



Corona-Norco USD 2016-2019
Local Control Accountability Plan



LCAP EXECUTIVE SUMMARY

2016/17

The success of any community is closely linked to the quality of education received by its residents. Educational opportunities are directly affected by the funding made available to local schools. In order to better target the use of those funds, the state of California has changed its school funding system which will now be focused on equity, transparency, and performance. The new system is called the Local Control Funding Formula or LCFF and it greatly simplifies state funding for schools. LCFF school districts are required to adopt a Local Control Accountability Plan (LCAP) to allocate the state funds needed to ensure continued success for Corona-Norco Unified School District students. To assist us in this effort, we called on our community to provide feedback and to partake in key discussions regarding the educational services we provide. CNUSD remains dedicated to being proactive in implementing the state mandated priorities related to the LCFF and continues to provide a safe learning environment that meets the physical, emotional, social, and intellectual needs of all students. CNUSD is working together with parents and communities to prepare every student to be college and career ready.

The Corona-Norco Unified School District recognizes that effective outreach and stakeholder engagement is a critical component of our LCAP. For this reason, we've ensured broad representative feedback throughout the LCAP process. As such, the district used the following approaches to garner community engagement:

- **LCAP Advisory Committee:** A committee comprised of various community stakeholders representing various interests and subgroups. This committee met regularly to review and analyze data leading to the identification of LCAP priorities and to discuss progress on programs specified in the LCAP.
- **LCAP Survey:** The development of a community survey was created and administered through the District's various communication platforms. Community members were asked to participate in a community survey to provide feedback related to each of the eight priorities.
- **Student Voice:** Feedback and recommendations were provided by over 500 students regarding focus areas and program expansion.
- **Committee Feedback:** Several committees made of teachers, administrators, principals, and managers met to discuss various programs and to provide recommendations regarding district metrics.
- **DELAC and DAC Committees:** Both the District English Language Advisory Committee (DELAC) and the District Advisory Committee (DAC) provided input and feedback to support the LCAP.

CNUSD's focus on the Whole Child is evident in the district's continuous work relevant to the two pillars – the Academic, Rigor and Relevance Pillar and the Social-Emotional Pillar. With that in mind, the CNUSD LCAP is segmented into 3 overlapping areas that address both pillars, Pupil Outcomes, Conditions of Learning, and Engagement. Each area has 2 goals that help focus the district's efforts. Below is a summary of the activities for each of the areas of LCAP.

Pupil Outcomes

Goal 1: Increase the quality and the rigor of core curriculum and instruction by implementing Common Core State Standards.

Goal 2: Close the identified Achievement Gap by providing targeted additional support to meet the needs of students who are not meeting standards in the core instructional program.

Programs/Initiatives that will begin in 2016/17:

- Additional support for Intermediate music programs
- Supplemental Science materials to support the implementation of Next Generation Science Standards
- Implementation of a Learning Management System to support personalized learning in the future
- Planning for the proposed Online School (to be approved)
- Additional maintenance personnel to maintain facilities
- Additional support for Communications department
- Additional translators to support communication with English Learner parents
- Intervention programs to support improvement in mathematics
- Intervention programs to support achievement in English Language Arts
- Additional Dual Language Immersion teachers

Ongoing programs/initiatives in this area include:

- Quality professional development for certificated and classified staff
- Instructional coaching to support instruction
- Instructional technology and educational software for the classroom
- Reader by Nine initiative to support student reading proficiency by the end of third grade
- Induction support for new teachers
- Summer school to support students in credit recovery and those with impacted schedules
- Data coach to support teachers in the creation of assessments and analysis of data
- School allocations for supplemental support of at-risk students
- PSAT assessment support to foster a college-going culture
- Expansion of AVID from high schools and intermediate schools to elementary schools
- Quality ELD implementation
- Special Education and foster youth support
- Classroom walk through protocols to support continuous improvement at the school site

- Additional personnel – elementary, intermediate and secondary teachers, instructional aides, and assistant principals – to support schools with high need
- Committees to examine and strategize for improvement in the areas of D and F grades and academic support and reclassification for Long Term English Learners
- Support for the Expanded Learning Programs at Riverview Elementary School and Sierra Vista Elementary School
- Site champions to support the implementation of technology at the school site
- Funding for a-g audits to prepare our students to be college ready
- Student support for Advanced Placement expansion, International Baccalaureate and Puente Program for Roosevelt
- Expansion of credit recovery and concurrent enrollment at adult school so that students can graduate high school
- Lower class sizes
- Additional support for the arts

Conditions of Learning

Goal 3: Increase the number of students who complete Career Technical Education (CTE) pathways through the completion of a capstone course.

Goal 4: Increase the rate of students participating in CTE pathways mapped to high growth and strong employment opportunities.

Programs that will begin in 2016/17:

- Exploration of a graduate follow up system
- Further expansion of the CTE pathways
- Contracting to employ a medical pathway consultant

Ongoing programs in this area include:

- Counselor support and training to place students in CTE pathways
- Professional development for CTE teachers
- Monitoring and support for at risk students in CTE courses
- The development of new high yield pathways particularly in Science, Technology, Engineering, and Math
- CTE director, ROP teachers, and additional CNUSD teachers to support CTE and STEM programs
- Increase of articulation agreements
- Implementation and continued support of a STEM program and Project Lead the Way (PLTW) in high schools and intermediate schools

Engagement

Goal 5: Implement measures at all schools to foster positive school environments and support students.

Goal 6: Establish family and school partnerships which build solid relationships between school and family.

Programs that will begin in 2016/17:

- Increased support for social emotional development for Orange Grove students
- Additional support for students in Special Education
- Contracted nursing services
- Contracted counseling services

Ongoing programs in this area include:

- Continued improvement of student attendance through support of SART and SARB processes
- Implementation of character education programs to support students
- Expansion of Positive Behavior Intervention Support (PBIS)
- Employment of Safety and Violence Prevention Counselors
- Employment of School Resource Officers
- School support for Comprehensive School Safety Plans
- Hiring of additional TK-12 counselors to support the social-emotional aspect of student needs
- Employment of STEPS aides to support young children in building positive social skill and expansion of this program
- Parent nights to support school programs and involvement
- Conducting needs assessment surveys for district to support meeting the needs of families
- DELAC and DAC support
- Implementation of the CNUSD Parent Center with additional personnel
- Personnel to support the mental health of our students
- An additional school nurse
- Personnel for Parent Center

