows that the district's attendance rate, school attendance rates, and subgroup attendance rates are not interfering with academic success, except for in alternative education and recently for students with disabilities. Instead of focusing on schools or subgroups, our improvement targets focus on supporting individual students whose poor attendance is interfering with learning. Data about chronic absenteeism is shown in B, below. Students who are truant or who have excessive excused absences are identified through our attendance monitoring system for SARB intervention. We believe that setting a target to reduce chronic absenteeism will be more effective in changing attendance behavior that damages learning than setting targets for improvement when rates are already over 95%.

	District	Cambridge	Center	Foxboro	Scandia	Travis	Golden West	Vanden	Travis Education Center	Male	Female	African American	Asian	Filipino	Hispanic or Latino	Native Hawaiian or Pacific Islander	White	Military Affiliated	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	Unduplicated Students
2015-16 (through 3/10)	96.9	96.5	96.8	97.0	97.6	97.6	97.1	96.7	92.3	97.0	97.0	97.0	98.0	97.7	96.6	95.5	96.8	97.5	96.6	97.2	96.6	97.9	97.0
2014-15 (end of year)	96.6	96.3	96.3	96.7	97.3	97.3	96.7	96.7	91.4	96.6	96.6	96.5	97.3	97.3	96.1	95.8	96.6	97.2	96.3	97.3	96.1	97.4	96.3
2014-15 (through 3/25)	96.8	96.5	96.5	95.7	97.6	97.2	97.0	96.9	93.2	96.6	96.9	95.9	97.3	97.4	96.6	96.5	96.9	97.3	96.0	97.6	94.9		
2013-14	96.9	96.8	97.1	97.2	97.2	97.1	96.9	96.8	91.5	97.0	96.9	96.8	97.4	97.6	96.6	96.4	96.9	97.2	96.8	96.8	96.5		
2012-13	97.0	97.0	96.4	97.0	97.3	97.6	97.1	96.7	86.4	97.1	96.9	97.0	97.3	97.7	96.6	96.2	96.8	97.3	96.6	97.0	96.3		

Dark green: 97% and above. Light green: 96-96.9%. Yellow: 95-95.9%. Orange: 90.1-94.9%. Red: 90% and below (state definition of chronic absence).

Attendance by grade level

	TK	K	1	2	3	4	5	6	7	8	9	10	11	12
2015-16 Attendance percentage (through 3/10)	93.7	96.3	97.0	97.3	97.2	97.3	97.5	97.5	97.3	96.9	97.0	97.0	96.3	95.6
2014-15 Attendance percentage	94.8	95.8	96.8	97.0	96.7	97.0	96.9	97.1	97.0	96.4	96.7	96.4	96.0	96.1

Chronic absenteeism rates

	Cambridge	Center	Foxboro	Scandia	Travis	Golden West	Vanden	Travis Education Center	African American	Asian	Filipino	Hispanic or Latino	Native Hawaiian or Pacific Islander	White	English Learners	Students with Disabilities
Percent 2015-16 (through 3/10)	5.0	4.1	3.5	1.8	2.4	5.3	6.5	26.0	5.3	3.2	2.8	5.8	11.4	0.4	5.1	6.7
Number of students 2015-16 (through 3/10)	29	20	24	10	11	47	107	13	33	7	15	69	8	8	10	37
Percent 2014-15 full year	5.2	5.7	2.3	2.1	1.6	5.4	5.0	29.6	5.4	2.8	3.3	5.7	10.8	4.2	3.2	6.3
Number of students 2014-15 full year	30	30	17	11	7	45	79	16	35	6	17	65	7	89	5	36
Percent 2014-15 (through 4/14)	5.5	5.4	2.3	1.7	2.2	4.4	4.6	17.7	4.3	3.2	2.9	5.3	5.5	3.9	2.0	4.6
Number of students	32	30	17	9	10	37	73	11	40	12	19	61	8	98	4	30

The data above demonstrates the need to continue our current focus on attendance improvement in alternative education. However, the data is not very useful in helping us identify other areas where attendance needs improvement, so we took another look at the data by grade level to select an area of focus for attendance improvement for the 2015-16 school year.

0-2% dark green, 3% light green, 4% yellow, 5% light orange, 6-7% dark orange, 8% and above red.

Grade	TK	K	1	2	3	4	5	6	7	8	9	10	11	12
Number 2015-16 to 3/10	11	26	16	9	8	11	6	9	23	25	26	23	38	43
Percent 2015-16 to 3/10	22.9	6.9	4.3	2.6	1.9	2.8	1.5	2.2	4.9	5.9	5.9	5.0	9.3	10.5
Percent 2014-15 full year	14.3	7.3	3.1	2.2	3.8	1.2	3.3	2.4	3.7	7.4	4.7	5.3	6.4	7.3
Percent 2014-15 to 4/14		9.6	2.3	2.2	3.2	1.7	2.5	2.1	3.9	5.0	3.6	5.9	2.8	6.2

(Data does not include students in alternative education where positive attendance is taken.)

