

Introduction:**LEA:** Central Unified**Contact:** Mark G Sutton, Superintendent, msutton@centralusd.k12.ca.us, (559)274-4700**LCAP Year:** 2016-17***Local Control and Accountability plan and Annual Update Template***

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

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

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

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

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education

Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP

Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP) information and requirements have been shared through the established structures described in the Annual Update section. In order to increase engagement and give all stakeholders increased opportunity to understand the funding formula and to provide informed input for the annual update and 2016-17 LCAP, the district took the following additional steps:

Reflection on the 2015-16 process for 2016-17 LCAP

Based on feedback, the stakeholder input process from 2015-16 was organized, the input received reflected in the plan, and the number of stakeholders was increased from the previous year, however the number of parents/community members could be improved and increasing community involvement is essential. The district created an LCAP at a Glance brochure that summarized our LCAP in an attractive, easy to understand format. These were provided to sites for distribution at events and school site advisory groups. Parents appreciated the document and stated that it increased their interest in attending the input sessions. Input sessions were conducted for parents/guardians, teachers, classified staff, administrators, students and bargaining unit members. All principals were trained to facilitate LCAP stakeholder meetings for their sites' parents/community members, teachers and certificated staff. The intent was that principals would facilitate the meetings, but this did not happen at all sites. All sites held sessions, but one was facilitated by another site administrator who had not attended the training. There is a need to ensure trained principals facilitate these input sessions. Based on responses from one site, announcements regarding these input sessions could have been communicated in a more timely manner.

If parents were not able to attend their site session, regional input sessions were conducted at each of the three middle schools by the middle school principals. Interpretation in Spanish, Punjabi and Hmong and child care were provided at the site and regional meetings. Other feedback received about the parent/community input sessions was that both dates were on a Wednesday and some parents are involved in church activities and this year the date chosen for the site meetings was Ash Wednesday. Other suggestions were to offer daytime sessions for parents who work, as well as, evening input sessions and to link the meetings with a student centered activity or presentation as an added incentive to attend. The district will take these comments into consideration when scheduling the sessions for the 2017-18 input.

Central Unified staff has identified program strengths and needs by compiling stakeholder input. Input was documented through note taking during stakeholder meetings. Input was organized around the eight state priorities. The Central Unified Guiding Principles and the 2015-16 LCAP provided current information on programs and support for every student. This information was presented to stakeholder groups as District focus areas: college, career and community readiness for every student; common core state standards implementation; meeting the academic, social, and emotional needs of every student, and providing effective instruction using state adopted, board approved instructional materials.

Through the stakeholder input process, the top four priority areas identified were

1. Caring and effective staff
2. Positive school climate by meeting student needs including social/emotional learning and behaviors
3. Mastery of content for core areas
4. College and career readiness through increased opportunities, explorations and counseling support

The LCAP includes, as a result of the stakeholder input sessions, the following:

- Implementation of a Multi-Tiered System of Supports for Students' Social/Emotional Learning
- Adjustment and improvement to Multi-Tiered System of Support for Students' Behavior
- Continuance of increasing learning opportunities such as before and afterschool programs, summer learning opportunities, enrichment and educational field trips including visits to local colleges
- Focus on student name, student interests, student needs through continuance of mentoring programs, fine arts program, GATE and advanced learner programs, academic competitions, English learner program, Foster Youth and Homeless assistance
- Systemic changes to ensure effective instructional delivery system, expanded professional development and parent engagement systems

2016-17 Stakeholder input and consultation

Stakeholders were informed of the input process and calendar by District and school site web postings, flyers (English and Spanish) and District Blackboard Connect messages (English, Spanish, Punjabi). School sites also informed their parents through SSC, ELAC, PTA and weekly Blackboard Connect site messages. DAC and DELAC representatives informed their committees of the importance of parent input and encouraged their members to attend.

The district provided training, support and materials for principals to facilitate a portion of the annual update and stakeholder input meetings. On February 10, 2016, stakeholder meetings were conducted by principals at all school sites. For classified and certificated personnel, meetings were conducted during the Principal Day meeting. For parents/guardians and community members, it was conducted in the evening with child care and Spanish interpretation at all sites. If needed, interpretation in Punjabi and Hmong was available.

A make up meeting date for staff was provided for those who missed initial meeting. For parents/guardians and community members, an alternate meeting date was provided using the regional meeting model. On February 24, 2016, the meetings were facilitated by the middle school principals at their centrally located sites. Elementary feeder school principals and district office staff attended the input sessions. Spanish, Punjabi and Hmong interpretation and child care were provided for the evening meetings. Principals continue LCAP training and discussions with their School Site Councils and Advisory Committees at regularly scheduled meetings.

At all input meetings, the District's Guiding Principles, LCFF funding formula, eight state priorities, district LCAP goals and data were presented. Examples of data shared are:

- Student proficiency in ELA and Math measured by results of SBAC testing to provide a baseline of student achievement
- Percent of students enrolled in college the fall immediately after high school as collected by the National Student Clearinghouse
- Connectedness to school through increased opportunities and participation in academic competitions, athletics, VAPA, service clubs, etc.
- Facilities repair status, core materials and highly qualified teacher percentages

These high priority areas were incorporated into the LCAP and funding provided as necessary to implement.

- Increased number of parent workshops and participation, as well as, new personnel to fill parent engagement positions (community liaisons and district interpreter/translator)
- Growth in language acquisition of EL students on CELDT for past six years
- Closing the experience gap through use of 1 to 1 technology devices, internet access and open source materials
- Other metrics such as attendance rates, chronic absenteeism, graduation rates, AP pass rates, etc. were available through the CUSD LCAP-at-a-Glance brochure that were available at the input sessions

Stakeholders then provided input on what we could do better and what was important to them based on progress data. Notes on their responses were shown on a projector to ensure the statements accurately reflected the stakeholder's intent. Stakeholders focused on improved School Climate, Safe Schools, Qualified Teachers and Staff, Sufficient Instructional Materials, Facilities in good repair, Academic Success and College/Career Readiness (especially for ELs, Low income, Foster youth and Homeless), Student Engagement and Motivation, and Parent Engagement.

Participants at the end of the sessions were asked to identify what they believe are the three most important actions to take or modify to support students within the state's eight priority areas.

Using the same meeting protocol, the following stakeholder groups provided their input during the months of February and March:

Bargaining units-CUTA on February 24, 2016 and CSEA on February 11, 2016

Administrators and Principals on February 1, 2016

District Office Certificated and Classified Staff on February 10, 2016

Migrant PAC on February 29, 2016.

DELAC representatives received training on LCFF and LCAP at their October 16th meeting and reviewed progress data at their January 29th meeting in preparation for their input at the March 8th meeting.

DAC received training at the October 5th meeting and reviewed progress data at the October 29th meeting in preparation for providing input at

their site stakeholder meetings. On February 1st they identified barriers to parent involvement and brainstormed possible solutions. DAC membership represents parents/guardians of unduplicated count students.

Student input sessions were conducted during this same timeframe. Site principals facilitated the discussions with student representatives of the unduplicated count students. Students' suggestions from the previous year were read and analyzed for implementation. Students were then asked, "How do we increase successful outcomes for English learners?" Students provided their suggestions such as afterschool classes/tutoring, peer tutors and field trips. The same procedure was followed for receiving input for foster youth success. Examples of their suggestions for foster youth were to show you care and talk with them, field trips, afterschool opportunities, and counseling support if needed. Suggestions for students with limited resources were tutoring, field trips, opportunities to participate in sports, dance, music, afterschool programs, talent shows and other activities.

The Supervisor of Secondary Education met with representative groups at the middle schools, comprehensive high school and the alternative education programs. These students responded to the following prompts:

How can we connect you to school?

What does being prepared for college, career and community mean to you?

How do we increase successful outcomes for English learners?

How do we increase successful outcomes for foster youth?

How do we increase successful outcomes for students with limited resources?

Some responses about connecting students to school were the following: caring teachers, don't teach what we already know, support for those who need extra help including incentives and recognition for progress made, and offer more assemblies, guest speakers and clubs etc.

Student comments about the meaning of being prepared for college, career and community were as follows: need to know what careers are

out there, goal setting, provide more college and career guidance and teach the students in the way that best suits them so they can be ready to take college level classes.

Suggestions to improve outcomes for the various groups included:

For English learners-tutors, make learning English fun by singing or coming up with learning games and giving them more help and guidance during and after the school day

For foster youth-afterschool programs that provide academic and social and emotional support, give them a little bit more attention, show them that dropping out of school isn't the answer, they can excel-give them hope

For students with limited resources-teachers who can relate and connect to students, community resources list for parents, field trips, more access to career center teacher, tutoring, mentoring and homework club.

We are proud of our students and the input they provide. We appreciate and take seriously the input of all of our stakeholder groups.

The Superintendent encouraged the community to continue to provide input through emails to him.

DAC met on May 9, 2016 and DELAC on May 6, 2016. Staff shared the stakeholder input documents and reviewed the draft LCAP. Comments from each committee were submitted for the superintendent's written response on May 10th.

DELAC is supportive of the plan. They did ask about how the district develops the modernization plan and identifies priority sites and if the superintendent meets with students at all school sites to get their perspective. They also would like to visit school sites with him. DAC is very supportive of the draft plan. They did want to know if Central could offer a program like the partnership between Fresno and Clovis Unified with The Center for Advanced Research and Technology and if the district could pay for and administer the SAT for all juniors during the school day. The committees received the superintendent's response via email and a hard copy by mail on May 26th for DELAC and June 1st for DAC. Committee members were also reminded and encouraged to attend the June 14th public hearing and LCAP approval by the school board on June 28th.

A copy of the draft LCAP was made available to the Central Unified community May 25th on the District website. Hard copies were provided upon request.

Approval process

The CUSD School Board received the draft LCAP for information at their meeting on May 24, 2016. A public hearing on the LCAP and district budget was held on June 14, 2016. The meeting minutes reflect comments from the public. The CUSD School Board approved the LCAP on June 28, 2016.

Annual Update:

Central Unified School District has an established process for engaging stakeholders in reviewing information (quantitative and qualitative) and providing input on the direction of the district. Twice during the school year (September and February) progress monitoring data is shared at school board meetings by the Executive Services, Human Resources and Educational Services divisions with a focus of impact on student learning, school connectedness, attendance, behavior and college/career readiness. Other stakeholder data sharing and input occurs through the following structures:

- Student Learning Forums are conducted where principals work with site staff to analyze progress monitoring data, and identify ways to meet the needs of their students. Then they confer with district staff and their peers to share best practices which guides actions at the site through professional development, implementation of student supports, and efforts to create a culture where every student succeeds
- Beginning of the year activities and parent conferences where site leaders share data and achievement goals and receive input from staff, parents and students
- ELAC and SSC where data and input is received with a focus on English learner progress and closing the achievement gap for struggling students
- Meeting evaluation forms and parent input forms are made available and completed by parent advisory committee members during each meeting at the district level
- Annual parent surveys which inform actions included in the district instructional action plan and LCAP

Annual Update:

As a result of the annual stakeholder update process, the following are areas for continued support in the 2016-17 LCAP

- Continue to build capacity of staff to meet the needs of ELs, at risk students and foster youth academically and social/emotionally
- Provide trained teachers/counselors/mentors who care about and understand group home/ foster youth
- Provide rigorous coursework and challenges for all students including ELs, students of poverty, Foster Youth, Special Education and advanced students in order to be prepared for success in any UC, state, community college or technical education system
- Communicate effectively with students and parents about academic counseling support, a-g requirements and how this impacts college readiness
- Appropriate program placement with highly qualified staff for English learners. Professional development and coaching support for teachers in key strategies (Standards based language objective, scaffolded instruction, intentional grouping, integration of processes, appropriate assessments)
- Continue tutoring and afterschool programs
- Technology and internet access provides equity of access for all students. Continue professional development in use of technology for instruction and providing support staff for assistance
- Community liaisons beginning to make connections with parents at the identified sites resulting in increased parent

<ul style="list-style-type: none"> Community members and Superintendent/district staff information and feedback meetings with such groups as STRIVE, Fresno Compact, First Five, Fresno Business Council, Highway City Development Council, Department of Social Services, Kaiser Permanente, local Rotary Club, Institutions of Higher Education and Comprehensive Youth Services Other established collaborative structures for two-way communication with various stakeholder groups are: Superintendent Advisory Council(Parents), Professional Consultation Committees (PCC) by content area (teacher/district and site administration), DELAC, DAC, GATE Parents, Migrant Parent Advisory (PAC), Teacher Collaboratives, Instructional Coaches Cadre, Math, ELA and Early Childhood Education Vertical Teams, Bargaining Units, Curriculum Instruction Advisory Council, Administrative Council, Principal's In-Depth, New Leader's Academy, and Group Home Advisory Council 	<p>engagement and some parents desiring to take part in parent leadership roles</p> <ul style="list-style-type: none"> Facilities with a good or better overall score increased from 62% to 100% but better curb appeal and cleanliness is a concern for older sites
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

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

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

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

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with,

and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

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

Goal: Describe the goal:

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

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

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

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

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

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

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

Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

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

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

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

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

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

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	Goal 1: Every student meets or exceeds grade level core standards	Related State and/or Local Priorities: _1 X 2 _3 X 4 _5 _6 _7 _8 Local: N/A
Identified Need:	<p>Need: Every student to master grade level standards, currently not all students are mastering grade level standards. CUSD's overall scores for our students in grades 3-8 and 11 who are meeting or exceeding standards were in ELA 31% and Math 22%. At each grade level CUSD and Fresno County score below the state average.</p> <p>The lowest performing subgroups in ELA are English Learners at 4%, Special Education at 8% and Foster Youth at 12%. The lowest performing subgroups in Math are English Learners at 6%, Special Education at 7%, and Foster Youth and African American at 11%.</p> <p>Early literacy results based on Fountas and Pinnell Benchmark Assessment System (December) indicate that overall growth in students meeting reading expectations has increased every year for the past three years in grades TK through 2nd grade. Ten of 13 school sites have average scores on the December 2015 assessment of 74% or better for 2nd grade. When comparing 2014-15 to 2015-16 on December results, students demonstrated a 3% increase from 59% to 62% meeting reading expectations.</p> <p>There is a need to provide professional development and coaching on critical thinking skills in ELA and communicating reasoning in Math and focused designated and integrated English language development using CUSD key strategies. For all content areas, Central must build adult capacity in literacy development, individualized practice, integrated projects for authentic demonstration of mastery and adjusting administrative support for data analysis and program monitoring.</p>	
Goal Applies to:	Schools: All Grades: All	
	Applicable Pupil Subgroups:	All
LCAP Year 1		

Expected Annual Measurable Outcomes:	1. Increase percent of students mastering grade level common core standards in ELA & Math by 2% as measured by CAASPP (State Standards Implementation/Pupil Achievement) 2. Increase percent of first grade students meeting or exceeding expectations for reading by 2% as measured by Fountas and Pinnell Benchmark Assessment System (State Standards Implementation/Pupil Achievement) 3. Academic Performance Index (API)-Suspended		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1.1 Access to core curriculum materials in all content areas-Math, ELA, ELD, Science, Social Science, the Arts and PE	All schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Curriculum \$ 579,125 LCFF Base
1.1.2 Provide standards aligned supplemental materials for all core areas to meet individual student needs principally directed for the unduplicated count students due to the benefits of exposure to concepts in multiple contexts to increase comprehension	District wide Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	Materials \$ 1,588,375 LCFF S/C
1.1.3 Provide technology to support access to core	District wide Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	1 to 1 Technology \$ 1,000,000 LCFF S/C

<p>1.1.4 Continue to staff middle schools with teacher librarians since data shows there is a gap in reading and writing for our unduplicated count students and they have the greatest challenge in accessing materials. Studies support the positive impact teacher librarians have on student achievement</p> <p>Full time school librarians linked to higher student reading scores Barack, L. (2012, March)</p> <p>Want better reading scores? Hire a full-time librarian. Klenke, A (2012)</p>	<p>District wide</p> <p>Grades: 7th, 8th</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Salaries</p> <p>\$ 294,247</p> <p>LCFF S/C</p>
<p>1.1.5 Increase access to e-books and digital resources in English and other languages through partnership with county library</p>	<p>All schools</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No cost</p>
<p>1.1.6 Continue to develop and pilot formative and summative assessments for core areas (ELA/ELD, Math, Science, History/Social Science)</p>	<p>All schools</p> <p>Grades: All</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Material, staffing & facilities funding in Goal 4</p> <p>1.4.1 through 1.4.3</p>

<p>1.1.7 Continue to provide access to technology assisted instruction to close the experience gap through use of individual technology devices with internet access to ensure primarily that unduplicated count students have access which is an area of need based on parent survey results</p> <p>Waxman, H.C., Lin, M., and Michko, G.M. (2003) report on evidence from 42 primary sources, positive effects of technology on cognition, affect and behavior</p> <p>http://treeves.coe.uga.edu/edit6900/metaanalysisNCREL.pdf</p>	<p>School wide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Internet access</p> <p>\$ 877,000</p> <p>LCFF S/C</p>
<p>1.1.8 Implementation of newly adopted, standards aligned, state and Board adopted Math curriculum with teacher training at the elementary level</p>	<p>All Elementary Schools</p> <p>Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Curriculum</p> <p>\$ 727,353</p> <p>Lottery funds</p> <p>\$ 1,211,101</p> <p>LCFF Base</p>
<p>1.1.9 Implementation of newly adopted, standards aligned, Board adopted mathematics curriculum with teacher training at the secondary level (Math 3)</p>	<p>All High Schools</p> <p>Grades: 10th, 11th, 12th</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Materials, staffing and facilities funding in Goal 4</p> <p>1.4.1 through 1.4.3</p>
LCAP Year 2			