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 |
|--|--|
| <p>A fifty-five (55) member LCAP Advisory Committee met throughout the year and included representatives from the following stakeholder groups: community members; parents representing: foster youth, English learners, low-income students, students with disabilities, and gifted students; CNTA leadership and teacher representatives; CSEA leadership and classified representatives; site administrators; and district office administrators representing all district divisions. The committee met for a full day on the following dates: 9/14/15, 9/30/15, 10/15/15, 10/29/15, 11/12/15, 12/10/15, and 1/20/16. During the first meeting, the LCAP Advisory Committee participated in an LCAP walk. During the subsequent meetings, staff members brought information about the implementation of the following LCAP initiatives: CAASPP data review, Positive Behavior Intervention and Supports (PBIS) including suspension and expulsion data, High School student LCAP input, Career Technical Education (CTE) and STEM, attendance and chronic absenteeism initiatives, increasing advanced placement participation through Equal Opportunities School (EOS), Special Education, Educational Technology, and an update on graduation rates. These presentations included quantitative and qualitative data as well as program information. A system was put into place at each meeting to allow committee members an opportunity to process the presented information and data through small group discussion, charting and larger group share outs. Feedback was gathered from the committee about implementation and areas of focus for the future.</p> <p>The Superintendent’s Teacher Advisory Council is made up of teacher leaders from all 50 school sites. At the March meeting, they were provided with a “Walk-through LCAP” activity designed to inform them on the components of the LCAP as well as planned programs and activities. Additionally, the revision process and timeline were discussed. A review of quantitative and qualitative data was performed and feedback was gathered to be shared with cabinet and with the LCAP writing teams. During the April 2016 meeting, the results of the LCAP community survey were shared and input regarding next steps was gathered.</p> <p>During the month of November, within a Principal’s meeting, principals were given information about the design of the LCAP, the revision process and time-line. Additionally, a review of quantitative and qualitative data was performed along with a review of the focus areas and programs. Site administrators were provided this presentation and material to share the LCAP with their school staff to garner feedback. Surveys have been performed to collect input regarding focus areas in the areas of professional development and next steps for programs.</p> <p>Outreach to students about LCAP is a very important part of our work with the</p> | <p>The LCAP Advisory Committee made the following recommendations for focus when revising the LCAP:</p> <ul style="list-style-type: none"> • Increase support to schools by way of additional counselors and nurses • Continue schoolwide character education program • Support of First Best Instruction through the use of educational technology • Continue the Reader By Nine program and provide math support for intermediate and secondary schools • Provide effective communication for community and stakeholders and increase parent training and engagement through the Parent Center • Provide meaningful professional development for certificated and classified staff • Expansion of CTE courses and pathways, including STEM • Continue efforts to expand and implement AVID at all levels • Hire additional translators <p>The Superintendent’s Advisory Committee expressed agreement regarding setting improvement goals for the district in the LCAP. Feedback included recommendations about the levels for the improvement goals and program implications such as the need for intervention and enrichment support for students.</p> <p>Recommendations included the need for support for students in the areas of:</p> <ul style="list-style-type: none"> • Technology – PD and equipment • Reading support focusing on proficient readers by the end of third grade, a systematic approach to first best instruction, improved attendance and systematic intervention is needed. • Expansion and support for AVID • Counseling support • Special Education program supports • Continued focus on CTE and STEM implementation • Parent involvement support • Focused support to decrease the numbers of chronic absentee students <p>Principals recommended that:</p> <ul style="list-style-type: none"> • Continued training and focus on the implementation of Professional Learning Communities is needed • Professional Development in the areas of math and literacy needs continued focus. <p>Student recommendations were focused and well-articulated. They include:</p> |

revision process. The process included two student-led meetings at each high school. The first meeting was to gather information about what skills the students felt that they needed to be college and career ready and what programs or supports they felt were needed to ensure those skills were obtained. The second meeting was to share the content of the current LCAP as a result of student input last year, to share the aggregated student input from all high schools provided this year, and to have them prioritize what programs and services that they felt were the most important to them for inclusion in the 16-17 LCAP. The initial meetings were scheduled with each high school in the district, including the continuation schools and were held on 9/10/15, 9/14/15, 9/17/15, 10/6/15, 10/6/15, 10/13/15, 10/20/15, and 10/23/15. Approximately 500 students from all backgrounds were involved in these meetings. The second group of meetings occurred on 1/26/16, 1/27/16, 1/28/16, 2/5/16, 2/9/16, 2/17/16, and 2/29/16. A short video was presented with data about the district to the group, and students were then asked to reflect on that information. Input was gathered about future actions that should be considered for the upcoming document.

The LCFF/ LCAP Informational Video and Survey were sent out to parents and school site staff on February 19, 2016 via email, text message, and Message Broadcast sources. Both items were also posted on the opening page of the District website. On, March 8, 2016 and March 13, 2016 reminder messages were sent out thanking those that had taken the survey and reminding others that the survey would close on March 25, 2016.

The 2015/16 LCAP was presented to the District English Language Advisory Committee in February 2016 to provide information to the site English Language Advisory Committees in preparation to gather input. The 2016/17 LCAP draft was presented to the District English Language Advisory Committee (DELAC) on May 20, 2016. This Committee discussed the Actions and Services related to the District Goals. Several members of the DELAC were part of the LCAP Advisory Committee and provided information to the group regarding the work during this committee. Feedback was gathered from the Committee during the meeting. Comment and question cards were collected during the meeting. Answers to the comments and questions were mailed to the DELAC members on June 2016.

The LCAP draft was presented to the District Advisory Committee on May 19, 2016. Discussions during this meeting centered on the writing process and how the actions and services indicated an increase in services for low income, English learners and foster youth. Several members who were part of the LCAP Advisory Committee discussed the information and processes in the LCAP Advisory Committee. Feedback was gathered and the responses to the comments and questions were mailed to the committee on June, 2016.

- Additional support in college and career to help make good decisions including financial literacy, early outreach on college scholarships and FAFSA and expansion of CTE
- More opportunities for students to be engaged in school activities
- Tutoring services for students in a-g courses and Advanced Placement classes
- More focus on the arts
- Additional counseling opportunities
- AVID expansion

Over 2,200 responses from the community showed the following focus areas:

- Providing high quality training for teachers
- Supporting schools to promote continuous academic achievement
- Implementation of Career Technical Education (CTE) and Science, Technical, Engineering, and Math (STEM) programs
- Implementation of CTE courses that lead to high wage jobs
- Ensuring a safe school and classroom environment

The responses from the DELAC included:

- Making sure that the schools have the funding that is needed to support English Learners
- Focus on social emotional support for students
- Continue with the expansion of AVID
- Continue to provide professional development to teachers, especially in strategies to support English Learners.
- Continue with intervention support for students that may be behind
- Making sure to provide the support necessary to parents so that they can be fully engaged in their child's education

Feedback from the DAC included:

- The LCAP outcomes are important
- Professional development for the teaches is very important
- Members stated support for the expansion of AVID, expansion of Advanced Placement classes and CTE classes
- Continue the expansion of the counseling program to support the social emotional development of CNUSD students

| Annual Update Involvement Process | Impact on Annual Update |
|---|---|
| <p>The involvement process within the work with the district Local Control Accountability Plan combined providing feedback from all stakeholder groups mentioned above along with the focus to reflect on the progress made on the goals and actions written into the LCAP. The progress on the metrics was shared along with frequent updates on the planned actions and programs. During the LCAP Advisory Committee meetings, a progress check on the different programs was presented along with the latest data on these areas. Feedback and suggestions were gathered to make sure that we were on the right track as we rolled out our programs specifically designed to increase the services for our at-risk groups. This data included graduation rates, dropout rates, chronic absentee rates, suspension rates, expulsion rates, a-g course completion and EL reclassification rates.</p> | <p>As we reviewed the data, CNUSD met the expected growth in the areas of the metrics set with the exception of EL Reclassification rates. Discussion centered on causes for this drop and changes needed in the program to support our EL students. As a result of this information, the LTEL committee is working to support changes designed to support English Learners, especially LTELs.</p> <p>Recommendations to be implemented as expressed by the groups mentioned above are:</p> <ul style="list-style-type: none"> • Increase support to schools by way of additional counselors and nurses • Support of First Best Instruction through the use of digital media and educational technology • Expansion of the Reader By Nine initiative • Expansion of the Parent Center to include programs for parent engagement • Provide meaningful professional development for certificated and classified staff • Expansion of CTE courses and pathways including STEM Programs • Continue efforts to expand AVID • With the increase of students targeted to take Advanced Placement courses, additional training for teachers and tutorial support for students • Ensuring a safe school and classroom environment through the construction of school fencing and addition of surveillance cameras • More focus on the arts <p>The aforementioned recommendations are included in the actions of the Local Control Accountability Plan.</p> |

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

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

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

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

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

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

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

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

Scope of Service: Describe the scope of each action/service by identifying the 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: Increase the quality and rigor of the core curriculum and Instruction implementing Common Core State Standards. | Related State and/or Local Priorities: |
| | | 1 <u>x</u> 2 <u>x</u> 3 <u> </u> 4 <u>x</u> 5 <u> </u> 6 <u> </u> 7 <u> </u> 8 <u>x</u> |
| | | COE only: 9 <u> </u> 10 <u> </u> |
| | | Local : CNUSD Strategic Plan Goals 1 |

Identified Need : CNUSD Student Achievement Data demonstrates the need to continue the process of increasing academic achievement to prepare students for College and Career. The following needs were identified as a result of reviewing data on state and local metrics:

State Assessment Results
CAASPP Data May 2015
Percent of students who met or exceeded standards

| | <u>English Language Arts</u> | <u>Math</u> |
|-------------------|------------------------------|-------------|
| Overall | 53% | 36% |
| Hispanic | 44% | 26% |
| English Learners | 12% | 11% |
| Low Income | 40% | 24% |
| Foster Youth | N/A | N/A |
| African American | 49% | 29% |
| Special Education | 13% | 8% |

Cohort Graduation Rate

| | <u>11/12</u> | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> |
|-----------------------|--------------|--------------|--------------|--------------|
| • Overall | 91% | 91.9% | 92.4% | 92.4% |
| • English Learners | 74.7% | 75.7% | 72.5%* | 79.0% |
| • Low Income students | 86.7% | 87.5% | 88.6% | 89.1% |
| • Foster Youth | N/A | N/A | N/A | N/A |

Cohort Dropout Rate

| | <u>11/12</u> | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> |
|-----------------------|--------------|--------------|--------------|--------------|
| • Overall | 5.1% | 4.5% | 4.3% | 4.1 |
| • English Learners | 18.4% | 16% | 19.3%* | 12.8% |
| • Low Income students | 7.4% | 7% | 6.7% | 6.1% |
| • Foster Youth | N/A | N/A | N/A | N/A |

Appropriate Teacher Assignment (based on Williams visit data)
13/14 - 98%
14/15 - 100%
15/16 - 100%

Student Access to Core Materials (based on Williams visit data)
13/14 - 100%
14/15 - 100%
15/16 - 100%

Facilities in Good Repair (based on Williams visit data)
13/14 - 100%
14/15 - 100%
15/16 - 100%

English Learner Reclassification Rate
13/14 - 15.9%
14/15 - 12.9%
15/16 - 13.5%

*The method by which California Department of Education derived achievement data for English Learners changed for 13/14. This group no longer includes Re-designated Fluent English Learners and only includes English Learners.

| | |
|-------------------------|--|
| Goal Applies to: | Schools: LEA and School Wide |
| | Applicable Pupil Subgroups: All Low Income (LI) English Learner (EL) Foster Youth (FY) Students with Disabilities (SWD) |

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

Student Achievement
 CAASPP Data May 2015
 Percent of students who met or exceeded standards

| | <u>English Language Arts</u> | <u>Math</u> |
|-------------------|------------------------------|-------------|
| Overall | 53% | 36% |
| Hispanic | 44% | 26% |
| English Learners | 12% | 11% |
| Low Income | 40% | 24% |
| Foster Youth | N/A | N/A |
| African American | 49% | 29% |
| Special Education | 13% | 8% |

Improvement Goal to increase achievement
 Overall – 3% increase
 Hispanic – 5% increase
 English Learners – 5% increase
 Low Income – 5% increase
 Foster Youth – 5% increase
 African American – 5% increase
 Special Education – 5% increase

A-G Completion

| | <u>11/12</u> | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> |
|------------------|--------------|--------------|--------------|--------------|
| Overall | 44.7% | 48.2% | 49.1% | 50.6% |
| Hispanic | 37.5% | 39.5% | 38.8% | 41.0% |
| RFEP | N/A | N/A | N/A | N/A |
| English Learner | N/A | 1.4% | 5.4% | 2.8% |
| Low Income | 35.9% | 38.8% | 39.8% | 41.9% |
| Foster Youth | N/A | N/A | N/A | N/A |
| African American | 45.9% | 48.1% | 51.2% | 50.9% |

Improvement Goal to increase achievement
 Overall – 2% increase
 Hispanic – 3% increase
 English Learner – 3% increase
 RFEP – 3% increase
 Low Income – increase
 Foster Youth – 3% increase
 African American – 3% increase

AP Participation in classes

| | <u>11/12</u> | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> |
|------------------|--------------|--------------|--------------|--------------|
| Overall | 3,753 | 3,933 | 4,089 | 4,114 |
| Hispanic | 1,484 | 1,523 | 1,615 | 1,583 |
| RFEP | 771 | 848 | 1,013 | 1,056 |
| Low Income | 1,233 | 1,392 | 1,500 | 1,463 |
| Foster Youth | N/A | N/A | N/A | N/A |
| African American | 281 | 288 | 275 | 292 |

Improvement Goal to increase achievement
 Overall – 2% increase
 Hispanic – 3% increase
 RFEP – 3% increase
 Low Income – 3% increase
 Foster Youth – 3% increase
 African American – 3% increase

Participation in AP tests

| | <u>11/12</u> | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> |
|------------------|--------------|--------------|--------------|--------------|
| Overall | 2,578 | 2,770 | 2,947 | 3,036 |
| Hispanic | 985 | 1,025 | 1,081 | 1,104 |
| RFEP | 586 | 617 | 760 | 762 |
| Low Income | 858 | 959 | 1,069 | 1,006 |
| Foster Youth | N/A | N/A | N/A | N/A |
| African American | 161 | 170 | 168 | 196 |