High school dropout rates

	State	County	District	Asian	African American	Filipino	Hispanic or Latino	Native Hawaiian or Pacific Islander	White	Two or More Races	English Learners	Students with Disabilities	Socioeconomically Disadvantaged	Male	Female	Vanden High	TEC	TCDS	Travis Independent Study
2014	2.8	2.6	0.5	1.0	0.4	0.0	1.1	0.0	0.3	0.0	5.9			0.6	0.4	0.2	0.0	25.0	50.0
2013	11.4	13.4	4.9	4.3	1.3	3.6	3.1	14.3	7.1	9.1	25.0	10.2	9.7	5.8	3.9	0.2	14.1	12.5	60.0
2012	13.1	16.3	2.4	4.0	0.0	0.0	6.5	0.0	2.4	0.0	25.0	2.6	6.5	2.4	2.4	0.1	7.2	0.0	28.6
2011	14.7	19.9	5.2	14.3	7.1	2.7	4.2	0.0	5.1	0.0	8.3	12.1	9.4	3.7	6.6	0.1	14.5	33.3	58.3

Green = fewer dropouts than the state average. Yellow = equal to the state average. Orange = more dropouts than the state average. Red = more than 10% above the state average.

Target: 75% or more of the boxes above are green or yellow (at or below state overall dropout rate). For 2013, 41/51 boxes are green, or 80%.

High School Graduation Rates

	State	County	District	Asian	African American	Filipino	Hispanic or Latino	Native Hawaiian or Pacific Islander	White	Two or More Races	English Learners	Students with Disabilities	Socioeconomically Disadvantaged	Male	Female	Vanden High	TEC	TCDS	Independent Study
2015	81.5		95.0	90.5	96.7	100.0	94.5	100.0	93.4	95.7	90.0	64.4	94.3	93.1	97.2	96.7	100.0	*	33.3
2014	81.0	84.0	97.3	97.1	97.7	100.0	94.4	100.0	97.7	94.7	70.0	79.1	95.0	95.9	98.4	98.8	93.7	*	87.5
2013	80.4	81.5	94.0	95.7	98.7	94.6	94.6	85.7	91.7	90.9	75.0	83.7	89.0	91.9	96.1	99.0	73.0	*	44.4
2012	78.9	78.1	96.2	92.0	98.7	100.0	90.9	100.0	96.4	100.0	75.0	89.7	90.7	94.8	97.6	98.9	90.9	*	42.9
2011	77.1	74.6	93.8	85.7	90.6	97.3	95.8	100.0	93.7	100.0	91.7	78.8	89.4	94.8	92.9	97.3	90.2	*	33.3

Green = above the state average; Yellow = at the state average; Orange = up to 10% below the state average; Red = more than 10% below the state average.

* ASAM school that gets the district rate; no separate data is available.

State Priority 6: School Climate

Suspension rates

State Suspension Rate Data: percentage of students suspended at least once during the school year

	Cambridge Elementary	Center Elementary	Foxboro Elementary	Scandia Elementary	Travis Elementary	Golden West Middle	Vanden High	Travis Education Center	Travis Independent Study	Travis Community Day School	District	Solano County	California
2015-16 to 3/29	2.8	6.0	2.0	2.5	1.5	11.4	5.1	32.8	0.0	100.0	5.2		
2014-15	4.0	5.0	1.9	2.6	2.2	11.4	8.6	113.2	0.0	107.7	5.7	7.1	3.8
2013-14	2.8	2.1	1.6	3.2	0.2	11.0	6.6	30.5	0.0	24.1	5.3	9.0	4.4
2012-13	3.1	3.4	2.1	3.0	1.7	10.7	5.4	28.6	0.0	45.0	5.3	9.4	5.1
2011-12	6.0	4.1	2.5	5.6	2.9	11.8	7.7	29.8	0.0	40.9	7.1	10.5	5.7

Other measures of safety and school connectedness

California Healthy Kids Survey Data from the 2013-14 and 2011-12 Secondary Surveys and the 2015-16 survey given to grades 5, 7, 9, and 11.

	2015-16				2013-14			2011-12		
	Grade 5	Grade 7	Grade 9	Grade 11	Grade 7	Grade 9	Grade 11	Grade 7	Grade 9	Grade 11
School connectedness (rated high)	52	52	38	41	45	40	37	58	46	50
Caring adult relationships (rated high)	60	31	27	36	32	26	37	34	32	53
School perceived as very safe or safe	78	61	53	66	64	68	75	57	68	80
Experienced any harassment or bullying	54	51	40	34	48	43	24	42	36	26