Expected Annual Measurable Outcomes:	1. Increase percent of students mastering grade level common core standards in ELA & Math by 2% as measured by CAASPP (State Standards Implementation/Pupil Achievement) 2. Increase percent of first grade students meeting or exceeding expectations for reading by 2% as measured by Fountas and Pinnell Benchmark Assessment System (State Standards Implementation/Pupil Achievement) 3. Academic Performance Index (API)-Suspended		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1.1 Access to core curriculum materials in all content areas-Math, ELA, ELD, Science, Social Science, the Arts and PE	All schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Curriculum \$ 590,708 LCFF Base
2.1.2 Provide standards aligned supplemental materials for all core areas to meet individual student needs principally for the unduplicated count students due to their need for exposure to concepts in multiple contexts to increase comprehension	District wide Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	Materials \$ 1,602,143 LCFF S/C
2.1.3 Provide technology to support access to core	District wide Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	1 to 1 Technology \$ 1,000,000 LCFF S/C

<p>2.1.4 Continue to staff middle schools with teacher librarians since data shows there is a gap in reading and writing for our unduplicated count students and they have the greatest challenge in accessing materials. Studies support the positive impact teacher librarians have on student achievement</p> <p>Full time school librarians linked to higher student reading scores Barack, L. (2012, March)</p> <p>Want better reading scores? Hire a full-time librarian. Klenke, A (2012)</p>	<p>District wide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Salaries</p> <p>\$ 300,132</p> <p>LCFF S/C</p>
<p>2.1.5 Increase access to e-books and digital resources in English and other languages through partnership with county library</p>	<p>All schools</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>No cost</p>
<p>2.1.6 Administer formative and summative assessments for core areas (ELA/ELD, Math, Science, History/Social Science, VAPA and PE)</p>	<p>All schools</p> <p>Grades: All</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Material, staffing & facilities funding in Goal 4</p> <p>2.4.1 through 2.4.3</p>

2.1.7 Continue to provide access to technology assisted instruction to close the experience gap through use of individual technology devices with internet access to ensure primarily that unduplicated count students have access which is an area of need based on parent survey results	School wide Grades: All	<input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other	Internet access \$ 877,000 LCFF S/C
2.1.8 Implementation of newly adopted, standards aligned, state adopted ELA/ELD curriculum with teacher training at the elementary level	All Elementary Schools Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Curriculum \$ 741,900 Lottery funds \$1,234,323 LCFF Base
LCAP Year 3			
Expected Annual Measurable Outcomes:	1. Increase percent of students mastering grade level common core standards in ELA & Math by 2% as measured by CAASPP (State Standards Implementation/Pupil Achievement) 2. Increase percent of first grade students meeting or exceeding expectations for reading by 2% as measured by Fountas and Pinnell Benchmark Assessment System (State Standards Implementation/Pupil Achievement) 3. Academic Performance Index (API)-Suspended		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

3.1.1 Access to core curriculum materials in all content areas-Math, ELA, ELD, Science, Social Science, the Arts and PE	All schools Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Curriculum \$ 602,290 LCFF Base
3.1.2 Provide standards aligned supplemental materials for all core areas to meet individual student needs principally for the unduplicated count students due to their need for exposure to concepts in multiple contexts to increase comprehension	District wide Grades: All	<input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other	Materials \$ 1,651,910 LCFF S/C
3.1.3 Provide technology to support access to core	District wide Grades: All	<input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other	Technology \$ 1,000,000 LCFF Base

<p>3.1.4 Continue to staff middle schools with teacher librarians since data shows there is a gap in reading and writing for our unduplicated count students and they have the greatest challenge in accessing materials. Studies support the positive impact teacher librarians have on student achievement</p> <p>Full time school librarians linked to higher student reading scores Barack, L. (2012, March)</p> <p>Want better reading scores? Hire a full-time librarian. Klenke, A (2012)</p>	<p>District wide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Salaries</p> <p>\$ 306,017</p> <p>LCFF S/C</p>
<p>3.1.5 Increase access to e-books and digital resources in English and other languages through partnership with county library</p>	<p>All schools</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>No cost</p>
<p>3.1.6 Administer formative and summative assessments for core areas (ELA/ELD, Math, Science, History/Social Science, VAPA and PE)</p>	<p>All schools</p> <p>Grades: All</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Material, staffing and facilities funding in Goal 4</p> <p>3.4.1 through 3.4.3</p>

<p>3.1.7 Continue to provide access to technology assisted instruction to close the experience gap through use of individual technology devices with internet access to ensure primarily that unduplicated count students have access which is an area of need based on parent survey results</p>	<p>School wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Internet access \$ 877,000 LCFF S/C</p>
<p>3.1.8 Implementation of newly adopted, standards aligned, state adopted Science curriculum with teacher training at the elementary level</p>	<p>All Elementary Schools Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Curriculum \$ 756,447 Lottery \$1,259,545 LCFF Base</p>

GOAL:	Goal 2: Prepare every student for college, career & community		Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 _8 Local: N/A
Identified Need:	<p>Need: To continue increasing the percent of students prepared to succeed in a 4 year college or technical training program.</p> <p>The mid year progress results for enrollment in a 4 year college the semester immediately following graduation dropped slightly (3%) when comparing 2014 to 2015.</p> <p>Information reviewed for 2014-15 indicates that the percent of students completing "a-g" requirements rose from 37.0% in 2013-14 to 39.5% in with all subgroups showing growth.</p> <p>Based on CDE snapshot data, the 4 year cohort figure for those that completed at least 1 CTE pathway dropped by 7% with all subgroups decreasing. Subgroups that decreased the least were English learners (4%) and students with disabilities (5%)</p> <p>Based on CDE snapshot data, the percent of students that passed the AP exam with a score of 3 or higher dropped slightly (3%) to 50%. The EL subgroup had an 80% pass rate and LI (low income) had a 49% pass rate. African American students had the lowest pass rate of 19%</p> <p>As of CALPADs information day 576 students were enrolled in AP classes. The percent of EL and FY enrollment in AP classes is 0.2%</p> <p>EAP baseline readiness results for ELA in 2015 shows that 11% are prepared for college level ELA. Filipino subgroup rate was highest at 55%. ELs, Foster youth, students with disabilities and African American subgroups were some of the lowest scoring with 5% or less prepared.</p> <p>EAP baseline readiness results for Math in 2015 shows that 1% are prepared for college level Math. Filipino subgroup rate was the highest at 19%, and half of the twelve subgroups had none prepared for college level math.</p>		
Goal Applies to:	Schools:	All	
		Grades: All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			

Expected Annual Measurable Outcomes:	1. Increase percent of students completing a-g requirements by 2% (Broad course of study/Pupil achievement) 2. Increase percent of students successfully completing Career Technical Education (CTE) sequence for grades 9-12 by 2% (Broad course of study/Pupil achievement) 3. Increase the percent of students enrolling in a 4 year post secondary college or technical training program by 2% (Other outcomes) 4. Increase enrollment in AP classes by 2% (Broad course of study/Pupil achievement) 5. Increase percent of students passing AP exams with a 3 or higher by 2% (Pupil Achievement) 6. Increase percent of students determined prepared for college on EAP by 2% (Pupil Achievement) 7. Teacher schedules reflect broad course of study at the elementary level (Broad course of study)		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.2.1 Continue to provide high quality VAPA program in dance, music, theatre and visual arts	All schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Total prgram including Instruments, equipment, materials, salaries \$ 2,337,039 LCFF Base
1.2.2 Enhance and improve services provided for GATE students	All schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Material, staffing & facilities funding in Goal 4 1.4.1 through 1.4.3

<p>1.2.3 Continue to offer broad course of study and provide a variety of program offerings at the secondary level, e.g. foreign language, forensics/debate, STEM electives</p>	<p>Central High School Pershing High School El Capitan, Rio Vista and Glacier Point Middle School Grades: 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Material, staffing & facilities funding in Goal 4 1.4.1 through 1.4.3</p>
<p>1.2.4 Enhance and improve career technical education pathways based on student need, industry advice and labor workforce rates. This is principally directed to serve our unduplicated students.</p> <p>The Benefits of Career and Technical Education. Trends and Issues Alert. (Brown, Bettina Lankard)</p> <p>Research shows students considered "at risk" or "disadvantaged" and students with disabilities have greater success when they are enrolled in technology education, tech prep, school-to-career, and other CTE programs.</p>	<p>School wide El Capitan, Rio Vista & Glacier Point Middle Schools, Central & Pershing High Schools Grades: 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other</p>	<p>\$100,000 ROP, \$140,000 Perkins, \$400,000 LCFF S/C</p>

<p>1.2.5 Continue to provide field trips to local colleges to expand awareness of local opportunities. This is principally directed to the unduplicated count students in order to provide access to opportunities they might not otherwise have.</p> <p>The Educational Value of Field Trips, (Greene, Jay P.; Kisida, Brian; Bowen, Daniel H.) <i>Education Next</i>, v14 n1 p78-86 Win 2014</p> <p>This study provides evidence supporting the benefits of field trips for the less advantaged students. It helps students develop into civilized young men and women who possess more knowledge. and have stronger critical-thinking skills.</p>	<p>All schools</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless</p> <p>_ Other</p>	<p>Material, staffing & facilities funding in Goal 4</p> <p>1.4.1 through 1.4.3</p>
<p>1.2.6 Continue to provide education on and counseling support for students and parents regarding the a-g requirements including 8th grade registration process, 9th grade classroom presentations and a-g workshops and 10th grade individual student/counselor meetings. This is principally directed to our unduplicated count students based on student stakeholder input and supported by research.</p> <p>Creating College Opportunity: School Counselors and Their Influence on Postsecondary Enrollment (Belasco, Andrew S.) <i>Research in Higher Education</i>, v54 n7 p781-804 Nov 2013</p> <p>Results suggest that visiting a counselor for college entrance information has a positive and significant influence on students' likelihood of postsecondary enrollment, and that counseling-related effects are greatest for students with low socioeconomic status</p>	<p>All schools</p> <p>El Capitan, Rio Vista & Glacier Point Middle Schools,</p> <p>Central & Pershing High Schools</p> <p>Grades: 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless</p> <p>_ Other</p>	<p>Material, staffing & facilities funding in Goal 4</p> <p>1.4.1 through 1.4.3</p>

1.2.7 Enhance and expand Expository Reading and Writing Course (ERWC)	Central High School Grades: 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Materials, staffing and facilities funding in Goal 4 1.4.1 through 1.4.3
1.2.8 Implement Math placement testing and monitoring 6th through 12th grades	All schools Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Materials, staffing and facilities funding in Goal 4 1.4.1 through 1.4.3
1.2.9 Develop a strategic master plan for STEM and NGSS	All schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Material, staffing and facilities funding in Goal 4 1.4.1 through 1.4.3
LCAP Year 2			

Expected Annual Measurable Outcomes:	1. Increase percent of students completing a-g requirements by 2% (Broad course of study/Pupil achievement) 2. Increase percent of students successfully completing Career Technical Education (CTE) sequence for grades 9-12 by 2% (Broad course of study/Pupil achievement) 3. Increase the percent of students enrolling in a 4 year post secondary college or technical training program by 2% (Other outcomes) 4. Increase enrollment in AP classes by 2% (Other outcomes) 5. Increase percent of students passing AP exams with a 3 or higher by 2% (Pupil achievement) 6. Increase percent of students determined prepared for college on EAP by 2% (Pupil achievement) 7. Teacher schedules reflect broad course of study at the elementary level (Broad course of study)		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.2.1 Continue to provide high quality VAPA program in dance, music, theatre and visual arts	All schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Total prgram including Instruments, equipment, materials, salaries \$ 2,383,780 LCFF Base
2.2.2 Enhance and improve services provided for GATE students	All schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Material, staffing & facilities funding in Goal 4 2.4.1 through 2.4.3

<p>2.2.3 Continue to offer broad course of study and provide a variety of program offerings at the secondary level, e.g. foreign language, forensics/debate, STEM electives</p>	<p>Central High School Pershing High School El Capitan, Rio Vista and Glacier Point Middle Schools Grades: 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Material, staffing & facilities funding in Goal 4 2.4.1 through 2.4.3</p>
<p>2.2.4 Enhance and improve career technical education pathways based on student need, industry advice and labor workforce rates</p>	<p>School wide El Capitan, Rio Vista & Glacier Point Middle Schools, Central & Pershing High Schools Grades: 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other</p>	<p>\$ 0.00 ROP \$140,000 Perkins, \$500,000 LCFF S/C</p>
<p>2.2.5 Continue to provide field trips to local colleges to expand awareness of local opportunities</p>	<p>All schools Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other</p>	<p>Material, staffing & facilities funding in Goal 4 2.4.1 through 2.4.3</p>

<p>2.2.6 Continue to provide education on and counseling support for students and parents regarding the a-g requirements including 8th grade registration process, 9th grade classroom presentations and a-g workshops and 10th grade individual student/counselor meetings</p>	<p>All schools El Capitan, Rio Vista & Glacier Point Middle Schools, Central & Pershing High Schools Grades: 7th, 8th, 9th, 10th, 11th, 12th</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Material, staffing & facilities funding in Goal 4 2.4.1 through 2.4.3</p>
<p>2.2.7 Implementation of strategic master plan for STEM and NGSS implementation</p>	<p>All schools Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Material, staffing & facilities funding in Goal 4 2.4.1 through 2.4.3</p>
<p>2.2.8 Enhance and expand Expository Reading and Writing Course (ERWC)</p>	<p>Central High School Grades: 12th</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Materials, staffing and facilities funding Goal 4 2.4.1 through 2.4.3</p>
<p>LCAP Year 3</p>			

Expected Annual Measurable Outcomes:	1. Increase percent of students completing a-g requirements by 2% (Broad course of study/Pupil achievement) 2. Increase percent of students successfully completing Career Technical Education (CTE) sequence for grades 9-12 by 2% (Broad course of study/Pupil achievement) 3. Increase the percent of students enrolling in a 4 year post secondary college or technical training program by 2% (Other outcomes) 4. Increase enrollment in AP classes by 2% (Other outcomes) 5. Increase percent of students passing AP exams with a 3 or higher by 2% (Pupil achievement) 6. Increase percent of students determined prepared for college on EAP by 2% (Pupil achievement) 7. Teacher schedules reflect broad course of study at the elementary level (Broad course of study)		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.2.1 Continue to provide high quality VAPA program in dance, music, theatre and visual arts	All schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Total prgram including Instruments, equipment, materials, salaries \$ 2,430,521 LCFF Base
3.2.2 Enhance and improve services provided for GATE students	All schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Material, staffing and facilities funding in Goal 4 3.4.1 through 3.4.3

<p>3.2.3 Continue to offer broad course of study and provide a variety of program offerings at the secondary level, e.g. foreign language, forensics/debate, STEM electives</p>	<p>Central High School Pershing High School El Capitan, Rio Vista and Glacier Point Middle Schools Grades: 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Material, staffing and facilities funding in Goal 4 3.4.1 through 3.4.3</p>
<p>3.2.4 Enhance and improve career technical education pathways based on student need, industry advice and labor workforce rates</p>	<p>School wide El Capitan, Rio Vista & Glacier Point Middle Schools, Central & Pershing High Schools Grades: 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other</p>	<p>\$140,000 Perkins \$500,000 LCFF S/C</p>

3.2.5 Continue to provide field trips to local colleges to expand awareness of local opportunities	AI schools Grades: All	<input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other	Material, staffing and facilities funding in Goal 4 3.4.1 through 3.4.3
3.2.6 Continue to provide education on and counseling support for students and parents regarding the a-g requirements including 8th grade registration process, 9th grade classroom presentations and a-g workshops and 10th grade individual student/counselor meetings	All schools El Capitan, Rio Vista & Glacier Point Middle Schools, Central & Pershing High Schools Grades: 7th, 8th, 9th, 10th, 11th, 12th	<input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other	Material, staffing and facilities funding in Goal 4 3.4.1 through 3.4.3
3.2.7 Continued implementation of strategic master plan for STEM and NGSS	All schools Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Materials, staffing and facilities funding Goal 4 3.4.1 through 3.4.3