Improvement Goal to increase achievement
 Overall – 1% increase
 Hispanic – 2% increase
 RFEP – 2% increase
 Low Income – 2% increase
 Foster Youth – 2% increase
 African American – 2% increase

AP Pass Rate (3 or higher)

| | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> |
|---------|--------------|--------------|--------------|
| Overall | 52.8% | 55.1% | 55.1% |

Improvement Goal to increase achievement
 Overall – Meet or exceed county levels of achievement

API Score – Suspended
EL Reclassification Rate –
 13/14 – 15.9%
 14/15 – 12.9%
 15/16 – 13.5%

Improvement Goal to increase achievement
 Meet or exceed county levels of achievement

El Progress toward English Proficiency –
 62.1%

Improvement Goal to increase achievement
 Meet or exceed state target

EAP –
 Results from May 2015 testing:
 ELA - 59% of students met or exceeded readiness for CSU coursework
 Math - 40% of student met or exceeded readiness for CSU coursework

Improvement Goal to increase achievement
 Based on Benchmark

Basic Services
 100% for each area below
Appropriate Teacher Assignment – maintain or increase current levels
Sufficient instructional materials – maintain or increase current levels
Facilities in good repair – maintain or increase current levels

Implementation of Content and Performance Standards
 CCSS
 100% implementation of standards
 ELA/ELD
 Piloting ELA/ELD materials in preparation for adoption and implementing standards,
 NGSS
 Transitioning into standards and providing professional development

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|--|---|
| Goal 1. 1. 1 Highly Qualified Teachers will provide CCSS based instruction daily. Teachers will provide CCSS based instruction daily and support services. | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$249,408,862 (LCFF) |
| Goal 1. 1. 2 All students will have sufficient textbooks and instructional materials. | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$8,200,265 (LCFF) |
| Goal 1. 1. 3 Maintenance and Operations will provide service to the schools that will keep the facilities safe and in good repair. | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$22,200,065 (LCFF) |
| Goal 1. 1. 4 Certificated management personnel will provide support to academic programs, school safety, and smooth operations at the school sites. | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$24,906,552 (LCFF) |
| Goal 1. 1. 5 Classified staff will provide services to support the programs at the district and school sites to ensure a quality program for students. | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$67,532,225 (LCFF) |
| Goal 1. 1. 6 Provide all teachers with up to 30 hours of PD on research based strategies and pedagogy to effectively implement CCSS to include differentiation and the incorporation of instructional technology in the classroom. Provide up to 12 hours of PD to classified staff deployed in classrooms in strategies to support the implementation of CCSS. | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$1,800,000 for certificated \$200,000 for classified (LCFF/ Supplemental) |

| | | | |
|--|--------------|--|---|
| <p>Goal 1.1.7 Provide and support the implementation of CCSS standards based instruction. Instructional Coaches will continue to provide CCSS implementation support.</p> | LEA Wide | <input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u> | \$1,750,973 (LCFF/ Supplemental) |
| <p>Goal 1.1.8 Provide PD & access to technology to support student learning (CCSS). Explore appropriate hand-held devices for usage in the classroom. Provide additional funding for schools to purchase instructional technology. Continue to incorporate the use of instructional technology into professional development. Additional IT technicians will be provided to assist with educational technology support.</p> | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$748,641 (LCFF/ Supplemental) |
| <p>Goal 1.1.9 Incorporate the use of computer software into the classroom (i.e. My Access, Discovery Media, Turn it In.com, VMWare). Continue to provide and expand access to a telemetric computer program at additional schools to support the improvement of writing skills.</p> | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$1,063,403 (LCFF/ Supplemental) |
| <p>Goal 1.1.10 Support all students not performing at grade level; particularly those who are not reading at grade level by third grade and not at grade level by 8th grade in math by providing timely & research based strategic interventions.</p> | School Level | <input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u> | \$635,000 (LCFF/ Supplemental) |
| <p>Goal 1.1.11 Provide intensive support to beginning teachers through the implementation of the Teacher Induction Program (formerly BTSA).</p> | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$995,690 (LCFF/ Supplemental) |
| <p>Goal 1.1.12 Continue to provide additional opportunities for students who are credit deficient and with impacted schedules to graduate high school through summer school. Provide additional opportunities for elementary students, specifically schools highly impacted with unduplicated students, to participate in extended day/year programs.</p> | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$1,610,000 (LCFF/ Supplemental) \$500,000 (Title I) |

| | | | |
|---|----------|---|----------------------------------|
| <p>Goal 1. 1. 13 Support the schools in analysis of student data to affect instruction. Provide additional support to coach the schools in data analysis.</p> | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$128,073 (LCFF/ Supplemental) |
| <p>Goal 1. 1. 14 Provide additional support for English Learners, Socioeconomically Disadvantaged, Foster Youth, Students with Disabilities, and ethnic subgroups of students with the reduction of class sizes.</p> | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u> | \$1,242,363 (LCFF/ Supplemental) |
| <p>Goal 1. 1. 15 With the additional instructional technology at school sites, assistance is needed to provide training and support for the sites. Site Champions will be paid stipend to train teachers and support technology at the school sites.</p> | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$50,000 (LCFF/ Supplemental) |
| <p>Goal 1. 1. 16 Provide support for the VAPA programs at schools through additional monies to buy supplies.</p> | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$655,000 (LCFF/ Supplemental) |
| <p>Goal 1. 1. 17 As we continue to transition to NGSS it is necessary to purchase supplemental science materials for the elementary schools so that they can implement the cross cutting NGSS lessons that were created for K-6 students.</p> | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$45,000 (LCFF/Supplemental) |
| <p>Goal 1. 1. 18 As part of educational technology plan to provide access, differentiation and personalized learning for all students, a Learning Management System (LMS) will be implemented for all students grade 4-12.</p> | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$150,000 (LCFF/Supplemental) |

| | | | |
|---|----------|---|--|
| <p>Goal 1. 1. 19 The creation of an Online School will allow the district to provide a high quality educational option for students who are currently not attending CNUSD schools. Additionally it will allow Unduplicated students to take online classes for credit deficiencies and impacted schedules.</p> | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$306,000 (LCFF/Supplemental) |
| <p>Goal 1. 1. 20 Additional personnel will be hired to maintain our facilities to support clean and safe environments for students, particularly the English Learners, Low Income students and Foster Youth</p> | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$362,976 (LCFF/ Supplemental) |
| <p>Goal 1. 1. 21 Additional personnel will be hired to support communication throughout the district and support programs for English Learners, Low Income students and Foster Youth</p> | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$85,000 (LCFF) \$85,000 (LCFF/ Supplemental) |