3.2.8 Enhance and expand Expository Reading and Writing Course (ERWC)	Central High School Grades: 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Materials, staffing and facilities funding Goal 4 3.4.1 through 3.4.3
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GOAL:	Goal 3: Connect every student to school	Related State and/or Local Priorities: _1 _2 _3 X 4 X 5 X 6 _7 _8 Local: N/A
Identified Need:	<p>Need: To continue increasing student engagement, attendance and continue reducing suspension, expulsion and dropout rates. Information reviewed for 2015 includes but is not limited to the following:</p> <p>Participation in co-curricular programs Academic competition 85% increase mostly due to increased History Day involvement, VAPA increased by 6%, Rotary Jr. Community 35% increase, Athletes as Readers and Leaders 20% increase</p> <p>Extended learning opportunities: 2,109 students received instruction during the summer</p> <p>As of the end of March 31% of students district wide are receiving services through before/after school and Saturday school opportunities</p> <p>The baseline number of students receiving counseling support from Comprehensive Youth Services (CYS), an outside vendor, is 293 at the end of March. This does not include the students receiving services from three additional intervention counselors who were hired in 2015 and serving students in addition to CYS</p> <p>As of the end of April, the district attendance rate is 95.70% (2014-15 rate was 95.50%), if trend continues goal will be met. The highest subgroup attendance rates are Asian and Filipino at 97.48% and ELs at 96.55%. SpEd has lowest rate at 94.34%. Biola (97.38%) and Herndon-Barstow (97.62%) Elementary Schools have the highest site attendance rates.</p> <p>Chronic absenteeism rates of 17% or more in 2014-15 were identified at Pathway, Pershing and West campus at the secondary level, Tilley and Roosevelt at the elementary level.</p> <p>As of January 2016 suspension rate is 5.4% and expulsion rate at .0008%. Year end data is pending.</p>	
Goal Applies to:	Schools:	All
	Grades:	All
	Applicable Pupil Subgroups:	Foster Youth, Low Income Pupils, Redesignated fluent English proficient, English Learners, Students with Disabilities, Homeless
LCAP Year 1		

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Increase current attendance rate by .05% (Pupil engagement) 2. Decrease the chronic absenteeism rate by .05% (Pupil engagement) 3. Decrease the current suspension rate by .05% (School climate) 4. Decrease the current expulsion rate by .05% (School climate) 5. Reduce high school drop-out rates by 2% (Pupil engagement) 6. Reduce middle school drop-out rate by 2% (Pupil engagement) 7. Meet or exceed fixed graduation rate target (Pupil engagement) 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>1.3.1 Summer Enrichment Opportunities principally directed for our unduplicated count students</p> <p>1. Continue support for the transition grades, early literacy and credit retrieval—including the expanded Literacy Learning Camp K-3 and Central Enrichment Summer Adventures (CESA) 4-7, including a math cohort in 2017</p> <p>2. Continue instruction based on individual literacy needs</p> <p>3. Continue provision of technology to close the experience gap</p> <p>4. Continue differentiation aligned to IEP goals</p> <p>5. Continue pupil and community access to some school libraries and Fresno County library services</p> <p>6. Continue breakfast and lunch community feed</p> <p>Replicating the Moderating Role of Income Status on Summer School Effects across Subject Areas: A Meta-Analysis(Quinn, David M.; Lynch, Kathleen; Kim, James S.)<i>Society for Research on Educational Effectiveness</i></p> <p>Effects of summer programs did not differ for math and reading outcomes; on the contrary, programs with both math and reading components demonstrated effect sizes that were highly correlated between content areas and with stronger effects for low income students.</p>	<p>District wide</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless</p> <p>_ Other</p>	<p>Salaries, materials & supplies</p> <p>\$ 383,247</p> <p>LCFF S/C</p>
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<p>1.3.2 Promote and increase participation in co-curricular opportunities principally directed to serve our unduplicated count students</p> <p>The Work and Role of Extracurricular Clubs in Fostering Student Creativity (Kuhar, Kristina; Sabljic, Jakov) <i>Journal of Education and Training Studies</i>, v4 n4 p93-104 Apr 2016</p>	<p>All schools</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other</p>	<p>Material, staffing & facilities funding in Goal 4</p> <p>1.4.1 through 1.4.3</p>
<p>1.3.3 Enhance counseling support and parenting classes for most needy students principally directed for the unduplicated count students to assist with their social and emotional competencies and increase academic engagement</p>	<p>District wide</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other</p>	<p>Salaries, Outside vendor contract</p> <p>\$ 100,800</p> <p>LCFF S/C</p>
<p>1.3.4 Increase the number of students participating in before and after school tutoring, and Saturday schools such EL Saturday School and Literacy and Math learning opportunities</p>	<p>District wide</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other</p>	<p>Materials funding in Goal 1</p> <p>Action 3.1.2</p> <p>Intervention staff funding in Goal 4</p> <p>Action 3.4.4.5</p>

<p>1.3.5 Implement a Multi-Tiered System of Supports for Students' Social/Emotional Learning</p> <p>1. Implement Tier 1 Social and Emotional Learning Program</p> <p>2. Implement Tier 2 counseling support for students</p> <p>3. Identify and provide services of a district support team/social worker to assess and provide services to high need students and families</p> <p>This is principally directed to serve our unduplicated count students.</p> <p>A comprehensive meta-analysis of over 200 studies of social-emotional learning skills implementation (Durlak, et. all, 2011)</p> <p>Well-implemented social-emotional learning is linked to student gains in social-emotional skills, improved attitudes about self, others, and school, positive classroom behavior and 10 percentile point gains on standardized achievement tests.</p>	<p>1.3.5.1 All schools</p> <p>1.3.5.2 All schools</p> <p>1.3.5.3 District wide</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless</p> <p>_ Other</p>	<p>1.3.5.1 Materials, staffing and facilities funding Goal 4</p> <p>1.4.1 through 1.4.3</p> <p>1.3.5.2 Materials, staffing and facilities funding Goal 4</p> <p>1.4.1 through 1.4.3</p> <p>1.3.5.3 Salaries</p> <p>\$71,357</p> <p>LCFF S/C</p>
<p>1.3.6 Adjust and improve a Multi-Tiered System of Supports for Students' Behavior</p> <p>1. Enhance PBIS framework implementation</p> <p>2. Enhance Restorative Justice implementation</p> <p>3. Enhance the use of Youth Court at the high school level</p>	<p>All schools</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Materials, staffing and facilities funding Goal 4</p> <p>1.4.1 through 1.4.3</p>

1.3.7 Continue and expand mentoring programs such as the Teague program, Project 720, Athletes as Readers and Leaders, Kinder Tech Buddies and Our Readers Are Central Leaders Everywhere (ORACLE)	All schools Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	Materials, staffing and facilities funding Goal 4 1.4.1 through 1.4.3
LCAP Year 2			
Expected Annual Measurable Outcomes:	1. Increase current attendance rate by .05% (Pupil engagement) 2. Decrease the chronic absenteeism rate by .05% (Pupil engagement) 3. Decrease the current suspension rate by .05% (School climate) 4. Decrease the current expulsion rate by .05% (School climate) 5. Reduce high school drop-out rates by 2% (Pupil engagement) 6. Reduce middle school drop-out rate by 2% (Pupil engagement) 7. Meet or exceed fixed graduation rate target (Pupil engagement)		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>2.3.1 Summer Enrichment Opportunities</p> <p>1. Continue support for the transition grades, early literacy and credit retrieval—including the expanded Literacy Learning Camp K-3 and Central Summer Enrichment Adventures (CSEA) 4-7, including a math cohort</p> <p>2. Continue instruction based on individual literacy needs</p> <p>3. Continue provision of technology to close the experience gap</p> <p>4. Continue differentiation aligned to IEP goals</p> <p>5. Continue pupil and community access to some school libraries and Fresno County library services</p> <p>6. Continue breakfast and lunch community feed</p>	<p>District wide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Salaries, materials & supplies</p> <p>\$ 390,912</p> <p>LCFF S/C</p>
<p>2.3.2 Promote and increase participation in co-curricular opportunities</p>	<p>All schools</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Material, staffing and facilities funding in Goal 4</p> <p>2.4.1 through 2.4.3</p>
<p>2.3.3 Enhance counseling support and parenting classes for most needy students</p>	<p>District wide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Salaries, Outside vendor contract</p> <p>\$ 100,800</p> <p>LCFF S/C</p>

<p>2.3.4 Increase the number of students participating in before and after school tutoring, and Saturday schools such EL Saturday School and Literacy and Math learning opportunities</p>	<p>District wide Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other</p>	<p>Materials funding in Goal 1 Action 2.1.2 Intervention staff funding in Goal 4 Action 2.4.4.5</p>
<p>2.3.5 Implement a Multi-Tiered System of Supports for Students' Social/Emotional Learning</p> <p>1. Implement Tier 1 Social and Emotional Learning Program</p> <p>2. Implement Tier 2 counseling support for students</p> <p>3. Identify and provide services of a district support team/social worker to assess and provide services to high need students and families</p>	<p>2.3.5.1 All schools 2.3.5.2 All schools 2.3.5.3 District wide Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other</p>	<p>2.3.5.1 Materials, staffing and facilities funding Goal 4 2.4.1 through 2.4.3 2.3.5.2 Materials, staffing and facilities funding Goal 4 2.4.1 through 2.4.3 2.3.5.3 Salaries \$72,784 LCFF S/C</p>

<p>2.3.6 Adjust and improve a Multi-Tiered System of Supports for Students' Behavior</p> <p>1. Enhance PBIS framework implementation</p> <p>2. Enhance Restorative Justice implementation</p> <p>3. Enhance the use of Youth Court at the high school level</p>	<p>All schools</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless</p> <p>_ Other</p>	<p>Materials, staffing and facilities funding Goal 4</p> <p>2.4.1 through 2.4.3</p>
<p>2.3.7 Continue and expand mentoring programs such as the Teague program, Project 720, Athletes as Readers and Leaders, Kinder Tech Buddies and Our Readers Are Central Leaders Everywhere (ORACLE)</p>	<p>All schools</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless</p> <p>_ Other</p>	<p>Materials, staffing and facilities funding Goal 4</p> <p>2.4.1 through 2.4.3</p>
<p align="center">LCAP Year 3</p>			
<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Increase current attendance rate by .05% (Pupil engagement) 2. Decrease the chronic absenteeism rate by .05% (Pupil engagement) 3. Decrease the current suspension rate by .05% (School climate) 4. Decrease the current expulsion rate by .05% (School climate) 5. Reduce high school drop-out rates by 2% (Pupil engagement) 6. Reduce middle school drop-out rate by 2% (Pupil engagement) 7. Meet or exceed fixed graduation rate target (Pupil engagement) 		
<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>	<p align="center">Budgeted Expenditures</p>

<p>3.3.1 Summer Enrichment Opportunities</p> <p>1. Continue support for the transition grades, early literacy and credit retrieval—including the expanded Literacy Learning Camp K-3 and Central Summer Enrichment Adventures (CSEA) 4-7, including a math cohort</p> <p>2. Continue instruction based on individual literacy needs</p> <p>3. Continue provision of technology to close the experience gap</p> <p>4. Continue differentiation aligned to IEP goals</p> <p>5. Continue pupil and community access to some school libraries and Fresno County library services</p> <p>6. Continue breakfast and lunch community feed</p>	<p>District wide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Salaries, material and supplies</p> <p>\$ 398,577</p> <p>LCFF S/C</p>
<p>3.3.2 Promote and increase participation in co-curricular opportunities</p>	<p>All schools</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Material, staffing and facilities funding in Goal 4</p> <p>3.4.1 through 3.4.3</p>
<p>3.3.3 Enhance counseling support and parenting classes for most needy students</p>	<p>District wide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Salaries, Outside vendor contract</p> <p>\$ 100,800</p> <p>LCFF S/C</p>

<p>3.3.4 Increase the number of students participating in before and after school tutoring, and Saturday schools such EL Saturday School and Literacy and Math learning opportunities</p>	<p>District wide Grades: All</p>	<p> <input type="checkbox"/> All <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other </p>	<p>Materials funding in Goal 1</p> <p>Action 1.1.2</p> <p>Intervention staff funding in Goal 4</p> <p>Action 1.4.4.5</p>
<p>3.3.5 Implement a Multi-Tiered System of Supports for Students' Social/Emotional Learning</p> <p>1. Implement Tier 1 Social and Emotional Learning Program</p> <p>2. Implement Tier 2 counseling support for students</p> <p>3. Identify and provide services of a district support team/social worker to assess and provide services to high need students and families</p>	<p>3.3.5.1 All schools</p> <p>3.3.5.2 All schools</p> <p>3.3.5.3 District wide</p> <p>Grades: All</p>	<p> <input type="checkbox"/> All <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other </p>	<p>3.3.5.1 Materials, staffing and facilities funding Goal 4</p> <p>3.4.1 through 3.4.3</p> <p>3.3.5.2 Materials, staffing and facilities funding Goal 4</p> <p>3.4.1 through 3.4.3</p> <p>3.3.5.3 Salaries</p> <p>\$74,211</p> <p>LCFF S/C</p>

<p>3.3.6 Adjust and improve a Multi-Tiered System of Supports for Students' Behavior</p> <p>1. Enhance PBIS framework implementation</p> <p>2. Enhance Restorative Justice implementation</p> <p>3. Enhance the use of Youth Court at the high school level</p>	<p>All schools</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Materials, staffing and facilities funding Goal 4</p> <p>3.4.1 through 3.4.3</p>
<p>3.3.7 Continue and expand mentoring programs such as the Teague program, Project 720, Athletes as Readers and Leaders, Kinder Tech Buddies and Our Readers Are Central Leaders Everywhere (ORACLE)</p>	<p>All schools</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Materials, staffing and facilities funding Goal 4</p> <p>3.4.1 through 3.4.3</p>

GOAL:	Goal 4: Provide equity of access to educational opportunities and create an environment conducive to learning for all students		Related State and/or Local Priorities: X 1 X 2 X 3 X 4 _5 _6 _7 X 8 Local: N/A	
Identified Need:	<p>Need: To continue retention and recruitment of highly effective personnel with 0% misassignments and vacancies. To plan for growth and maintenance of facilities to meet the needs of all students and programs. To continue to provide standards aligned instructional materials.</p> <p>Information reviewed in 2015 includes but is not limited to the following: 97% of teaching staff is highly qualified and 100% of paraprofessional staff is highly qualified as defined by NCLB, 100% good or exemplary rating on the Facilities Inspection Tool, 100% of students have access to state adopted, standards aligned core materials.</p>			
Goal Applies to:	Schools:	All schools		
		Grades: All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1				
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Maintain a rigorous, systematic hiring process to ensure a teaching staff that is 100% properly/appropriately credentialed. (Basic) 2. Maintain 0% teacher misassignments and vacancies to ensure all teachers are properly/appropriately assigned (Basic) 3. Continue to maintain 100% percent of schools receiving a good or exemplary rating on the Facilities Inspection Tool (FIT) (Basic) 4. Continue to maintain access for all students to standards aligned instructional materials & programs to meet individual student needs (Basic) 			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

1.4.1 Provide facilities and operations to meet program needs including labs, classrooms, libraries and fields	All schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Facilities, operations expense \$ 13,959,424 LCFF Base
1.4.2 Enhance and increase support systems including personnel to provide positive and safe environments	All schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Materials, supplies, services \$ 15,266,737 LCFF Base
1.4.3 Provide highly effective personnel in all divisions and departments	All schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Salaries \$ 54,531,218 LCFF Base

<p>1.4.4 Increase access to highly effective staff</p> <p>1. Continue to provide a professional development system for all staff with a focus on literacy and language development across content areas, math, social and emotional learning and school culture</p> <p>2. Provide PLC time for review of student work, co-planning, and observing in each others classrooms</p> <p>3. Continue to partner with Institutions of Higher Education (IHEs) to support in-district master's programs in Reading, Technology and Science, Technology, Engineering, Math (STEM) and Administration</p> <p>4. Continue to provide instructional support coaches</p> <p>5. Continue to provide highly effective intervention staff and support personnel</p> <p>6. Additional staff and services such as teachers to lower class size, possible growth positions based on need (such as VPs, nurses, bi-lingual counselors etc) including additional staff provided in 2015-16 to reduce the ratio of students to staff and thereby increase services and connectivity to students</p>	<p>District wide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <hr/> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>1. PD expenses</p> <p>\$ 427,746</p> <p>Federal categorical funding</p> <p>2. Included in PD expenses</p> <p>3. No cost to district</p> <p>4. Salaries</p> <p>\$ 528,999</p> <p>LCFF S/C</p> <p>5. Salaries</p> <p>\$ 11,199,536</p> <p>LCFF S/C</p> <p>6. Salaries</p> <p>\$ 7,394,954</p> <p>LCFF S/C</p>
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1.4.5 Monitoring and review of state adopted materials to meet the needs of all students	All schools Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Materials, facilities and staffing funding 1.4.1 through 1.4.3
LCAP Year 2			
Expected Annual Measurable Outcomes:	1. Maintain a rigorous, systematic hiring process to ensure a teaching staff that is 100% properly/appropriately credentialed. (Basic) 2. Maintain 0% teacher misassignments and vacancies to ensure all teachers are properly/appropriately assigned (Basic) 3. Continue to maintain 100% percent of schools receiving a good or exemplary rating on the Facilities Inspection Tool (FIT) (Basic) 4. Continue to maintain access for all students to standards aligned instructional materials & programs to meet individual student needs (Basic)		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.4.1 Provide facilities and operations to meet program needs including labs, classrooms, libraries and fields	All schools Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Facilities, operations expense \$ 14,238,612 LCFF Base

2.4.2 Enhance and increase support systems including personnel to provide positive and safe environments	All schools Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Materials, supplies, services \$ 15,572,072 LCFF Base
2.4.3 Provide highly qualified effective in all divisions and departments	All schools Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Salaries \$55,621,842 LCFF Base