LCAP Year 2: 2017-18

| <p>Expected Annual Measurable Outcomes:</p> | <p>State Assessment Results CAASPP Data May 2015 Percent of students who met or exceeded standards</p> <table border="1"> <thead> <tr> <th></th> <th><u>English Language Arts</u></th> <th><u>Math</u></th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>53%</td> <td>36%</td> </tr> <tr> <td>Hispanic</td> <td>44%</td> <td>26%</td> </tr> <tr> <td>English Learners</td> <td>12%</td> <td>11%</td> </tr> <tr> <td>Low Income</td> <td>40%</td> <td>24%</td> </tr> <tr> <td>Foster Youth</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>African American</td> <td>49%</td> <td>29%</td> </tr> <tr> <td>Special Education</td> <td>13%</td> <td>8%</td> </tr> </tbody> </table> <p><u>Improvement Goal to increase achievement</u> Overall – 3% increase Hispanic – 5% increase English Learners – 5% increase Low Income – 5% increase Foster Youth – 5% increase African American – 5% increase Special Education – 5% increase</p> <p>A-G Completion</p> <table border="1"> 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<p>AP Participation in classes</p> <table border="1"> <thead> <tr> <th></th> <th><u>11/12</u></th> <th><u>12/13</u></th> <th><u>13/14</u></th> <th><u>14/15</u></th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>3,753</td> <td>3,933</td> <td>4,089</td> <td>4,114</td> </tr> <tr> <td>Hispanic</td> <td>1,484</td> <td>1,523</td> <td>1,615</td> <td>1,583</td> </tr> <tr> <td>RFEP</td> <td>771</td> <td>848</td> <td>1,013</td> <td>1,056</td> </tr> <tr> <td>Low Income</td> <td>1,233</td> <td>1,392</td> <td>1,500</td> <td>1,463</td> </tr> <tr> <td>Foster Youth</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>African American</td> <td>281</td> <td>288</td> <td>275</td> <td>292</td> </tr> </tbody> </table> <p><u>Improvement Goal to increase achievement</u> Overall – 2% increase Hispanic – 3% increase RFEP – 3% increase Low Income – 3% increase Foster Youth – 3% increase African American – 3% increase</p> | | <u>English Language Arts</u> | <u>Math</u> | Overall | 53% | 36% | Hispanic | 44% | 26% | English Learners | 12% | 11% | Low Income | 40% | 24% | Foster Youth | N/A | N/A | African American | 49% | 29% | Special Education | 13% | 8% | | <u>11/12</u> | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> | Overall | 44.7% | 48.2% | 49.1% | 50.6% | Hispanic | 37.5% | 39.5% | 38.8% | 41.0% | RFEP | N/A | N/A | N/A | N/A | English Learner | N/A | 1.4% | 5.4% | 2.8% | Low Income | 35.9% | 38.8% | 39.8% | 41.9% | Foster Youth | N/A | N/A | N/A | N/A | African American | 45.9% | 48.1% | 51.2% | 50.9% | | <u>11/12</u> | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> | Overall | 3,753 | 3,933 | 4,089 | 4,114 | Hispanic | 1,484 | 1,523 | 1,615 | 1,583 | RFEP | 771 | 848 | 1,013 | 1,056 | Low Income | 1,233 | 1,392 | 1,500 | 1,463 | Foster Youth | N/A | N/A | N/A | N/A | African American | 281 | 288 | 275 | 292 | <p>Participation in AP tests</p> <table border="1"> <thead> <tr> <th></th> <th><u>11/12</u></th> <th><u>12/13</u></th> <th><u>13/14</u></th> <th><u>14/15</u></th> 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</tbody> </table> <p><u>Improvement Goal to increase achievement</u> Overall – Meet or exceed county levels of achievement</p> <p>API Score – Suspended EL Reclassification Rate – 13/14 – 15.9% 14/15 – 12.9% 15/16 – 13.5%</p> <p><u>Improvement Goal to increase achievement</u> Meet or exceed county levels of achievement</p> <p>El Progress toward English Proficiency – 62.1% <u>Improvement Goal to increase achievement</u> Meet or exceed state target</p> <p>EAP – Results from May 2015 testing: ELA - 59% of students Met or exceeded readiness for CSU coursework Math - 40% of student met or exceeded readiness for CSU coursework <u>Improvement Goal to increase achievement</u> Based on Benchmark</p> <p>Basic Services 100% for each area below Appropriate Teacher Assignment – maintain or increase current levels Sufficient instructional materials – maintain or increase current levels Facilities in good repair – maintain or increase current levels</p> <p>Implementation of Content and Performance Standards CCSS 100% implementation of standards ELA/ELD Piloting ELA/ELD materials in preparation for adoption and implementing standards, NGSS Transitioning into standards and providing professional development</p> | | <u>11/12</u> | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> | Overall | 2,578 | 2,770 | 2,947 | 3,036 | Hispanic | 985 | 1,025 | 1,081 | 1,104 | RFEP | 586 | 617 | 760 | 762 | Low Income | 858 | 959 | 1,069 | 1,006 | Foster Youth | N/A | N/A | N/A | N/A | African American | 161 | 170 | 168 | 196 | | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> | Overall | 52.8% | 55.1% | 55.1% |
|--|--|------------------------------|------------------------------|--------------|--------------|-----|-----|----------|-----|-----|------------------|-----|-----|------------|-----|-----|--------------|-----|-----|------------------|-----|-----|-------------------|-----|----|--|--------------|--------------|--------------|--------------|---------|-------|-------|-------|-------|----------|-------|-------|-------|-------|------|-----|-----|-----|-----|-----------------|-----|------|------|------|------------|-------|-------|-------|-------|--------------|-----|-----|-----|-----|------------------|-------|-------|-------|-------|--|--------------|--------------|--------------|--------------|---------|-------|-------|-------|-------|----------|-------|-------|-------|-------|------|-----|-----|-------|-------|------------|-------|-------|-------|-------|--------------|-----|-----|-----|-----|------------------|-----|-----|-----|-----|---|--|--------------|--------------|--------------|--------------|---------|-------|-------|-------|-------|----------|-----|-------|-------|-------|------|-----|-----|-----|-----|------------|-----|-----|-------|-------|--------------|-----|-----|-----|-----|------------------|-----|-----|-----|-----|--|--------------|--------------|--------------|---------|-------|-------|-------|
| | | <u>English Language Arts</u> | <u>Math</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Overall | 53% | 36% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Hispanic | 44% | 26% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | English Learners | 12% | 11% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Low Income | 40% | 24% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Foster Youth | N/A | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | African American | 49% | 29% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Special Education | 13% | 8% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | <u>11/12</u> | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Overall | 44.7% | 48.2% | 49.1% | 50.6% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Hispanic | 37.5% | 39.5% | 38.8% | 41.0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | RFEP | N/A | N/A | N/A | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | English Learner | N/A | 1.4% | 5.4% | 2.8% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Low Income | 35.9% | 38.8% | 39.8% | 41.9% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Foster Youth | N/A | N/A | N/A | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| African American | 45.9% | 48.1% | 51.2% | 50.9% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <u>11/12</u> | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Overall | 3,753 | 3,933 | 4,089 | 4,114 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | 1,484 | 1,523 | 1,615 | 1,583 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| RFEP | 771 | 848 | 1,013 | 1,056 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Low Income | 1,233 | 1,392 | 1,500 | 1,463 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Foster Youth | N/A | N/A | N/A | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| African American | 281 | 288 | 275 | 292 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <u>11/12</u> | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Overall | 2,578 | 2,770 | 2,947 | 3,036 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | 985 | 1,025 | 1,081 | 1,104 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| RFEP | 586 | 617 | 760 | 762 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Low Income | 858 | 959 | 1,069 | 1,006 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Foster Youth | N/A | N/A | N/A | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| African American | 161 | 170 | 168 | 196 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Overall | 52.8% | 55.1% | 55.1% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|---|--|
| <p>Goal 1. 2. 1 Highly Qualified Teachers will provide CCSS based instruction daily. Teachers will provide CCSS based instruction daily and support services.</p> | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$249,408,862 (LCFF) |
| <p>Goal 1. 2. 2 All students will have sufficient textbooks and instructional materials.</p> | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$2,200,265 (LCFF) |
| <p>Goal 1. 2. 3 Maintenance and Operations will provide service to the schools that will keep the facilities safe and in good repair.</p> | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$22,200,065 (LCFF) |
| <p>Goal 1. 2. 4 Certificated management personnel will provide support to academic programs, school safety, and smooth operations at the school sites.</p> | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$24,906,552 (LCFF) |
| <p>Goal 1. 2. 5 Classified staff will provide services to support the programs at the district and school sites to ensure a quality program for students.</p> | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$67,532,225 (LCFF) |
| <p>Goal 1. 2. 6 Provide all teachers with up to 30 hours of PD on research based strategies and pedagogy to effectively implement CCSS to include differentiation and the incorporation of instructional technology in the classroom. Provide up to 12 hours of PD to classified staff deployed in classrooms in strategies to support the implementation of CCSS.</p> | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$1,800,000 for certificated \$200,000 for classified (LCFF/ Supplemental) |