<p>2.4.4 Increase access to highly qualified staff</p> <p>1. Continue to provide a professional development system for all staff with a focus on literacy and language development across content areas, math, social and emotional learning and school culture</p> <p>2. Provide PLC time for review of student work, co-planning, and observing in each others classrooms</p> <p>3. Continue to partner with Institutions of Higher Education (IHEs) to support in-district master's programs in Reading, Technology and Science, Technology, Engineering, Math (STEM) and Administration</p> <p>4. Continue to provide instructional support coaches</p> <p>5. Continue to provide highly effective intervention staff and support personnel</p> <p>6. Additional staff and services such as teachers to lower class size, possible growth positions based on need (e.g.. EL and SpEd) to reduce the ratio of students to staff and thereby increase services and connectivity to students</p>	<p>District wide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>1. PD expenses</p> <p>\$427,746</p> <p>Federal categorical funding</p> <p>2. Included in PD expenses</p> <p>3. No cost to district</p> <p>4. Salaries</p> <p>\$ 539,579</p> <p>LCFF S/C</p> <p>5. Salaries</p> <p>\$ 11,423,527</p> <p>LCFF S/C</p> <p>6. Salaries</p> <p>\$ 7,542,853</p> <p>LCFF S/C</p>
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2.4.5 Monitoring and review of state adopted materials to meet the needs of all students	All schools Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Materials, facilities and staffing funding 2.4.1 through 2.4.3
LCAP Year 3			
Expected Annual Measurable Outcomes:	1. Maintain a rigorous, systematic hiring process to ensure a teaching staff that is 100% properly/appropriately credentialed (Basic) 2. Maintain 0% teacher misassignments and vacancies to ensure all teachers are properly/appropriately assigned (Basic) 3. Continue to maintain 100% percent of schools receiving a good or exemplary rating on the Facilities Inspection Tool (FIT) (Basic) 4. Continue to maintain access for all students to standards aligned instructional materials & programs to meet individual student needs (Basic)		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.4.1 Provide facilities and operations to meet program needs including labs, classrooms, libraries and fields	All schools Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Facilities, operations expense \$ 14,517,801 LCFF Base

3.4.2 Enhance and increase support systems including personnel to provide positive and safe environments	All schools Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Materials, supplies, services \$ 15,877,406 LCFF Base
3.4.3 Provide highly effective personnel in all divisions and departments	All schools Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Salaries \$ 56,712,467 LCFF Base

<p>3.4.4 Increase access to highly effective staff</p> <p>1. Continue to provide a professional development system for all staff with a focus on literacy and language development across content areas, math, social and emotional learning and school culture</p> <p>2. Provide PLC time for review of student work, co-planning, and observing in each others classrooms</p> <p>3. Continue to partner with Institutions of Higher Education (IHEs) to support in-district master's programs in Reading, Technology and Science, Technology, Engineering, Math (STEM) and Administration</p> <p>4. Continue to provide instructional support coaches</p> <p>5. Continue to provide highly effective intervention staff and support personnel</p> <p>6. Additional staff and services such as teachers to lower class size, possible growth positions based on need (e.g... EL and SpEd) to reduce the ratio of students to staff and thereby increase services and connectivity to students</p>	<p>District wide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <hr/> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>1. PD expenses</p> <p>\$ 427,746</p> <p>Federal categorical funding</p> <p>2. Included in PD expenses</p> <p>3. No cost to district</p> <p>4. Salaries</p> <p>\$ 550,159</p> <p>LCFF S/C</p> <p>5. Salaries</p> <p>\$ 11,647,517</p> <p>LCFF S/C</p> <p>6. Salaries</p> <p>\$ 7,690,752</p> <p>LCFF S/C</p>
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3.4.5 Monitoring and review of state adopted materials to meet the needs of all students	All schools Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Materials, facilities and staffing funding 3.4.1 through 3.4.3
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GOAL:	Goal 5: Engage families in system-wide programs assuring students/families access to support for academic, social/emotional and physical well-being		Related State and/or Local Priorities: _1 _2 X 3 _4 _5 _6 _7 _8 Local: N/A
Identified Need:	<p>Need: To continue to engage families in educational programs to support student well-being and academic success. Information reviewed for 2015 indicates that the number of parents participating in district sponsored parent workshops and the number of workshops conducted as of mid-April have doubled.</p> <p>Need: To continue providing quality parent education based on parent interest and need. To encourage parent participation in providing input and being a part of the decision making process, as well as, developing a means of measuring this.</p>		
Goal Applies to:	Schools:	All schools	
		Grades: All	
	Applicable Pupil Subgroups:	Low Income Pupils, Redesignated fluent English proficient, English Learners, Students with Disabilities, Homeless	
LCAP Year 1			
Expected Annual Measurable Outcomes:	1. Increase the number of parents participating in district and school parent workshops, orientations, and activities by 4% (Parent Engagement)		
Actions/Services		Scope of Service	Pupils to be served within identified scope of service
1.5.1 Continue to provide a professional parent engagement system based on the Parent Engagement Framework including the development of parent leadership teams		District wide	_ All
		Grades: All	_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other
			Salaries \$ 69,854 Federal categorical funds

1.5.2 Continue to engage parents, including pregnant and parenting teens, by offering district and site sponsored parent education opportunities based on parent interest and need with expanded offerings in positive discipline and meeting the needs of parents whose students exhibit acute behaviors	District wide Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	Workshops \$ 20,000 Federal categorical funds
1.5.3 Continue to provide and expand parent outreach services through highly trained bilingual parent liaisons (Spanish, Punjabi and Hmong)	High need elementary school sites Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	Salaries \$ 186,737 Federal categorical funds
1.5.4 Provide and expand parent outreach services through highly trained bilingual family outreach liaisons at the secondary level (Spanish, Punjabi, Hmong)	School wide Central High School Grades: 9th, 10th, 11th, 12th	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	Salaries \$ 45,778 LCFF S/C
1.5.5 Expand district interpretation and translation personnel in languages other than English (Spanish, Punjabi, Hmong) for all departments and school sites based on need	District wide Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	Salaries \$ 42,685 LCFF S/C

<p>1.5.6 Research, develop and pilot meaningful evaluation process to promote quality parent participation, engagement in LCAP development process, and parental participation on district and school level committees. The new system will identify a metric to be used for this goal in the next plan.</p>	<p>District wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Salaries Parent Involvement Coordinator identified in action 1.5.1 Liaison positions in actions 1.5.3 and 1.5.4</p>
<p>1.5.7 Identify personnel and provide training to establish a team of certified facilitators for the delivery of district parent training modules,such as, The Parent Project and Positive Discipline,.to expand the capacity of the district to offer workshops and build relationships.</p>	<p>District wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Facilitator certification training \$15,000 Federal Categorical funds</p>
<p align="center">LCAP Year 2</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>1. Increase percent of parents participating in district and school parent workshops, orientations, and activities by 4% (Parent Engagement)</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

2.5.1 Continue to provide a professional parent engagement system based on the Parent Engagement Framework including the continued development of parent leadership teams	District wide Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	Salaries \$ 71,251 Federal categorical funds
2.5.2 Continue to engage parents, including pregnant and parenting teens, by offering district and site sponsored parent education opportunities based on parent interest and need	District wide Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	Workshops \$ 20,400 Federal categorical funds
2.5.3 Continue to provide and expand parent outreach services through highly trained bilingual parent liaisons (Spanish, Punjabi and Hmong)	High need elementary school sites Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	Salaries \$ 190,472 Federal categorical funds
2.5.4 Provide and expand parent outreach services through highly trained bilingual family outreach liaisons at the secondary level (Spanish, Punjabi, Hmong)	School wide Central High School Grades: 9th, 10th, 11th, 12th	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	Salaries \$ 46,694 LCFF S/C

2.5.5 Continue to expand district interpretation and translation personnel in languages other than English (Spanish, Punjabi, Hmong) for all departments and school sites based on need	District wide Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	Salaries \$ 43,539 LCFF S/C
2.5.6 Implement evaluation process to promote quality parent participation, engagement in LCAP development process, and parental participation on district and school level committees to provide baseline data	District wide Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	Salaries Parent Involvement Coordinator in action 2.5.1 Lisison positions in actions 2.5.3 and 2.5.4
2.5.7 Continue to identify personnel and provide training to establish teams of certified facilitators for the delivery of district parent training modules based on parent interest and need to expand the capacity of the district to offer workshops and build relationships.	District wide Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	Facilitator certification training \$15,000 Federal Categorical funds
LCAP Year 3			
Expected Annual Measurable Outcomes:	1. Increase percent of parents participating in district and school parent workshops, orientations, and activities by 4% (Parent Engagement)		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

3.5.1 Continue to provide a professional parent engagement system based on the Parent Engagement Framework including the continued development of parent leadership teams	District wide Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	Salaries \$ 72,648 Federal categorical funds
3.5.2 Continue to engage parents, including pregnant and parenting teens, by offering district and site sponsored parent education opportunities based on parent interest and need	District wide Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	Workshops \$ 20,800 Federal categorical funds
3.5.3 Continue to provide and expand parent outreach services through highly trained bilingual parent liaisons (Spanish, Punjabi and Hmong)	High need elementary school sites Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	Salaries \$ 194,206 Federal Categorical funds
3.5.4 Provide an expand parent outreach services through highly trained bilingual family outreach liaisons at the secondary level (Spanish, Punjabi, Hmong)	School wide Central High School Grades: 9th, 10th, 11th, 12th	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	Salaries \$ 47,609 LCFF S/C

<p>3.5.5 Continue to expand district interpretation and translation personnel in languages other than English (Spanish, Punjabi, Hmong) for all departments and school sites based on need</p>	<p>District wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Salaries \$ 44,392 LCFF S/C</p>
<p>3.5.6 Continue to identify personnel and provide training to establish teams of certified facilitators for the delivery of district parent training modules based on parent interest and need to expand the capacity of the district to offer workshops and build relationships.</p>	<p>District wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Facilitator certification training \$10,000 Federal Categorical funds</p>

GOAL:	Goal 6: Assure 1 year of growth in language acquisition for every EL student		Related State and/or Local Priorities: _1 X 2 _3 X 4 X 5 X 6 _7 _8 Local: N/A	
Identified Need:	<p>Need: To ensure that all EL students are making yearly progress in acquiring English, not all ELs are currently making yearly progress.</p> <p>There is a downward trend in progress over the last three years. AMAO estimates for 2015 indicate that only three of our 21 sites met or exceeded the target rate of 62% making annual progress</p> <p>There is a need to develop teacher capacity in the new standards and designated and integrated English Language Development (ELD) to reduce the creation of long term English learners (in program more than five years)</p> <p>Estimated reclassification rate is 20%</p>			
Goal Applies to:	Schools:	All		
		Grades: All		
	Applicable Pupil Subgroups:	English Learners		
LCAP Year 1				
Expected Annual Measurable Outcomes:	<p>1. Meet or exceed established federal targets for students making annual progress in acquiring English (State Standards Implementation/Pupil achievement)</p> <p>2. Increase reclassification rate by 2% (State Standards Implementation/Pupil achievement)</p>			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

1.6.1 Implementation of revised master plan for English learners including structures to develop ownership of program design implementation at all sites.	District wide Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Salaries \$ 124,372 Federal categorical funds
1.6.2 Continue to provide supplemental materials and curriculum with training for ELD program	District wide Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Materials \$ 10,000 LCFF S/C
1.6.3 Continue to provide professional development, and build site capacity, with coaching support for implementation of ELD standards and focusing on Central USD Key ELD strategies identified in the Title III plan (Standards Based Language Objective, Scaffolded Instruction, Intentional Grouping, Integration of Processes, Appropriate Assessments)	District wide Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Salaries \$ 116,766 Federal categorical funds

1.6.4 Establish an auxiliary LTEL monitoring system for EL students (grades 5-12). Utilize monitoring system to establish specialized LTEL instruction and classroom placement with a focus on increasing academic language, access to core, academic/social-emotional counseling, and goal-setting for reclassification in the mainstream classroom (6th grade) and/or during ELD sections (7-12). Provide targeted professional development above and beyond Key ELD Strategies for teachers of LTELs, administrators, registrars, counselors, EL Coordinators and the Instructional Support Coaches (ISCs).	District wide Grades: 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th, Adult	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Salaries Federal Categorical funds in actions 1.6.1 and 1.6.3
1.6.5 Refine the intake and classroom placement systems for newcomer ELs (initial priority given to 7-12 grades, with K-6 grades to follow based on feedback from the secondary model.) Intake trainings to include teachers of ELs, administrators, registrars, counselors, EL Coordinators and the ISCs. Parents of newcomers will attend an orientation workshop with their students to review school systems, EL program design, academic pathways, and Central USD's Guiding Principles.	District wide Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Salaries Federal Categorical funds in actions 1.6.1 and 1.6.3
1.6.6 The EL Department will team with the Special Education Department to provide professional development of the characteristics of English Learners with special needs. Training will include evaluation and assessment of English Learners, determining linguistically appropriate goals for ELs, and the collaborative aspects of the reclassification of ELs with diagnosed special needs. This professional development targets teachers of ELs, Special Education teachers, administrators, SAs, counselors, school psychologists, and EL Coordinators.	District wide Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Salaries Federal Categorical funds in actions 1.6.1 and 1.6.3
LCAP Year 2			

Expected Annual Measurable Outcomes:	1. Meet or exceed established federal targets for students making annual progress in acquiring English (State Standards Implementation/Pupil achievement) 2. Increase reclassification rate by 2% (State Standards Implementation/Pupil achievement)		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.6.1 Continue implementation of revised master plan for English learners including structures to develop ownership of program design implementation at all sites.	District wide Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Salaries \$126,859 Federal categorical funds
2.6.2 Continue to provide supplemental materials and curriculum with training for ELD program.	District wide Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Materials \$ 20,000 LCFF S/C
2.6.3 Continue to provide professional development, and build site capacity, with coaching support for implementation of ELD standards and focusing on Central USD Key ELD strategies identified in the Title III plan (Standards Based Language Objective, Scaffolded Instruction, Intentional Grouping, Integration of Processes, Appropriate Assessments).	District wide Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Salaries \$ 119,101 Federal categorical funds

2.6.4 Training on implementation of state adopted, standards aligned ELA/ELD curriculum	All schools Grades: All	<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Federal categorical funding ncluded in 2.6.3
2.6.5 Implement established auxiliary LTEL monitoring system for EL students (grades 5-12). Utilize monitoring system to establish specialized LTEL instruction and classroom placement with a focus on increasing academic language, access to core, academic/social-emotional counseling, and goal-setting for reclassification in the mainstream classroom (6th grade) and/or during ELD sections (7-12). Provide targeted professional development above and beyond Key ELD Strategies for teachers of LTELs, administrators, registrars, counselors, EL Coordinators and the ISCs.	District wide Grades: 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th	<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Salaries Federal Categorical funds in actions 2.6.1 and 2.6.3
2.6.6 Continue to refine and implement the intake and classroom placement systems for newcomer ELs (initial priority given to 7-12 grades, with K-6 grades to follow based on feedback from the secondary model.) Intake trainings to include teachers of ELs, administrators, registrars, counselors, EL Coordinators and the ISCs. Parents of newcomers will attend an orientation workshop with their students to review school systems, EL program design, academic pathways, and Central USD's Guiding Principles.	District wide Grades: All	<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Salaries Federal Categorical funds in actions 2.6.1 and 2.6.3

2.6.7 EL and Special Education Department monitors training to practice of professional development provided in 2016-17. Follow up professional development and support provided based on identified need.	District wide Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Salaries Federal Categorical funds in actions 2.6.1 and 2.6.3
LCAP Year 3			
Expected Annual Measurable Outcomes:	1. Meet or exceed established federal targets for students making annual progress in acquiring English (State Standards Implementation/Pupil achievement) 2. Increase reclassification rate by 2% (State Standards Implementation/Pupil achievement)		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.6.1 Implementation of revised master plan for English learners including structures to develop ownership of program design implementation at all sites.	District wide Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Salaries \$ 129,347 Federal categorical funds
3.6.2 Continue to provide supplemental materials and curriculum with training for ELD program.	District wide Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Materials \$ 10,000 LCFF S/C

<p>3.6.3 Continue to provide professional development, and build site capacity, with coaching support for implementation of ELD standards and focusing on Central USD Key ELD strategies identified in the Title III plan (Standards Based Language Objective, Scaffolded Instruction, Intentional Grouping, Integration of Processes, Appropriate Assessments).</p>	<p>District wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Salaries \$ 121,437 Federal categorical funds</p>
<p>3.6.4 Continue training and implementation of state adopted,, standards aligned ELA/ELD curriculum</p>	<p>All schools Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Federal categorical funding included in 3.6.3</p>
<p>3.6.5 Implement established auxiliary LTEL monitoring system for EL students (grades 5-12). Utilize monitoring system to establish specialized LTEL instruction and classroom placement with a focus on increasing academic language, access to core, academic/social-emotional counseling, and goal-setting for reclassification in the mainstream classroom (6th grade) and/or during ELD sections (7-12). Provide targeted professional development above and beyond Key ELD Strategies for teachers of LTELs, administrators, registrars, counselors, EL Coordinators and the ISCs.</p>	<p>District wide Grades: 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Salaries Federal Categorical funds in actions 3.6.1 and 3.6.3</p>

<p>3.6.6 Continue to refine and implement the intake and classroom placement systems for newcomer ELs (initial priority given to 7-12 grades, with K-6 grades to follow based on feedback from the secondary model.) Intake trainings to include teachers of ELs, administrators, registrars, counselors, EL Coordinators and the ISCs. Parents of newcomers will attend an orientation workshop with their students to review school systems, EL program design, academic pathways, and Central USD's Guiding Principles.</p>	<p>District wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Salaries Federal Categorical funds in actions 3.6.1 and 3.6.3</p>
<p>3.6.7 EL and Special Education Department monitors training to practice of professional development provided in 2016-17. Follow up professional development and support provided based on identified need.</p>	<p>District wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Salaries Federal Categorical funds in actions 3.6.1 and 3.6.3</p>

Annual Update

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

Guiding Questions:

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

Original Goal from prior year LCAP:	#1 Assure a minimum of 1 year growth for each year of instruction in core areas	Related State and/or Local Priorities: _1 X 2 _3 X 4 _5 _6 _7 X 8 Local:
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Goal Applies to:	Schools:	All		
	Grades:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Increase percent of students mastering grade level common core standards in ELA and Math by 2% as measured by California Assessment of Student Performance and Progress (CAASPP) (State Standards Implementation)		Actual Annual Measurable Outcomes:	1. CAASPP 2015 results: ELA 31% and Math 22% of those tested are meeting or exceeding standards, two years of data are needed to determine the growth percentage, growth will be reported in 2016 (Dashboard 1.1)
	Establish baseline percent of students demonstrating a minimum of 1 year of growth in ELA and Math as measured by CAASPP (State Standards Implementation)			2. CAASPP 2015 results indicate a baseline for ELA is 31% and a baseline for Math is 22% meeting or exceeding standards, growth will be reported in 2016 (Dashboard 1.1)
	Completed pilot of newly developed district formative and summative assessments in History and Science (State Standards Implementation)			3. A summative assessment aligned to NGSS was developed and field tested in a cross section of Science courses at Central High School. Science assessment development will continue in 2016-17. History assessment development did not take place. It will begin in 2016-17.
	Develop baseline Academic Performance Index (API)-Suspended			4. API suspended
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Access to core curriculum materials in all content areas-Math, ELA, ELD, Science, Social Science, the Arts and PE	Curriculum \$133,000 LCFF Base	All students had access to core curriculum materials in the content areas of Math, ELA, ELD, Science, Social Science, the Arts and PE as evidenced by Williams' reports to the board.	Curriculum \$ 283,971 LCFF Base	

Scope of service:	All schools Grades: All		Scope of service:	All schools Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Provide standards aligned supplemental materials for all core areas to meet individual student needs		Materials \$1,208,044 LCFF S/C	All students in need were provided standards aligned supplemental curriculum and programs such as Superkids Reading, Guided reading materials, small group instruction, interactive science and math journals, manipulatives, Positive Prevention for Health for 7th and 8th grade, Language Live! etc		Materials \$ 1,690,651 LCFF S/C
Scope of service:	District wide Grades: All		Scope of service:	District wide Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other		

Provide technology to support access to core		1 to 1 Technology \$1,000,000 LCFF Base	Provide technology to support access to core		1 to 1 technology devices lease \$1,000,000 LCFF Base
Scope of service:	All schools Grades: All		Scope of service:	97% of the students had access to 1 to 1 technology devices. This is due to the amount of time needed to replace broken or damaged devices at the secondary level. Students had access to technology, but some did not have 1 to 1 devices for a period of time. Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Access for all pupils to quality library services		Material, staffing & facilities funding in Goal 4	<p>Continued to staff all elementary libraries with trained library technicians, secondary schools with teacher librarians.</p> <p>Continued to provide Destiny, a library software program, to monitor circulation. Overdrive is used to facilitate the check out process for e-books with the Fresno County Library System.</p> <p>Library collections are annually increased at all sites. All materials are rigorously screened before approved for purchase. Narrative and expository materials are available.</p> <p>Increased collection in Overdrive by 1000 titles to provide increased access to award winning books and California Young Reader Medal books.</p>		Materials, staffing and facilities funding in Goal 4
Scope of service:	All schools Grades: All		Scope of service:	All schools Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Continue to staff middle schools with library media teachers		Salaries \$272,634 LCFF S/C	Continued to staff middle schools with teacher librarians who create library environments that engage students and develop a love and enjoyment of literature. They assist students in the development of their research skills and use of technology. Teacher librarians increased collaboration with classroom teachers this year as evidenced by logs and student work.		Salaries \$282,814 LCFF S/C
Scope of service:	District wide Grades: 7th, 8th		Scope of service:	District wide Grades: 7th, 8th	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other		
Increase access to e-books and digital resources in English and other languages through partnership with county library		No cost	Increased the number of students and families signed up for library cards by 1000 (from 2200 to 3200). Biola and Teague Elementary Schools continue to provide county library access at their school sites. Biola served 2,816 patrons during Fresno County Library time through March 2016 with 505 circulations. Teague served 2000 patrons during Fresno County Library time through March 2016. In addition to providing books, access to technology was much utilized.		No cost

Scope of service:	District wide Grades: All		Scope of service:	District wide Grades: All	
<div>_ All</div> <div>-----</div> X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			<div>_ All</div> <div>-----</div> X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other		
Develop and pilot formative and summative assessments for History and Science		Material, staffing & facilities funding in Goal 4	Summative assessments for Science were developed and field tested across a variety of courses at the secondary level. Due to the late release (March 2016) by CDE of Science assessment design and implementation timeline, formative assessments were not developed. They will be developed in 2016-17. History formative and summative assessment development and piloting did not take place this year. It is in the beginning planning stage.		Material, staffing and facilities funding in Goal 4
Scope of service:	All schools Grades: All		Scope of service:	All schools Grades: 9th, 10th, 11th, 12th	
<div>X All</div> <div>-----</div> _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			<div>X All</div> <div>-----</div> _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
What changes in actions,					

servivces, and expenditures	<p>Goal: Assure a minimum of 1 year growth for each year of instruction in core areas will be revised to state, Every student meets or exceeds grade level core standards, in order to align with state accountability system</p> <p>Metric 1: Increase percent of students mastering grade level common core standards in ELA and Math by 2% as measured by CAASPP will be determined when year 2 data is available in 2016-17. Data for this metric was not available for 2015-16 but will be available for 2016-17</p> <p>Metric 2: Will be removed since metric 1 will provide the data to match revised goal statement</p> <p>Metric 3: Completed pilot of newly developed district formative and summative assessments in History and Science. Due to the late release (March 2016) by CDE of Science assessment design and implementation timeline, formative assessments will be developed in 2016-17 for Science. History assessments are in the planning stages. This metric is more appropriate for the action section and will be moved to an action to support goal 1 in 2016-17.</p> <p>Add a metric: To better monitor early literacy skills, which is a strong predictor of future academic achievement, a new metric will be added stating " Increase percent of first grade students meeting or exceeding expectations for reading by 2% as measured by Fountas and Pinnell Benchmark Assessment System."</p> <p>Action: Access to qualigy library services will be removed because it is expected that we provide these services and the statement is very broad in nature. There are two other actions addressing library services that are more specific.</p> <p>Action: Develop and pilot formative and summative assessments for History and Science will be expanded to include ELA/ELD and Math for 16-17 and expanding in 17-18 to include VAPA and PE so all core areas are addressed.</p> <p>Action: Add an action for 2016-17 to address Math curriculum needs at the elementary level</p> <p>Action: Add an action for 2016-17 to address Math curriculum needs at the high school level including new Math 3 course</p> <p>Action: Add an action for 2017-18 to address ELA/ELD curriculum needs at the elementary level</p> <p>Action: Add an action for 2018-19 to address Science curriculum needs at the elementary level</p> <p>Scope of action or service: Action: Develop and pilot formative and summative assessments for History and Science. Actual scope for Science pilot testing was focused at our high school and not at all schools and grade levels. All grades and all schools will be part of the 2016-17 LCAP action.</p> <p>Students served; Homeless added to appropriate actions and services</p> <p>Expenditure: Core curriculum estimate from LCFF Base was \$133,000. The actual was \$283,971 due to increased enrollment and need for these materials.</p>
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	<p>Expenditure: Supplemental Materials for all core areas estimate was \$1,208,044. The actual was \$1,690,651 due to increased enrollment and needs of our students</p> <p>Expenditure: Teacher librarian anticipated salaries were \$272,634, the actual was \$282,814 due to salary and benefit increases.</p>
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Original Goal from prior year LCAP:	#2 Prepare every student for college, career & community			Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 _8 Local:	
Goal Applies to:	Schools:	All			
		Grades: All			
	Applicable Pupil Subgroups:		All		
Expected Annual Measurable Outcomes:	Increase number of program offerings available at the secondary level (Broad Course of Study)		Actual Annual Measurable Outcomes:	1. Continued seven pathways at the high school: Ag Mechanics, Ag Science, Applied Technology, Health, Business, Criminology and Education. In 2015-16 two courses were added at the high school (American Justice and Debate) and a STEM course was added at each of the three middle schools. Woodworking continued at one middle school.	
	Increase percent of students completing a-g requirements by 2%			2. 39.5% completed a-g requirements a 2.5% increase from 2013-14 based on district data (Dashboard 2.1)	
	Increase enrollment in college prep for grades 9-12 by 2%			3. Academy enrollment in the college prep/career pathway academies in 2014-15 was 584 and in 2015 -16 is 511. There was increased enrollment in the Low Income (LI) and English learner subgroups this year. Target however was not met.	
	Increase enrollment in Career Technical Education (CTE) for grades 9-12 by 2%			4. Enrollment in CTE grades 9-12 on census day was 2,494 students with 72% low income, 55% Hispanic and 20% White representing the highest percentages of enrollment. 98 students (4%) were English learners, 233 African American (9%) and 322 Asian (13%). This creates a baseline figure.	
	Increase the percent of students enrolling in a 4 year post secondary college or technical training program by 2%				
	Increase enrollment in AP classes by 2%				
	Increase percent of students passing AP exams with a 3 or higher by 2%				
	Establish baseline number of students determined prepared for college on the EAP				

		<p>5. As of 12/10/15 55% are enrolled in a 4 year post secondary college or technical training program for the class of 2015 the semester immediately following graduation. The percentage of those enrolled in these programs anytime during the year after graduation is pending. Progress measure reflects first semester after graduation, final metric will include those enrolled anytime during the first year after graduation and is pending for class of 2015</p> <p>6. As of CALPADs information day AP class enrollment was 576 students with subgroups low income (LI) 55% and Hispanic 40.5% having the highest percentage. The lowest subgroup percentages were English learners and foster youth at 0.2% (Dashboard 2.4)</p> <p>7. 55% of students taking AP exams passed with a 3 or higher in 2014-15 which is a 2% increase from 2013-14. Data pending for 2015-16 (Dashboard 2.5)</p> <p>8. EAP baseline readiness results for ELA in 2015 shows that 11% are prepared for college level ELA. Filipino subgroup rate was highest at 55%. ELs, Foster youth, students with disabilities and African American subgroups were some of the lowest scoring with 5% or less prepared. When including the conditionally ready, since these students have another year of instruction, the percentage increases to 42.5%. (Dashboard 2.6)</p> <p>EAP baseline readiness results for Math in 2015 shows that 1% are prepared for college level Math. Filipino subgroup rate was the highest at 19%, and half of the twelve subgroups had none prepared for college level math. When including the conditionally ready, since these students have another year of instruction, the percentage increases to 10.4%. (Dashboard 2.6)</p>
LCAP Year: 2015-16		
Planned Actions/Services	Actual Actions/Services	

		Budgeted Expenditures			Estimated Actual Annual Expenditures
Continue to provide high quality VAPA program in dance, music, theatre and visual arts		<p>Instruments, equipment, materials</p> <p>\$469,963</p> <p>LCFF Base</p>	<p>Instruments and materials for growth and replacement were purchased.</p> <p>All teachers are fully credentialed for their content area. West Arts Center teachers and their students are provided with additional opportunities to work in an interdisciplinary manner to further enrich students' experiences in the arts.</p> <p>Community connections: Third grade students perform with Fresno Philharmonic through Link Up Recorder Program, Elementary dance students attend annual Valley Performing Arts Council ballet, Host Milestones Youth Jazz Workshops for 7-12 participants, High school choirs and bands go to local, state and national festivals, Host band and jazz festivals and fall band review field shows, High school level II dance students attend annual Dance Open House at CSUF, High school advanced art students attend Art Day at FCC, High and middle school bands and choirs participate in CSUF and FPU festivals, High school theatre students participate in the FCC Drama Festival</p>		<p>Instruments and materials</p> <p>\$420,397</p>
Scope of service:	<p>All schools</p> <p>Grades: All</p>		Scope of service:	<p>All schools</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		

Completion of development of strategic master plan for GATE		Material, staffing & facilities funding in Goal 4	GATE strategic master plan is completed. Implementation to begin in 2016-17		Material, staffing and facilities funding in Goal 4
Scope of service:	All schools Grades: All		Scope of service:	All schools Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Continue to offer broad course of study		Material, staffing & facilities funding in Goal 4	Continued seven pathways at the high school: Ag Mechanics, Ag Science, Applied Technology, Health, Business, Criminology and Education. In 2015-16 two courses were added at the high school (American Justice and Debate) and a STEM course was added at each of the three middle schools. Woodworking continued at one middle school. Community partnerships continue: Maricopa Orchards supporting hands on involvement in orchard development and care, Fresno City College Partnership that provides the opportunity for joint band concerts and performances, and Shinzen Garden to develop skills in aesthetic pruning guided by experts in the field. Alternative education support programs continue to offer various opportunities depending on the site. These may include: work study and internships, UC approved coursework, career exploration, academic decathlon team and expanded elective opportunities. A leadership elective was added at Pershing Continuation High School.		Materials, staffing and facilities funding in Goal 4
Scope of service:	Central High School & Pershing High School Grades: 9th, 10th, 11th, 12th		Scope of service:	Central High School and Pershing High School Grades: 9th, 10th, 11th, 12th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Continue implementation of career technical education academies and pathways based on student need, industry advice and labor workforce rates		\$217,000 ROP \$140,000 Perkins, \$217,000 LCFF S/C	All programs are fully implemented with graduation rates for 12th graders completing a CTE pathway in 2015 at 98.96% CTE at the high school level include: Agricultural and Natural Resources, Business, Entrepreneurship and Computing, Consumer Family Services, Education, Applied Technology, Criminology, Health Services and Patient Care Middle school offerings include: Consumer Family Services, Video Production and computing, Industrial Arts and Woodshop (at one site)	\$217,000 ROP \$158,543 Perkins \$217,000 LCFF S/C
Scope of service:	School wide at El Capitan, Rio Vista & Glacier Point Middle Schools, Central & Pershing High Grades: 7th, 8th, 9th, 10th, 11th, 12th		Scope of service: School wide at El Capitan, Rio Vista and Glacier Point Middle Schools, Central High and Pershing High School Grades: 7th, 8th, 9th, 10th, 11th, 12th	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	

Continue to provide field trips to local colleges to expand awareness of local opportunities		Material, staffing & facilities funding in Goal 4	<p>43% of our elementary sites provided field trips to local colleges, California State University Fresno and University of California, Merced. Two of the high poverty elementary sites provided this opportunity on a non-school day and invited families to attend with their students.</p> <p>100% of our secondary sites including the continuation high school provided field trips to local colleges: Reedley College, California State University, Fresno, Santa Clara, San Jose, Stanislaus, Sacramento, Monterey Bay and University of California, Merced, Santa Cruz, Davis, University of Pacific, Fresno Pacific University.</p>		Materials, staffing and transportation funding in Goal 4
Scope of service:	District wide Grades: All		Scope of service:	District wide Grades: All	
<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils X Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White X Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils X Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White X Students with Disabilities X Homeless <input type="checkbox"/> Other</p>		

Continue to provide education on and counseling support for students and parents regarding the a-g requirements including 8th grade registration process, 9th grade classroom presentations and a-g worksheets and 10th grade individual student/counselor meetings		Material, staffing & facilities funding in Goal 4	Education on and counseling support for students and parents regarding the a-g requirements including 8th grade registration process, 9th grade classroom presentations and a-g worksheets and 10th grade individual student/counselor meetings continues. Extended hours of counseling support at the high school allows parents to have increased access to this information as well. Cash for College FAFSA workshop, one of many other FAFSA workshops, was well attended and bilingual personnel were present to meet the needs of our Spanish speaking population.		Materials, staffing and facilities funding in Goal 4
Scope of service:	School wide at El Capitan, Rio Vista & Glacier Point Middle Schools, Central & Pershing High Schools Grades: 7th, 8th, 9th, 10th, 11th, 12th		Scope of service:	School wide at El Capitan, Rio Vista and Glacier Point Middle Schools, Central and Pershing High Schools Grades: 7th, 8th, 9th, 10th, 11th, 12th	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other		