| | | | |
|--|--------------|---|---|
| <p>Goal 1. 2. 7 Provide and support the implementation of CCSS standards based instruction. Instructional Coaches will continue to provide CCSS implementation support.</p> | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u> </u> <u>SWD</u> | \$2,400,973 (LCFF/ Supplemental) |
| <p>Goal 1. 2. 8 Provide PD & access to technology to support student learning (CCSS). Explore appropriate hand-held devices for usage in the classroom. Provide additional funding for schools to purchase instructional technology. Continue to incorporate the use of instructional technology into Professional Development. Additional IT technicians will be provided to assist with educational technology support.</p> | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u> </u> | \$748,641 (LCFF/ Supplemental) |
| <p>Goal 1. 2. 9 Incorporate the use of computer software into the classroom (i.e. My Access, Discovery Media, Turn it In.com, VMWare). Continue to provide and expand access to a telemetric computer program at additional schools to support the improvement of writing skills.</p> | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u> </u> | \$1,063,403 (LCFF/ Supplemental) |
| <p>Goal 1. 2. 10 Support all students not performing at grade level; particularly those who are not reading at grade level by third grade and not at grade level by 8th grade in math by providing timely & research based strategic interventions.</p> | School Level | <input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u> </u> <u>SWD</u> | \$635,000 (LCFF/ Supplemental) |
| <p>Goal 1. 2. 11 Provide intensive support to beginning teachers through the implementation of the Teacher Induction Program (formerly BTSA).</p> | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u> </u> | \$\$995,690 (LCFF/ Supplemental) |
| <p>Goal 1. 2. 12 Continue to provide additional opportunities for students who are credit deficient and with impacted schedules to graduate high school through summer school. Provide additional opportunities for elementary students, specifically schools highly impacted with unduplicated students, to participate in extended day/year programs.</p> | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u> </u> | \$1,460,000 (LCFF/ Supplemental) \$1,000,000 (Title I) |

| | | | |
|---|----------|--|----------------------------------|
| <p>Goal 1. 2. 13 Support the schools in analysis of student data to affect instruction. Provide additional support to coach the schools in data analysis.</p> | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$128,073 (LCFF/ Supplemental) |
| <p>Goal 1. 2. 14 Provide additional support for English Learners, Socioeconomically Disadvantaged, Foster Youth, Students with Disabilities, and ethnic subgroups of students with the reduction of class sizes.</p> | LEA Wide | <input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u> | \$1,242,363 (LCFF/ Supplemental) |
| <p>Goal 1. 2. 15 With the additional instructional technology at school sites, assistance is needed to provide training and support for the sites. Site Champions will be paid stipend to train teachers and support technology at the school sites.</p> | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$50,000 (LCFF/ Supplemental) |
| <p>Goal 1. 2. 16 Provide support for the VAPA programs at schools through additional monies to buy supplies.</p> | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$200,000 (LCFF/ Supplemental) |
| <p>Goal 1. 2. 17 As we continue to transition to NGSS it is necessary to purchase supplemental science materials for the elementary schools so that they can implement the cross cutting NGSS lessons that were created for K-6 students.</p> | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$45,000 (LCFF/Supplemental) |
| <p>Goal 1. 2. 18 As part of educational technology plan to provide access, differentiation and personalized learning for all students, a Learning Management System (LMS) will be implemented for all students grade 4-12.</p> | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$150,000 (LCFF/Supplemental) |

| | | | |
|---|----------|--|--|
| <p>Goal 1. 2. 19 The creation of an Online School will allow the district to provide a high quality educational option for students who are currently not attending CNUSD schools. Additionally it will allow Unduplicated students to take online classes for credit deficiencies and impacted schedules.</p> | LEA Wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$300,000 (LCFF/Supplemental) |
| <p>Goal 1. 2. 20 Schools will continue to be in good repair with deferred maintenance.</p> | LEA Wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$2,362,976 (LCFF/ Supplemental) |
| <p>Goal 1. 2. 21 Additional personnel will be hired to support communication throughout the district and support programs for English Learners, Low Income students and Foster Youth</p> | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$85,000 (LCFF) \$85,000 (LCFF/ Supplemental) |

Expected Annual Measurable Outcomes:

Student Achievement
State Assessment Results
 CAASPP Data May 2015
 Percent of students who met or exceeded standards

| | <u>English Language Arts</u> | <u>Math</u> |
|-------------------|------------------------------|-------------|
| Overall | 53% | 36% |
| Hispanic | 44% | 26% |
| English Learners | 12% | 11% |
| Low Income | 40% | 24% |
| Foster Youth | N/A | N/A |
| African American | 49% | 29% |
| Special Education | 13% | 8% |