What changes in actions, services, and expenditures	<p>Metric 1: Increase number of program offerings available at the secondary level is similar to the action to offer broad course of study. The metric will be collapsed and the action retained. See Action 1.2.3</p> <p>Metric 3: Increase enrollment in college prep for grades 9-12 by 2% will be eliminated since the metric regarding percent of students completing a-g requirements measures achievement.</p> <p>Metric 4: Increase enrollment in Career Technical Education for grades 9-12 by 2% will be changed to Increase percent of students successfully completing CTE sequence for grades 9-12. The new metric measures student achievement and progress.</p> <p>Action: Continue to offer broad course of study will include the following addition "and provide a variety of program offerings at the secondary level, e.g.. foreign language, forensics/debate, STEM electives" due to stakeholder input</p> <p>Action: Add actions to enhance and expand Expository Reading and Writing Course (ERWC), implement Math placement tests for grades 6-12, and explore options for extended year math opportunities. Data supports the need to enhance and expand in these areas.</p> <p>Expenditure: VAPA actual expenditures for instruments and materials, \$420,397, are less than planned, \$469,963. Some funding was used for additional technicians to conduct small group instruction during class due to large number of students per class. Salaries are reflected in Goal 4 staff amounts. Total expenditures for VAPA program, instead of instruments, equipment and materials, will be reported beginning in the 2016-17 LCAP.</p> <p>Expenditure: CTE funding from Perkins was increased from \$140,000 to \$158,543 a difference of \$18,543 which was spent on components of the program.</p> <p>Students served: Homeless was added to students served</p>
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Original Goal from prior year LCAP:	#3 Connect every student to school		Related State and/or Local Priorities: _1 _2 _3 X 4 X 5 X 6 _7 _8 Local:
Goal Applies to:	Schools:	All	
		Grades: All	
	Applicable Pupil Subgroups:	Foster Youth, Low Income Pupils, Redesignated fluent English proficient, English Learners, Students with Disabilities	
Expected Annual Measurable	Increase the number of students participating in co-	Actual Annual Measurable	1. Academic competition participation as of the end

<p>Outcomes:</p>	<p>curricular opportunities by 2% (Other Outcomes)</p> <p>Increase participation in extended day/year programs by 2% (Other Outcomes)</p> <p>Increase the number of students receiving counseling services by 2% (Other Outcomes)</p> <p>Increase current attendance rate by .05%</p> <p>Decrease the chronic absenteeism rate by .05%</p> <p>Decrease number of student suspensions by 2%</p> <p>Decrease the number of suspension days by 2%</p> <p>Decrease number of students referred for expulsion by 2%</p> <p>Reduce secondary drop-out rates by 2%</p> <p>Meet or exceed fixed graduation rate target</p>	<p>Outcomes:</p> <p>of February increased 85%. Figure does not include four competitions still to be reported that average 433 students. Goal was exceeded mainly due to 2100 more participants in History Day this year.</p> <p>165 History Day participants were selected for competition at the county level, 11 were selected to compete at the State level</p> <p>Number of students participating in athletics from 6009 to 5918, a 1% decrease, VAPA from 9376 to 9970, a 6% increase, Interact Service Club 300, no change, Rotary Jr. Community from 59 to 92 a 36% increase, Athletes as Readers and Leaders from 80 to 100 a 20% increase</p> <p>2. 2,109 students received instruction during the Summer and as of the end of March 31% of students enrolled are receiving services through before/after school and Saturday school opportunities</p> <p>961 HS students attended summer school, 938 earned 5 credits, 48 additional students participated in credit retrieval and earned 330 credits, 13 students graduated, 80 (4 classes of 20) students with no pre-school experience attended Kinder Camp, 420 students attended K-3 Literacy, and 600 students attended Central Enrichment Summer Activities for a total of 2109</p> <p>3. 193 students received counseling services by the end of March 2016 and another 100 received information via classroom presentations for a total of 293 students. Also 3 additional intervention counselors were hired and are providing services over and above those provided here by the vendor. The additional counseling position expenditures are reported in goal 4</p> <p>4. As of end of April, attendance rate is 95.70% which is a .20% increase. If trend continues goal will be met. (Dashboard 3.1)</p>
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			<p>5. 9.9% chronic absenteeism rate as of 5/20/16 a 2.2% decrease. If trend continues goal will be met (Dashboard 3.2)</p> <p>6. 5.4% suspension rate using fall numbers (Dashboard 3.3)</p> <p>7. Suspension rate required metric see item 6</p> <p>8. Decrease in number of students referred for expulsion to be replaced by expulsion rate, a required metric, and is pending</p> <p>9. Secondary drop out rates: high school 2013-14 76%, 2014-15 53%, 2015-16 pending, middle school 2013-14 .05%, 2014-15 .66%, 2015-16 pending (Dashboard 3.5 and 3.6)</p> <p>10. 84.4% is the revised graduation rate for 2014-15 Target was 83% (Dashboard 3.7)</p>
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

Increase the number of students participating in before and after school tutoring, credit retrieval and Saturday schools such EL Saturday School and Literacy Boot Camps		Materials funding in Goal 1 and Intervention staff funding in Goal 4	<p>Approximately 31% (4,751/15,560) of student population received extended learning opportunities through before and after school tutoring and Saturday Schools.</p> <p>EL Saturday Schools held at some elementary sites include parent training. Students and parents are picked up by a district school bus and transported to the site. Students receive instruction by site teachers on individual areas of need, parents receive training on how to help their students, and parents observe students in the classroom. Parents, staff and students participate in team building and leadership activities. EL Saturday schools are well received by the community.</p> <p>438 eligible students participated in Supplemental Educational Services through the Title I program</p> <p>69 migrant students received after school tutoring through the migrant program</p> <p>These figures do not include the popular grant funded after school programs offered at eligible sites</p> <p>Comparison data from 2014-15 was not available to determine growth.</p>		Materials funding in Goal 1 and intervention staff fundign in Goal 4
Scope of service:	District wide Grades: All		Scope of service:	District wide Grades: All	

<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils X Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White X Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils X Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White X Students with Disabilities X Homeless <input type="checkbox"/> Other</p>
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<p>Summer Enrichment Opportunities</p> <ol style="list-style-type: none"> 1, Continue support for the transition grades, early literacy and credit retrieval—expanding Literacy Learning Camp from grades K-2 to K-3 and Central Summer Enrichment Academy (CSEA) from grades 5-8 to 4-8 2. Continue instruction based on individual literacy needs 3. Continue provision of technology to close the experience gap 4. Continue differentiation aligned to IEP goals 5. Continue pupil and community access to some school libraries and Fresno County library services 6. Continue breakfast and lunch community feed 	<p>Salaries, materials & supplies</p> <p>\$270,569</p> <p>LCFF S/C</p>	<p>Summer Enrichment Opportunities</p> <p>1 & 2. Kinder Camp consisted of 4 classes of 20 students each who have not attended preschool as identified during kindergarten registration, K-3 Literacy camp consisted of 420 below grade level students in reading identified at each site using site level data. They experienced an integrated study of Farm to Table. The Central Enrichment Summer Adventures (CESA) program served 600 students, priority given to students reading below grade level, but open to all students. District training of CESA staff in literacy, theme focused on selected novels. Program includes elective classes, PE, literacy and character development. CSU Fresno Teaching Fellows, FCOE and CUSD coordinate the program. At the secondary level, of 961 student participants, 938 earned 5 credits, 48 credit retrieval students earned 330 credits and 13 students graduated.</p> <p>3. All students attending summer programs had access to technology</p> <p>4. Students on IEPs received differentiation aligned to their program goals as evidenced by classroom observations and program accountability requirements</p> <p>5. Five sites provided school library services during most of the summer with two offering County Library services as well</p> <p>6. Breakfast and lunches provided for community from mid-June to mid July were 1,895 for breakfast and 4,219 for lunch. These numbers reflect community feed numbers only without the summer school lunch programs.</p>	<p>Salaries, materials and supplies</p> <p>\$422,330</p> <p>LCFF S/C</p>
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Scope of service:	District wide Grades: All		Scope of service:	District wide Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other		
Promote participation in co-curricular opportunities		Material, staffing & facilities funding in Goal 4	Academic competition participation as of the end of February increased 85%. Figure does not include four competitions still to be reported that average 433 students. Goal was exceeded mainly due to 2100 more participants in History Day this year. 165 History Day participants were selected for competition at the county level, 11 were selected to compete at the State level Number of students participating in athletics from 6009 to 5918, a 1% decrease VAPA from 9376 to 9970, a 6% increase Interact Service Club 300, no change, Rotary Jr. Community from 59 to 92 a 36% increase Athletes as Readers and Leaders from 80 to 100 a 20% increase		

Scope of service:	District wide Grades: All		Scope of service:	District wide Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other		
Maintain counseling and parenting classes for most needy students		Salaries Outside vendor contract \$96,000 LCFF S/C	The number of students receiving counseling services is 293, baseline. Last year we reported out services and programs and changed the metric to number of students receiving services. The metric for 2015-16 should have stated establish baseline instead of a growth percentage. The growth will be reported out in 2016-17. Three intervention counselors were hired which provided a huge increase in counseling services available, which is not reported here. The funding for these positions are reflected in the additional personnel action in goal 4.		Vendor contract \$96,000 LCFF S/C
Scope of service:	District wide Grades: All		Scope of service:	District wide Grades: All	

<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils X Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White X Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils X Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White X Students with Disabilities X Homeless <input type="checkbox"/> Other</p>
<p>What changes in actions, services, and expenditures</p>	<p>Metric 1: Increase the number of students participating in co-curricular opportunities by 2% will be revised to an action under this goal. Participation in co-curricular opportunities.</p> <p>Metric 2: Increase participation in extended day/year programs by 2% is also identified as Action 1.3.4 in 2016-17 plan: Increase the number of students participating in before and after school tutoring, credit retrieval and Saturday schools such as EL Saturday School and Literacy Boot Camps. To avoid duplication the metric will be collapsed and the action retained.</p> <p>Metric 3: Increase the number of students receiving counseling services by 2%. We are able to report out the number of students receiving counseling services as 293, which will be our baseline, since last year we reported out services and programs and changed the metric to number of students receiving services. The metric should have stated establish baseline instead of a growth percentage. The growth will be reported out in 2016-17. In order to be consistent in addressing this goal, metric 3 will be collapsed and the action to maintain counseling and parenting classes for the most needy students will retained.</p> <p>Metric 6. Decrease the number of student suspensions by 2% and Metric 7. Decrease number of suspension days by 2% will be replaced by using the required metric, suspension rate.</p> <p>Metric 8 Decrease number of students referred for expulsion by 2% will be replaced by using the required metric: expulsion rate.</p> <p>Metric 9: Reduce secondary drop-out rates by 2% will be divided into two metrics, one addressing high school and another addressing middle school</p> <p>Action: Research and develop a flex daily high school schedule is not feasible at this time. Actions will be removed from the 2016-17 plan. It can be re-considered at a later date.</p> <p>Action: Summer Enrichment Opportunities, the Central Enrichment Summer Adventures will expand to include a math cohort in 2017</p> <p>Action: Increase the number of students participating in before and after school tutoring and Saturday schools etc. will include literacy (not Literacy Boot Camps) and add math learning opportunities due to student needs in those areas and stakeholder input</p>	

	<p>Action: Increase the number of students participating in before, after school tutoring, credit retrieval and Saturday schools. Comparison data from 2014-15 was not available to determine growth. Baseline now established. Growth will be reported in 2016-17. Credit retrieval will be removed from this action and is reported in the summer enrichment opportunities. Better system for collecting these data need to be developed.</p> <p>Action: Add actions to support Tier I Social/Emotional Learning Program, Tier 2 counseling support, and provision of a district social worker.</p> <p>Students served; Homeless added to appropriate actions and services</p> <p>Expenditures: Summer Enrichment Opportunities anticipated expenditure amounts were \$270,569 and the actuals were \$422,330. Expenses for salaries and supplies increased and some grants, such as Packard Grant, used to off set summer school expenses were discontinued.</p>
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Original Goal from prior year LCAP:	#4 Provide equity of access to educational opportunities and create an environment conducive to learning for all students		Related State and/or Local Priorities: X 1 X 2 X 3 X 4 _5 _6 _7 X 8 Local:
Goal Applies to:	Schools:	All	
	Grades:	All	
	Applicable Pupil Subgroups:	All	

Expected Annual Measurable Outcomes:	<p>Maintain a rigorous, systematic hiring process to ensure 100% highly qualified staff</p> <p>Maintain 0% teacher misassignments and vacancies</p> <p>Implementation of facilities master plan</p> <p>Increase the percent of schools maintaining a good or exemplary rating on the Facilities Inspection Tool (FIT) by 5%.</p> <p>Continue to maintain access for all students to standards aligned instructional materials & programs to meet individual student needs</p>	Actual Annual Measurable Outcomes:	<p>1. 97% of staff are highly qualified (Dashboard 4.1)</p> <p>2. 0% teacher misassignments and vacancies (Dashboard 4.2)</p> <p>3. Full day board facilities workshop on 10/3/15, Six boundary input parent meetings held in March and April 2016. Board approval scheduled on April 26, 2016.</p> <p>4. 100% of schools have a good or exemplary rating on the FIT (Dashboard 4.3)</p> <p>5. 100% of students have access to standards aligned instructional materials and programs (Dashboard 4.4)</p>
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide facilities and operations to meet program needs including labs, classrooms, libraries and fields	<p>Facilities, operations expense</p> <p>\$11,960,883</p> <p>LCFF Base</p>	<p>Facilities and operations were provided to meet program needs. Examples of upgrades are the following: Turf on the football field was replaced at Koligian Stadium, Herndon-Barstow Elementary's new roof was installed and damaged roof sheathing replaced and upgraded, some sites play courts and walk ways were resurfaced, t-stats received for energy efficiency, Madison received Mechanical/HVAC units and additional security cameras were installed at some sites etc.</p>	<p>Facilities, operations expense</p> <p>\$13,527,399</p> <p>LCFF Base</p>
Scope of service:	<p>All schools</p> <p>Grades: All</p>	Scope of service:	<p>All schools</p> <p>Grades: All</p>

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Support systems to provide positive and safe environments and access to programs, services, school sites and events		Materials, supplies, services \$16,519,260 LCFF Base	Support systems provided positive, safe environments and access to programs, services, school sites and events. Materials and supplies, equipment, utilities etc. to meet the needs of all programs	Materials, supplies, services \$17,211,809 LCFF Base
Scope of service:	All schools Grades: All		Scope of service: All schools Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Provide highly qualified personnel in all divisions and departments		Salaries \$75,433,801 LCFF Base	Provided 97% highly qualified teaching personnel Provided 100% highly qualified paraprofessionals Implementation of effective evaluation protocols	Salaries \$70,175,583 LCFF Base

Scope of service:	All schools Grades: All		Scope of service:	All schools Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Increase access to highly qualified staff 1.Continue to provide a professional development system for all staff with a focus on individualized instruction, literacy and language development across content areas, technology assisted delivery and school culture 2. Implement system wide training to practice support including implementation of California Standards for the Teaching Profession (CSTP) observation protocol with coaching feedback 3. Continue to partner with Institutions of Higher Education (IHEs) to support in-district master’s programs in Reading and Technology 4.Continue to provide instructional support coaches 5. Continue to provide highly qualified intervention staff and support personnel 6. Additional staff and services such as teachers to lower class size, possible growth positions based on need (e.g. EL-- bilingual counselors, SpEd--Speech Therapist, Licensed Vocational Nurses etc.) including additional staff provided in 2014-15		1. PD expenses \$309,992 Federal categorical funding 2. Support system (including materials) staffing & facilities funding actions above 3. No cost to district 4. Salaries \$445,069 LCFF S/C 5. Salaries	1. Administrator Professional Development system: a. Monthly Ad Council meetings including all administrators and department directors. Focus on district wide culture and building trust and positive relationships through communication, feedback and celebrations. b. Monthly Site Leadership meetings including all school principals, vice-principals, and Education Services staff. Focus on student learning and teacher performance topics related to improving literacy, mathematics and successful language acquisition for English Learners. c. New Administrator Support: In order to provide support to leaders in new positions, a variety of opportunities are provided to our team. New Leader Network: Monthly network for all year 1 & year 2 principals. GIA/VP Academy: Monthly support network for support administrators CASC (Admin Services Credential) Mentorship: 1:1 mentorship program for new leaders who are	1. PD Expenses \$185,970 Federal categorical funding 2. Support system (including materials) staffing and facilities funding in PD expense #1 3. No cost to district 4. Salaries \$445,069 LCFF S/C 5. Salaries \$14,413,031	

	\$14,935,878	working on clearing their administrative credential are paired with a current Central administrator who offers guidance and support as new administrators navigate new positions.	LCFF S/C
	LCFF S/C		
	6. Salaries		6. Salaries
	\$4,198,692	Consultation Coaching: Four principals were provided monthly coaching from an external consultant, Le Fulf, in order to provide on-site support tailored to the needs of their students, staff and based on their self-reflection and input from district leadership	\$4,477,234
	LCFF S/C		LCFF S/C
		d. Teacher Collaboratives provided for all K-12 teachers with follow up in classroom support provided by Instructional Coaches. Focus of professional development was on strategies that increase student engagement and that positively impact student learning in literacy in all content areas, including mathematics and ELD.	
		e. Differentiation of Professional Development System:	
		Adjust Teacher Collaboratives in order to provide necessary English Learner Professional Development for new teachers. On Site PD: Technology Integration, Refresher Course to Support English Learners, Thinking Maps, Advanced Questioning.	
		2. All Administration – Instructional Supervision/Evaluation Series: In order to properly train and support administrators in the use of the new certificated observation and evaluation tool, 20-hour module was implemented.	
		Introduction to New Evaluation Process & Forms, Cognitive Coaching Training: 2 days, Instructional Rounds: 3 half-day sessions that included calibration of CSTP, classroom observations using new observation form and debrief	
		3. Partnered with multiple agencies to provide higher	

		education opportunities in a convenient location.		
		a. Reading Masters – candidates are completing their projects/thesis and will be conducting research during Literacy Summer School at Polk Elementary		
		b. Technology Masters – candidates are completing their projects/thesis and have played an integral role in the PCC for Technology, presented their work from their classrooms at regional conferences, and are developing training modules to share with other Central teachers next school year		
		4. Instructional Coaches continue to provide support and “at the elbow” coaching in order to equip teachers with the skills necessary to meet the needs of their students		
		5. Site specific highly qualified intervention staff and support personnel provided services as described in SPSA/SSP		
		6. Additional staff: Behavior Intervention Specialists at Steinbeck, Teague and Tilley, School Safety Liaisons at Central High School, 1 nurse, 2 speech therapists, 1 SPED Program Specialist, and teachers to reduce class size TK-3		
Scope of service:	District wide Grades: All		Scope of service: District wide Grades: All	
<u> All</u> ----- X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils X Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White X Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<u> All</u> ----- X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils X Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White X Students with Disabilities X Homeless <input type="checkbox"/> Other	