Improvement Goal to increase achievement
 Overall – 3% increase
 Hispanic – 5% increase
 English Learners – 5% increase
 Low Income – 5% increase
 Foster Youth – 5% increase
 African American – 5% increase
 Special Education – 5% increase

A-G Completion

| | <u>11/12</u> | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> |
|------------------|--------------|--------------|--------------|--------------|
| Overall | 44.7% | 48.2% | 49.1% | 50.6% |
| Hispanic | 37.5% | 39.5% | 38.8% | 41.0% |
| RFEP | N/A | N/A | N/A | N/A |
| English Learner | N/A | 1.4% | 5.4% | 2.8% |
| Low Income | 35.9% | 38.8% | 39.8% | 41.9% |
| Foster Youth | N/A | N/A | N/A | N/A |
| African American | 45.9% | 48.1% | 51.2% | 50.9% |

Improvement Goal to increase achievement
 Overall – 2% increase
 Hispanic – 3% increase
 English Learner – 3% increase
 RFEP – 3% increase
 Low Income – increase
 Foster Youth – 3% increase
 African American – 3% increase

AP Participation in classes

| | <u>11/12</u> | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> |
|------------------|--------------|--------------|--------------|--------------|
| Overall | 3,753 | 3,933 | 4,089 | 4,114 |
| Hispanic | 1,484 | 1,523 | 1,615 | 1,583 |
| RFEP | 771 | 848 | 1,013 | 1,056 |
| Low Income | 1,233 | 1,392 | 1,500 | 1,463 |
| Foster Youth | N/A | N/A | N/A | N/A |
| African American | 281 | 288 | 275 | 292 |

Improvement Goal to increase achievement
 Overall – 2% increase
 Hispanic – 3% increase
 RFEP – 3% increase
 Low Income – 3% increase
 Foster Youth – 3% increase
 African American – 3% increase

Participation in AP tests

| | <u>11/12</u> | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> |
|------------------|--------------|--------------|--------------|--------------|
| Overall | 2,578 | 2,770 | 2,947 | 3,036 |
| Hispanic | 985 | 1,025 | 1,081 | 1,104 |
| RFEP | 586 | 617 | 760 | 762 |
| Low Income | 858 | 959 | 1,069 | 1,006 |
| Foster Youth | N/A | N/A | N/A | N/A |
| African American | 161 | 170 | 168 | 196 |

Improvement Goal to increase achievement
 Overall – 1% increase
 Hispanic – 2% increase
 RFEP – 2% increase
 Low Income – 2% increase
 Foster Youth – 2% increase
 African American – 2% increase

AP Pass Rate (3 or higher)

| | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> |
|---------|--------------|--------------|--------------|
| Overall | 52.8% | 55.1% | 55.1% |

Improvement Goal to increase achievement
 Overall – Meet or exceed county levels of achievement

API Score – Suspended
EL Reclassification Rate –
 13/14 – 15.9%
 14/15 – 12.9%
 15/16 – 13.5%
Improvement Goal to increase achievement
 Meet or exceed county levels of achievement

El Progress toward English Proficiency –
 62.1%
Improvement Goal to increase achievement
 Meet or exceed state target

EAP –
 Results from May 2015 testing:
 ELA - 59% of students Met or exceeded readiness for CSU coursework
 Math - 40% of student met or exceeded readiness for CSU coursework
Improvement Goal to increase achievement
 Based on Benchmark

Basic Services
 100% for each area below
Appropriate Teacher Assignment – maintain or increase current levels
Sufficient instructional materials – maintain or increase current levels
Facilities in good repair – maintain or increase current levels

Implementation of Content and Performance Standards
 CCSS
 100% implementation of standards
 ELA/ELD
 Piloting ELA/ELD materials in preparation for adoption and implementing standards,
 NGSS
 Transitioning into standards and providing professional development

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|--|--|
| <p>Goal 1.3.1 Highly Qualified Teachers will provide CCSS based instruction daily. Teachers will provide CCSS based instruction daily and support services.</p> | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$249,408,862 (LCFF) |
| <p>Goal 1.3.2 All students will have sufficient textbooks and instructional materials.</p> | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$2,200,265 (LCFF) |
| <p>Goal 1.3.3 Maintenance and Operations will provide service to the schools that will keep the facilities safe and in good repair.</p> | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$22,200,065 (LCFF) |
| <p>Goal 1.3.4 Certificated management personnel will provide support to academic programs, school safety, and smooth operations at the school sites.</p> | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$24,906,552 (LCFF) |
| <p>Goal 1.3.5 Classified staff will provide services to support the programs at the district and school sites to ensure a quality program for students.</p> | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$67,532,225 (LCFF) |
| <p>Goal 1.3.6 Provide all teachers with up to 30 hours of PD on research based strategies and pedagogy to effectively implement CCSS to include differentiation and the incorporation of instructional technology in the classroom. Provide up to 12 hours of PD to classified staff deployed in classrooms in strategies to support the implementation of CCSS.</p> | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$1,800,000 for certificated \$200,000 for classified (LCFF/ Supplemental) |

| | | | |
|--|--------------|--|---|
| <p>Goal 1. 3. 7 Provide and support the implementation of CCSS standards based instruction. Instructional Coaches will continue to provide CCSS implementation support.</p> | LEA Wide | <input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u> | \$2,400,973 (LCFF/ Supplemental) |
| <p>Goal 1. 3. 8 Provide PD & access to technology to support student learning (CCSS). Explore appropriate hand-held devices for usage in the classroom. Provide additional funding for schools to purchase instructional technology. Continue to incorporate the use of instructional technology into Professional Development. Additional IT technicians will be provided to assist with educational technology support.</p> | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$748,641 (LCFF/ Supplemental) |
| <p>Goal 1. 3. 9 Incorporate the use of computer software into the classroom (i.e. My Access, Discovery Media, Turn it In.com, VMWare). Continue to provide and expand access to a telemetric computer program at additional schools to support the improvement of writing skills.</p> | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$1,063,403 (LCFF/ Supplemental) |
| <p>Goal 1. 3. 10 Support all students not performing at grade level; particularly those who are not reading at grade level by third grade and not at grade level by 8th grade in math by providing timely & research based strategic interventions.</p> | School Level | <input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u> | \$635,000 (LCFF/ Supplemental) |
| <p>Goal 1. 3. 11 Provide intensive support to beginning teachers through the implementation of the Teacher Induction Program (formerly BTSA).</p> | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$995,690 (LCFF/ Supplemental) |
| <p>Goal 1. 3. 12 Continue to provide additional opportunities for students who are credit deficient and with impacted schedules to graduate high school through summer school. Provide additional opportunities for elementary students, specifically schools highly impacted with unduplicated students, to participate in extended day/year programs.</p> | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$1,460,000 (LCFF/ Supplemental) \$1,000,000 (Title I) |