Monitoring and review of state adopted materials to meet the needs of all students		Support system (including materials), staffing & facilities funding actions above	Technology and Math adoption process was conducted on a year long basis through each content Professional Consultation Committees (PCC) including community input and involvement. Recommendations are in the process of being presented to the board for approval. All students have access to State adopted curriculum materials		Expenditures are identified in the Support system action that includes materials, staffing and funding.
Scope of service:	All schools Grades: All		Scope of service:	All schools Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

What changes in actions, services, and expenditures	<p>Metric 1: Replace the term "100% highly qualified staff" with "highly effective staff" since Every Student Succeeds Act (ESSA) regulations are replacing No Child Left Behind (NCLB) regulations.</p> <p>Metric 3: Since the development of a facilities master plan is completed and implementation is taking place this metric will be retired. Implementation of the plan will be monitored in the already established action (Provide facilities and operations to meet program needs including labs, classrooms, libraries and fields.)</p> <p>Metric 4: Increase percent of schools maintaining a good or exemplary rating on Facilities Inspection Tool (FIT) by 5%. All schools now score good or exemplary on the FIT, the metric will be adjusted to reflect maintenance of the 100%</p> <p>Expenditure: Facilities and operations anticipated expenditures were \$11,960,886 and the actuals were \$13,527,399. The difference is due to increased needs and repairs, additional overtime due to opening of facilities on weekends.</p> <p>Expenditure: Action-Support systems for safe environment etc anticipated expenditures were \$16,519,260 and actuals were \$17,211,809.due to increased needs</p> <p>Expenditure: Action-Provide highly qualified personnel in all divisions and departments anticipated expenditures were \$75,433,801 and actuals were \$70,175,583 due to position vacancies balance was returned to general funds for other program expenses.</p> <p>Expenditure: Action-Increase access to highly qualified staff item #1 PD expenses from federal funds set aside was \$309,992 and the actual amount expended was \$185,970. The balance will be carried over to the 2016-17 PD budget.</p> <p>Expenditure: Action-Increase access to highly qualified staff item #5. Salaries for intervention staff and support personnel anticipated expenditures were \$14,935,878 and the actuals were \$14,413,031 balance was returned to general funds for other program expenses.</p> <p>Expenditure: Action-Increase access to highly qualified staff item #6 Additional staff and services such as teacher to lower class size and growth positions etc anticipated expenditures were \$4,198,692 and actuals were \$4,477,234 due to increase in positions</p> <p>Students served: Homeless added to appropriate actions and services</p>
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Original Goal from prior year LCAP:	#5 Engage families in system-wide programs assuring students/families access to support for academic, social/emotional and physical well being	Related State and/or Local Priorities: _1 _2 X 3 _4 _5 _6 _7 _8 Local:
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Goal Applies to:	Schools:	All		
		Grades: All		
	Applicable Pupil Subgroups:		Foster Youth, Low Income Pupils, Redesignated fluent English proficient, English Learners, Students with Disabilities	
Expected Annual Measurable Outcomes:	Increase the number of parents participating in district and school site parent workshops, orientations, and activities by 4% Increase by 2% parent workshop offerings based on parent interest and need as evidenced by parent training calendars		Actual Annual Measurable Outcomes:	1. 1,314 parents participated in district sponsored parent workshops as of 4/11/16. 412 participated in 2014-15. Goal of a 4% increase in the number of parents participating in workshops has been exceeded. Total increase in the number of participants has more than doubled..(Dashboard 5.1) 2. 123 workshops and training opportunities have been conducted through 4/11/16 and 50 workshops and trainings were conducted in 2014-15. The goal of a 2% increase in number of workshops or trainings has been exceeded. Total increase in the number of workshops has more than doubled.
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures

<p>Continue to provide a professional parent engagement system based on the Parent Engagement Framework including the development of parent leadership teams</p>	<p>Salaries \$35,000 Federal categorical funds</p>	<p>Continued to provide services of a district Parent Involvement Coordinator to build site capacity in meeting the needs of families to support student learning</p> <p>Implemented district and site parent workshops and trainings. At the district level, workshops were offered in The Parent Project which addresses changing destructive adolescent behavior. (secondary focus), and Positive Discipline (elementary focus). Based on oral feedback from parents and written evaluations at each training sessions, these workshops were well received and requests for more desired. Various sites offered workshops in PBS Early Literacy, Parenting Partners, Latino Literacy Project, Nutrition, Computer Literacy, EL Parent Workshop and School Smarts. School Smarts is a workshop that provides information on how the school system works, and emphasizes the importance of parent involvement and the connection to student achievement. Biola and Teague Elementary, in partnership with CUSD Adult Education, are offering free ESL classes for parents</p> <p>Monitoring and attendance of coordinator at site workshops to acquire feedback from parents to assist with future planning</p> <p>Training and supervision of Community Liaisons-bilingual to assist with parent outreach</p> <p>District and site committees addressing parent participation, input and decision making (SSC, ELAC, DELAC, DAC, Migrant PAC, B-3 grant, Pregnant and Parenting Teens) were conducted and monitored</p> <p>Networking with community organizations to identify and develop parent support and resources</p>	<p>Salaries \$68,358 Federal categorical funds</p>
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Scope of service:	School wide Grades: All		Scope of service:	School wide Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other		

Continue to engage parents, including pregnant and parenting teens, by offering district and site sponsored parent education opportunities based on parent interest and need with expanded offerings in positive discipline and meeting the needs of parents whose students exhibit acute behaviors		Workshops \$20,000 Federal categorical funds	<p>Implemented district and site parent workshops and trainings. At the district level, workshops were offered in The Parent Project which addresses changing destructive adolescent behavior. (secondary focus), and Positive Discipline (elementary focus). Based on oral feedback from parents and written evaluations at each training session, these workshops were well received and requests for more desired.</p> <p>Various sites offered workshops in PBS Early Literacy, Parenting Partners, Latino Literacy Project, Nutrition, EL Parent Workshop, and School Smarts, Computer Literacy, and EL Saturday schools where parents and students attended training based on their interest and need.</p> <p>New liaison has developed a trusting relationship with parents, staff and administration based on parent and staff feedback. The year two liaison was selected as Classified Rookie of the Year for Central Unified because of her ability to establish a welcoming environment at both her sites and providing quality service to parents and staff.</p> <p>Pregnant and parenting teens received support and training on a regularly scheduled basis from CUSD Parent Involvement Coordinator in partnership with FCOE Early Care and Education Department, Teen Parent Support Program. Teens received child care support during the training and were able to attend a Teen Parent Conference</p>		Salaries, materials and supplies \$13,070 Federal Categorical funds
Scope of service:	School wide Grades: All		Scope of service:	School wide Grades: All	

<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils X Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White X Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils X Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White X Students with Disabilities X Homeless <input type="checkbox"/> Other</p>
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Continue to provide parent outreach services through highly trained bilingual parent liaisons based on district and site needs		Salaries \$58,000 Federal categorical funds	<p>A new liaison was hired to replace one who resigned to pursue other career options. The placement of the new and veteran liaison and their bonding with parents, community members, students and site personnel was effective in producing a welcoming environment. Liaisons served Madison, McKinley, Steinbeck and Houghton Kearney Elementary Schools.</p> <p>Liaisons conducted or assisted with workshops in in PBS Early Literacy, Parenting Partners, Latino Literacy Project, Nutrition, EL Parent Workshop, Computer literacy and School Smarts. School Smarts provides information on how the school system works and the importance of parent involvement.</p> <p>Liaisons helped facilitate and promote other site events and at some sites participated in home visits</p> <p>Liaisons accompanied their DELAC reps to the meetings to provide support and assist with answering questions.</p> <p>They assisted sites with interpretation and translations for events, conferences, Blackboard connect messages, flyers, providing information as needed to answer parent questions and concerns.</p> <p>Assisted parents on a daily basis according to their needs</p>		Salaries \$63,676 Federal categorical funds
Scope of service:	<p>High needs school sites-Harvest, Madison, McKinley, Steinbeck Elementary</p> <p>Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th</p>		Scope of service:	<p>High needs elementary school sites-Houghton-Kearney, Madison, McKinley, Steinbeck Elementary</p> <p>Grades: All</p>	

<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils X Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White X Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils X Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White X Students with Disabilities X Homeless <input type="checkbox"/> Other</p>
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Provide parent outreach services through highly trained bilingual family outreach liaisons at the secondary level based on district and site needs		Salaries \$38,100 LCFF S/C	<p>Hired one full time Family Outreach Liaison-bilingual in Spanish to serve Central High School. Job had to be re-posted to find the most qualified applicant</p> <p>Professional development training for liaison was conducted by Parent Involvement Coordinator for a week at the beginning of his employment and on a monthly basis or as needed for the balance of the year.</p> <p>Assisted site with interpretations and translations for events, conferences, Blackboard connect messages, flyers and providing information as needed to answer parent questions and concerns.</p> <p>Met with parents and students to assist with understanding grading and attendance policies especially the families where students were struggling in these areas</p> <p>Worked with counselors, students and families to assist with providing training, information and resources based on identified needs (social/emotional, basic needs, tutoring, college planning, applying for college, FAFSA etc)</p> <p>Helped to facilitate ELAC committee meetings, attended DELAC meetings with site representative. This site had struggled to find parents to participate in the district level committee, so making this connection with the DELAC and the high school parents was very important.</p>		Salaries \$35,318 LCFF S/C
Scope of service:	Central High School Grades: 9th, 10th, 11th, 12th		Scope of service:	Central High School Grades: 9th, 10th, 11th, 12th	

<p>_____ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>		<p>_____ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other</p>	
<p>Continue to provide district interpretation and translation personnel in languages other than English with Spanish as a priority for all departments and school sites based on need</p>	<p>Salaries \$38,100 LCFF S/C</p>	<p>Maintained the services of a highly skilled and personable translator/interpreter to provide information in Spanish for all departments and school sites</p> <p>Protocols developed the previous year were effective and needed only minor revisions</p> <p>Provided translation/interpretation and Blackboard connect messages for sites and departments to meet parent needs. Some examples include: Boundary change PowerPoint and interpretation for 6 parent meetings, LCAP student success input session. materials for all site sessions and interpretation at 3 regional meetings, Assessment notification letters for SBAC, GATE parent night info, Autism Awareness materials, dress code policy interpretation at board meeting, Williams materials, school and district Parent Involvement Polices, ELAC and DELAC meeting materials, various flyers, at risk promotion letter, SARC translations, weekly GATE parent message for some sites, Rotary Club recruitment flyers, letters, interpretation, library fundraiser etc.</p> <p>Based on department and parent survey results, the interpreter/translator has increased effective two way communication and understanding.</p>	<p>Salaries \$40,560 LCFF S/C</p>

Scope of service:	District wide Grades: All		Scope of service:	District wide Grades: All	
<div><div>_ All</div><div>-----</div><div>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</div></div>			<div><div>_ All</div><div>-----</div><div>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other</div></div>		
What changes in actions, servivces, and expenditures		<p>Metric 2: Increase by 2% parent workshop offerings based on parent interest and need as evidenced by parent training calendars, will be removed since the spirit of engagement is not measured by the number of workshops given.</p> <p>Action: A new action will be created that addresses creating another metric. The staff will research other means of measuring how parents participate in providing input and being a part of the decision-making process.</p> <p>Scope of service for action, Continue to provide parent outreach services though highly trained bilingual parent liaisons based on district and site needs. The elementary sites served were changed due to increased needs at another site. Harvest Elementary had adequate resources so the services were moved to Houghton-Kearney to better meet the needs of their population.</p> <p>Students served: Homeless was added to students served</p> <p>Expenditures: Action-Provide professional parent engagement system anticipated salary for Parent Involvement Coordinator of \$35,000 reflected a .5 FTE and the position is a full time position with funding coming from three Federal categorical programs. The .5 FTE was the amount from just one of the programs. The actual reported amount \$68,358 reflects the full time position status which is the correct amount.</p> <p>Expenditure: Action-Engage parents, including pregnant and parent teens by offering site and district parent education opportunities anticipated expenditure was \$40,000 at the district level and does not include site expenditures. The actual expenditures were \$13,070.. Anticipated expenses for parent education classes for the district level were based on offering fall and spring sessions in Parent Project and Positive Discipline. After the fall sessions and debriefing with staff involved and parents, the need for more certified trainers was identified. The Spring sessions were not implemented. Facilitator training opportunities were limited for Parent Project and Positive Discipline. We will establish an action in the 2016-17 plan to research, identify personnel and schedule training to provide a team of certified trainers in order to expand these workshop offerings. Parents felt these workshops were just what they needed. It gave them hope.</p>			

	<p>Expenditures: Action-Provide outreach services through highly trained bilingual parent liaisons. Anticipated salaries for Community Liaisons-bilingual at the elementary level were \$58,000 and the actuals were \$63,676 due to the salary and benefits increase. Set aside from Federal categorical funding was increased in the Winter 2015-16 CARS</p> <p>Expenditures: Action-Parent outreach through highly trained bilingual family outreach liaison at the secondary level. Anticipated salary for Family Outreach Liaison at Central High School was \$38,100 and the actual was \$35,318 due to late hire and training conducted in house. These funds were returned to the LCFF S/C budget to cover increase in the salary amounts for other positions (e.g. district translator/interpreter) and to assist the unduplicated count students and families.</p> <p>Expenditure: Action-Provide district interpretation and translation in languages other than English. Anticipated budget for district interpreter/translator was \$38,100 and the actual was \$40,560. There was enough funding in salaries to cover the increase.</p>
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Original Goal from prior year LCAP:	#6 Assure 1 year of growth in language acquisition for every EL student		Related State and/or Local Priorities: _1 X 2 _3 X 4 X 5 X 6 _7 _8 Local:
Goal Applies to:	Schools:	All	
		Grades: All	
	Applicable Pupil Subgroups:	Redesignated fluent English proficient, English Learners	

Expected Annual Measurable Outcomes:	<p>Meet or exceed established federal targets for students making annual progress in acquiring English (State Standards Implementation)</p> <p>Increase reclassification rate by 2% (State Standards Implementation)</p>	Actual Annual Measurable Outcomes:	<p>1. Estimates for 2015-16 (Dashboard 6.1)</p> <p>AMAO 1 Annual progress CUSD 54%--Target 62%</p> <p>AMAO 2a English Language Proficiency in program less than 5 years CUSD 22.9%--Target 24.4%</p> <p>AMAO 2b English Language Proficiency in program 5 years or more CUSD 28.5%--Target 52.8%</p> <p>AMAO 3 ELA 99% participation</p> <p>AMAO 3 Math 99% participation</p> <p>2. 20% reclassification rate estimate (Dashboard 6.2)</p>
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Implementation of revised master plan for English learners including structures to develop ownership of program design implementation at all sites	<p>Salaries</p> <p>\$53,000</p> <p>Federal categorical funds</p>	Master plan for English learners draft is being reviewed by cabinet. Approval of plan is expected by the end of the school year for implementation in 2016-17.	<p>Salaries</p> <p>\$61,177</p> <p>Federal categorical funds</p>
Scope of service:	<p>School wide</p> <p>Grades: All</p>	Scope of service:	<p>School wide</p> <p>Grades: All</p>

_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Continue to provide supplemental materials and curriculum with training for ELD program		Materials \$40,000 LCFF S/C	Sites had exisiting supplementary materials that were augmented for growth. K-6 and 7-8 training provided to new teachers as requested by K-12 English Learner Instructional Support Coach (EL ISC). Provided 9-12 training for 2 full days with the ELD department including use of supplementary materials.	Supplemental Materials \$5,511 Federal categorical funds Supplemental Materials \$21,755 LCFF S/C
Scope of service:	School wide Grades: All		Scope of service: School wide Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

Continue to provide professional development with coaching support for implementation of ELD standards and focusing on CUSD key ELD strategies identified in the Title III plan (Standards Based Language Objective, Scaffolded Instruction, Intentional Grouping, Integration of Processes, Appropriate Assessments)		Salaries \$98,000 Federal categorical funds	Differentiated professional development according to teacher, support staff, and administrative needs. 5 full day Key ELD Strategies trainings for teachers, instructional support coaches (ISCs) and administration that had not previously attended English Learner Professional Development (ELPD). Customized and differentiated site based Key ELD Strategies training for sites with ELPD trained staff to continue to build their capacity in effective teaching of Designated ELD and Intergrated ELD.		Salaries \$114,915 Federal categorical funds
Scope of service:	School wide Grades: All		Scope of service:	School wide Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

What changes in actions, services, and expenditures	<p>Action: Add actions in year 2 and year 3 for implementation and training in state adopted, standards aligned ELA/ELD curriculum</p> <p>Expenditure: Action-Implementation of Master plan for English learners. Salary and benefits increase of \$8,177. Federal categorical funds covered the increase. Expenditure amount for this action will be increased for the 2016-17 LCAP.and will reflect full funding (1 full time equivalent FTE) instead of partial funding that is reflected here.(.5 FTE).</p> <p>Expenditure: Action-Provide supplemental materials for ELD anticipated expenditures were \$40,000 and actual were \$21,755 from LCFF funding. Additional federal funds provided teacher kits of supplemental materials as needed. All site requests for supplemental materials were funded.</p> <p>Expenditure: Action- Provide professional development and coaching support. Anticipated expenditures were \$98,000 and actuals were \$114,915 due to salary and benefits increase. Federal categorical funds set aside increased in winter CARS. Expenditure amount for this action will be increased for the 2016-17 LCAP.</p> <p>Expenditure: Added supplemental materials purchased at the district level to support EL student needs from Federal categorical funds</p>
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Original Goal from prior year LCAP:	#7 Close the experience gap for English learners, students of poverty & foster youth		Related State and/or Local Priorities: X 1 X 2 _3 _4 X 5 X 6 X 7 X 8 Local:	
Goal Applies to:	Schools:	All		
		Grades: All		
	Applicable Pupil Subgroups:		Foster Youth, Low Income Pupils, Redesignated fluent English proficient, English Learners, Students with Disabilities	
Expected Annual Measurable Outcomes:	Maintain 100% access to individual (1 to 1) technology for all students (Other Outcomes)		Actual Annual Measurable Outcomes:	97% of students had access to individual technology devices all year long. We were not able to maintain 100% access due to amount of time to provide replacements for breakage of devices at the secondary level (Dashboard 7.1)
	Maintain 100% internet access for all students and families			
	Expansion of interactive, adaptive curriculum preK-12 for individualized learning			100% internet connectivity provided through WiFi at all school sites. All tablets (individual technology devices) had access to 4G data plan (Dashboard 7.2)
				Continued to provide Brain Pop and ST Math at the elementary level, ST Math for intervention at the middle school and Language Live! for intervention at the middle schools and high school. Added Lexia, HMH Journeys, HMH Collections (Dashboard 7.3)
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
Continue to provide access to technology assisted instruction to close the experience gap through use of individual (1 to 1) technology devices with internet access	Internet access	\$877,000	Technology assisted instruction was conducted through 100% internet connectivity provided through WiFi at all school sites. All tablets (individual technology devices) had access to 4G data plan	Internet access
		LCFF S/C		\$749,070
				LCFF S/C

Scope of service:	School wide Grades: All		Scope of service:	School wide Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other		
Continue to curate open source resources and begin to categorize apps by student need to enhance individualized learning		Support system (including materials), staffing & facilities funding in Goal 4	Secure Launcher software was implemented that allows filtering of the internet on individual technology devices and controls what apps can be installed. Elementary and secondary apps were categorized based on student need in order to enhance individualized learning.		Support system (including materials), staffing and facilities funding in Goal 4
Scope of service:	School wide Grades: All		Scope of service:	School wide Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other		

Research alternative delivery options of CIPA compliant internet access during at home and off hours		Support system (including materials), staffing & facilities funding in Goal 4	Research of other delivery option of CIPA compliant internet access during at home and off hours was completed. The district chose to continue with a modified 4G data plan.		Support system (including materials), staffing and facilities funding in Goal 4
Scope of service:	District wide Grades: All		Scope of service:	District wide Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other		

What changes in actions, services, and expenditures	<p>Goal: Close the experience gap for English learners, students of poverty and foster youth will be collapsed. Two of three actions are completed. The remaining action is aligned with Goal 1 see action below. This goal will therefore be removed for the 2016-17 plan.</p> <p>Action: Continue to provide access to technology assisted instruction to close the experience gap through use of individual (1 to 1) technology devices with internet access. This action will be moved to support the revised Goal 1: Every student will meet or exceed grade level core standards. The funding will change from LCFF base to LCFF supplemental and concentration. The individual technology devices were originally planned to provide digital access to the core curriculum and eliminate the need for textbooks. It was a good plan, but many barriers impeded it's implementation. The devices are in use for supplemental purposes and we continue to purchase textbooks. Funding source will change to aligned with practice..</p> <p>Action: Curating and categorizing open sources resources for individualized learning. This action is completed.</p> <p>Action: Researching alternative delivery options of CIPA compliant internet access during at home and off hours. This action is completed.</p> <p>Expenditure: Action-Internet access. Actual amount needed to support internet access was \$749,070 due to the number of tablets on the plan. The negotiated rate may increase. Funds remained in the LCFF technology budget to support student technology needs.</p>
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Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	23873604
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Using the calculation tool provided by the state, Central Unified School District (CUSD), has estimated that the minimum supplemental and concentration grant funding is \$23,873,604. The details of these expenditures and more are itemized in section 2 of this plan which includes how these actions are principally directed to serve our unduplicated count students and the research to support these actions. The actions include:

Goal 1, Every student meets or exceeds grade level core standards-Anticipated expenditures are for supplemental materials for core areas, 1 to 1 technology with internet access and teacher librarians for a total of \$3,759,622

Goal 2, Prepare every student for college, career and community-Anticipated expenditures is for Career Technical Education program support for a total of \$400,000.

Goal 3, Connect every student to school-Anticipated expenditures are for summer enrichment opportunities, increased before and afterschool tutoring opportunities, counseling support and parenting classes for most needy and addition of social/emotional support team/social workers for a total of \$555,404

Goal 4, Provide equity of access to educational opportunities and create an environment conducive to learning-Anticipated expenditures are for services of Instructional Support Coaches, intervention staff, and additional staff and services such as teachers to lower class size and other positions based on need such as school safety and support for unduplicated count students for a total of \$19,123,489.

Goal 5, Engage families in system-wide programs assuring students and families access to support for academic, social/emotional and physical well being-Anticipated expenditures are for family outreach liaison at the secondary level and services of district translator/interpreter for a total of \$88,463*

Goal 6, Assure 1 year of growth in language acquisition for every EL student-Anticipated expenditures are for supplemental materials \$10,000*

*These goals receive on-going categorical funding support exclusively for services for low income and English learners.

The anticipated expenditures in the 2016-17 plan totals \$23,926,978 which is above the the calculated expectation.

All actions and expenditures of Supplemental and Concentration funds were taken with the needs of our unduplicated population in mind based on careful analysis of data and input from our stakeholders. All of these actions are principally directed toward our unduplicated student population to help CUSD be effective in meeting district goals. Since our unduplicated student population count is 72.7%, all of these actions and services are being preformed on a school wide or district wide basis.

Increasing the capacity of our staff, providing for social/emotional learning and support, and providing additional learning opportunities in core areas continue to be our focus.

- 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.

20.61	%
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Using the calculation tool provided by the state, Central Unified has calculated that it will receive \$23,873,604 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). In addition using the same calculation tool the proportionality percentage has been calculated at 20.61%. Central Unified has demonstrated that it has met the proportionality percentage by expending all Supplemental and Concentration funds allocated to the district on services for the unduplicated count student populations as detailed in this plan in section 2.

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).

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LCAP GOAL	State Priorities	Annual Measurable Outcome #	LCAP Measure	Reporting Year	Overall	Low Income Students	English Learners	Foster Youth	Special Education	African American	Native American	Asian	Filipino	Hispanic	Multiple Races	Pacific Islander	White
#1 Assure a minimum of 1 year growth for each year of instruction in core areas	2, 4, 8	1	Increase percent of students mastering grade level common core standards in ELA & Math by 2% as measured by CAASPP (State Standards Implementation)	ELA 2014-2015	31%	24%	4%	12%	8%	19%	22%	40%	45%	26%	43%	45%	43%
				ELA 2015-2016	PENDING												
				Math 2014-2015	22%	15%	6%	11%	7%	11%	25%	30%	36%	18%	33%	20%	34%
				Math 2015-2016	PENDING												
	2, 4, 8	2	Increase percent of first grade students meeting or exceeding expectations for reading by 2% as measured by Fountas and Pinnell Benchmark Assessment System	2014-2015 ^{DEC}	63%												
				2015-2016 ^{DEC}	61%												
	2, 4, 8	3	Academic Performance Index (API)	2014-2015 2015-2016	Not available	Per CDE - API has been suspended.											



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LCAP GOAL	State Priorities	Annual Measurable Outcome #	LCAP Measure	Reporting Year	Overall	Low Income Students	English Learners	Foster Youth	Special Education	African American	Native American	Asian	Filipino	Hispanic	Multiple Races	Pacific Islander	White
#2 Prepare every student for college, career & community	1, 2, 4, 7	1	Increase percent of students completing a-g requirements by 2% ^L	2013-2014	37.0%	32.8%	7.1%			23.7%	--	57.0%	43.8%	26.9%	--	--	47.3%
				2014-2015	39.5%	35.5%	28.2%			36.3%	--	59.2%	--	32.6%	--	--	43.7%
	1, 2, 4, 7	2	Increase percent of students successfully completing Career Technical Education (CTE) sequence for grades 9-12 by 2%	2014-2015	23.8%	23.4%	50.0%	0.0%	36.8%	22.2%	50.0%	15%	N/A	21.8%	100%	0.0%	31.4%
				2015-2016	23.5%	22.2%	0.0%	N/A	13.3%	20.0%	N/A	12.2%	20.0%	26.4%	0.0%	0.0%	26.4%
	1, 2, 4, 7	3	Increase the percent of students enrolling in a 4 year post secondary college or technical training program by 2% ^L	2013-2014													
				2014-2015	56%	54%	33%	--		60%	--	70%	67%	56%	--	--	60%
	1, 2, 4, 7	4	Increase enrollment in AP classes by 2%	2014-2015	1034	401	--	--	--	53	--	288		378	21	--	281
				2015-2016	576	315	--	--	--	32	--	149	19	233	--	--	127
	1, 2, 4, 7	5	Increase percent of students passing AP exams with a 3 or higher by 2%	2014-2015	55%	52%	--	--	--	27%	--	48%	64%	59%	--	--	60%
				2015-2016	PENDING												
	1, 2, 4, 7	6	Increase percent of students determined prepared for college based on Early Assessment Program (EAP) by 2%.	2014-2015 ELA	42.5% (n=978)	35.7%	1.8%	--	15.7%	28.9%	--	51.3%		38.1%	33.3%	--	51.4%
				2015-2016 ELA	PENDING												
				2014-2015 Math	10.4% (n=980)	8.0%	1.8%	--	5.9%	3.4%	--	14.1%	33.3%	7.6%	25.0%	--	14.6%
				2015-2016 MATH	PENDING												

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LCAP GOAL	State Priorities	Annual Measurable Outcome #	LCAP Measure	Reporting Year	Overall	Low Income Students	English Learners	Foster Youth	Special Education	African American	Native American	Asian	Filipino	Hispanic	Multiple Races	Pacific Islander	White
#3 Connect every student to school	4, 5, 6	1	Increase current attendance rate by 0.05%	2014-2015	95.3%	95.0%	96.3%	95.3%	93.8%	95.0%	94.5%	97.0%		95.1%	95.4%	96.0%	95.1%
				2015-2016 ^{IP}	95.7%	95.5%	96.6%	96.0%	95.5%	95.3%	94.0%	97.5%	97.5%	95.4%	94.8%	95.6%	95.6%
	4, 5, 6	2	Decrease the chronic absenteeism rate by 0.05%	2014-2015	12.1%	12.3%	6.8%	6.7%	31.2%	19.5%	19.5%	4.7%		11.2%	7.7%	9.1%	11.5%
				2015-2016 ^{IP}	9.9%												
	4, 5, 6	3	Decrease the current suspension rate by 0.05	2014-2015	5.6	6.4	3.7	22.3	11.6	12.5	7.0	1.7	3.1	5.1	3.8	7.5	4.4
				2015-2016 ^{IP}	7.4	8.6	6.0	25.2	14.7	17.8	17.6	2.1	2.3	7.3	7.5	2.3	5.4
	4, 5, 6	4	Decrease the current expulsion rate by 0.05	2014-2015	0.32	0.38	0.12	1.39	0.85	0.94	0.00	0.10	0.00	0.29	0.83	0.00	0.14
				2015-2016	0.39	0.44	0.18	1.49	0.93	0.89	0.93	0.05	0.00	0.38	1.50	0.00	0.29
	4, 5, 6	5	Reduce high school drop out rates by 2% ^L	2013-2014	76	64	--	--	14	25	--	0		39	--	0	--
				2014-2015	53	47	--	--	13	18	0	--		28	--	0	--
	4, 5, 6	6	Reduce middle school drop-out rates by 2% ^L	2013-2014	0.50	Pending	Pending	Pending	Pending	Pending	Pending	Pending	Pending	Pending	Pending	Pending	Pending
				2014-2015	0.65	Pending	Pending	Pending	Pending	Pending	Pending	Pending	Pending	Pending	Pending	Pending	Pending
	4, 5, 6	7	Meet or exceed fixed graduation rate target (Cohort Graduation Rate) ^L	2013-2014	81.3	76.5	71.9	N/A	43.8	72.4	88.9	85.8	93.8	79.5	55.6	100.0	85.3
				2014-2015	84.4	82.3	72.7		61.0	78.9	100.0	83.3	100.0	85.4	85.7	100.0	83.8

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LCAP GOAL	State Priorities	Annual Measurable Outcome #	LCAP Measure	Reporting Year	Overall	Low Income Students	English Learners	Foster Youth	Special Education	African American	Native American	Asian	Filipino	Hispanic	Multiple Races	Pacific Islander	White
#4 Provide equity of access to educational opportunities & create an environment conducive to learning for all students	1, 2, 3, 4, 8	1	Maintain a rigorous, systematic hiring process to ensure a highly effective staff	2014-2015	99%	N/A											
				2015-2016	97%												
	1, 2, 3, 4, 8	2	Maintain 0% teacher misassignments and vacancies	2014-2015	0%												
				2015-2016	0%												
	1, 2, 3, 4, 8	3	Continue to maintain 100% of school receiving a good or exemplary rating on the Facilities Inspection Tool (FIT)	2014-2015	62%												
				2015-2016	100%												
	1, 2, 3, 4, 8	4	Continue to maintain access for all students to standards aligned instructional materials & programs to meet individual student needs	2014-2015	100%												
				2015-2016	100%												
#5 Engage families in system wide programs assuring students/ families access to support for academic, social/ emotional & physical well being	1	28	Increase number of parents participating in district and school parent workshops, orientations, and activities by 4%.	2014-2015	412	N/A											
				2015-2016 ^{IP}	1314												

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LCAP GOAL	State Priorities	Annual Measurable Outcome #	LCAP Measure	Reporting Year	Overall	Low Income Students	English Learners	Foster Youth	Special Education	African American	Native American	Asian	Filipino	Hispanic	Multiple Races	Pacific Islander	White
#6 Assure 1 year of growth in language acquisition for every EL student	2, 4, 5, 6	1	Meet or Exceed established federal targets for students making annual progress in acquiring English (State Standards Implementation)	2014-2015 AMAO1	55.4%		55.4%										
				2015-2016 AMAO1 ^{EST}	54.0%		54.0%										
				2014-2015 AMAO2	<5yr: 22.0% 5+yrs: 37.1%		<5yr: 22.0% 5+yrs: 37.1%										
				2015-2016 AMAO2 ^{EST}	<5yr: 22.9% 5+yrs: 28.5%		<5yr: 22.9% 5+yrs: 28.5%										
				2014-2015 AMAO3 ELA	27.1%	25.3%	27.1%		8.5%	--	--	35.7%	42.9%	22.3%	--	--	27.5%
				2015-2016 AMAO3 ELA	PENDING										--	--	
				2014-2015 AMAO3 MATH	18.8%	17.2%	18.8%		5.1%			26.1%	32.1%	14.7%			21.4%
				2015-2016 AMAO3 MATH	PENDING												
	2, 4, 5, 6	2	Increase reclassification rate by 2% (State Standards Implementation)	2014-2015	21%		21%										
				2015-2016	20%		20%										
#7 Close the experience gap for English learners, students of poverty & foster youth	1, 2, 5, 6, 7, 8	1	Increase access to individual technology devices to 100%	2014-2015	100%	N/A											
				2015-2016	97%												
	1, 2, 5, 6, 7, 8	2	Increase access to the internet by all students & families to 100%	2014-2015	100%												
				2015-2016	100%												
	1, 2, 5, 6, 7, 8	3	Expansion of interactive, adaptive curriculum preK-12 for individualized learning	2014-2015	Provided Brain Pop and ST Math at the elementary level, ST Math for intervention at the middle school and Language Live! for intervention at the middle schools and high school.												
				2015-2016	Continued to provide Brain Pop and ST Math at the elementary level, ST Math for intervention at the middle school and Language Live! for intervention at the middle schools and high school. Added Lexia, HMH Journeys, HMH Collections.												