| | | | |
|---|----------|---|----------------------------------|
| <p>Goal 1. 3. 13 Support the schools in analysis of student data to affect instruction. Provide additional support to coach the schools in data analysis.</p> | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$128,073 (LCFF/ Supplemental) |
| <p>Goal 1. 3. 14 Provide additional support for English Learners, Socioeconomically Disadvantaged, Foster Youth, Students with Disabilities, and ethnic subgroups of students with the reduction of class sizes.</p> | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u> | \$1,242,363 (LCFF/ Supplemental) |
| <p>Goal 1. 3. 15 With the additional instructional technology at school sites, assistance is needed to provide training and support for the sites. Site Champions will be paid stipend to train teachers and support technology at the school sites.</p> | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$50,000 (LCFF/ Supplemental) |
| <p>Goal 1. 3. 16 Provide support for the art programs at schools through additional monies to buy supplies.</p> | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$100,000 (LCFF/ Supplemental) |
| <p>Goal 1. 3. 17 As we continue to transition to NGSS it is necessary to purchase supplemental science materials for the elementary schools so that they can implement the cross cutting NGSS lessons that were created for K-6 students.</p> | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$45,000 (LCFF/Supplemental) |
| <p>Goal 1. 3. 18 As part of educational technology plan to provide access, differentiation and personalized learning for all students, a Learning Management System (LMS) will be implemented for all students grade 4-12.</p> | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$150,000 (LCFF/Supplemental) |

| | | | |
|---|----------|--|--|
| <p>Goal 1. 3. 19 The creation of an Online School will allow the district to provide a high quality educational option for students who are currently not attending CNUSD schools. Additionally it will allow Unduplicated students to take online classes for credit deficiencies and impacted schedules.</p> | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$300,000 (LCFF/Supplemental) |
| <p>Goal 1. 3. 20 Schools will continue to be in good repair with deferred maintenance.</p> | LEA Wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$2,362,976 (LCFF/ Supplemental) |
| <p>Goal 1. 3. 21 Additional personnel will be hired to support communication throughout the district and support programs for English Learners, Low Income students and Foster Youth</p> | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$85,000 (LCFF) \$85,000 (LCFF/ Supplemental) |

| | | |
|--------------|---|---|
| GOAL: | Goal 2: Close the identified Achievement Gap by providing targeted additional support to meet the needs of students who are not meeting standards in the core instructional program | Related State and/or Local Priorities: |
| | | 1__x__ 2__x__ 3__ 4__x__ 5__ 6__ 7__ 8__x__ |
| | | COE only: 9__ 10__ |
| | | Local : CNUSD Strategic Plan Goal 2 |

| Identified Need : | <p>CNUSD Student Achievement Data demonstrates the need to continue the process of increasing academic achievement to prepare students for College and Career. The following needs were identified as a result of reviewing data on state and local metrics:</p> <p>State Assessment Results CAASPP Data May 2015 <i>Percent of students who met or exceeded standards</i></p> <table border="1"> <thead> <tr> <th></th> <th><u>English Language Arts</u></th> <th><u>Math</u></th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>53%</td> <td>36%</td> </tr> <tr> <td>Hispanic</td> <td>44%</td> <td>26%</td> </tr> <tr> <td>English Learners</td> <td>12%</td> <td>11%</td> </tr> <tr> <td>Low Income</td> <td>40%</td> <td>24%</td> </tr> <tr> <td>Foster Youth</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>African American</td> <td>49%</td> <td>29%</td> </tr> <tr> <td>Special Education</td> <td>13%</td> <td>8%</td> </tr> </tbody> </table> <p>Cohort Graduation Rate</p> <table border="1"> <thead> <tr> <th></th> <th><u>11/12</u></th> <th><u>12/13</u></th> <th><u>13/14</u></th> <th><u>14/15</u></th> </tr> </thead> <tbody> <tr> <td>• Overall</td> <td>91%</td> <td>91.9%</td> <td>92.4%</td> <td>92.4%</td> </tr> <tr> <td>• English Learners</td> <td>74.7%</td> <td>75.7%</td> <td>72.5%*</td> <td>79.0%</td> </tr> <tr> <td>• Low Income students</td> <td>86.7%</td> <td>87.5%</td> <td>88.6%</td> <td>89.1%</td> </tr> <tr> <td>• Foster Youth</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> </tbody> </table> <p>Cohort Dropout Rate</p> <table border="1"> <tbody> <tr> <td>• Overall</td> <td>5.1%</td> <td>4.5%</td> <td>4.3%</td> <td>4.1</td> </tr> <tr> <td>• English Learners</td> <td>18.4%</td> <td>16%</td> <td>19.3%*</td> <td>12.8%</td> </tr> <tr> <td>• Low Income students</td> <td>7.4%</td> <td>7%</td> <td>6.7%</td> <td>6.1%</td> </tr> <tr> <td>• Foster Youth</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> </tbody> </table> <p>Appropriate Teacher Assignment (based on Williams visit data) 13/14 - 98% 14/15 - 100% 15/16 - 100%</p> <p>Student Access to Core Materials (based on Williams visit data) 13/14 - 100% 14/15 - 100% 15/16 - 100%</p> <p>Facilities in Good Repair (based on Williams visit data) 13/14 - 100% 14/15 - 100% 15/16 - 100%</p> <p>English Learner Reclassification Rate 13/14 - 15.9% 14/15 - 12.9% 15/16 - 13.5%</p> <p>*The method by which California Department of Education derived achievement data for English Learners changed for 13/14. This group no longer includes Redesignated Fluent English Learners and only includes English Learners.</p> | | | | <u>English Language Arts</u> | <u>Math</u> | Overall | 53% | 36% | Hispanic | 44% | 26% | English Learners | 12% | 11% | Low Income | 40% | 24% | Foster Youth | N/A | N/A | African American | 49% | 29% | Special Education | 13% | 8% | | <u>11/12</u> | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> | • Overall | 91% | 91.9% | 92.4% | 92.4% | • English Learners | 74.7% | 75.7% | 72.5%* | 79.0% | • Low Income students | 86.7% | 87.5% | 88.6% | 89.1% | • Foster Youth | N/A | N/A | N/A | N/A | • Overall | 5.1% | 4.5% | 4.3% | 4.1 | • English Learners | 18.4% | 16% | 19.3%* | 12.8% | • Low Income students | 7.4% | 7% | 6.7% | 6.1% | • Foster Youth | N/A | N/A | N/A | N/A |
|--------------------------|---|------------------------------|--------------|--------------|------------------------------|-------------|---------|-----|-----|----------|-----|-----|------------------|-----|-----|------------|-----|-----|--------------|-----|-----|------------------|-----|-----|-------------------|-----|----|--|--------------|--------------|--------------|--------------|-----------|-----|-------|-------|-------|--------------------|-------|-------|--------|-------|-----------------------|-------|-------|-------|-------|----------------|-----|-----|-----|-----|-----------|------|------|------|-----|--------------------|-------|-----|--------|-------|-----------------------|------|----|------|------|----------------|-----|-----|-----|-----|
| | | <u>English Language Arts</u> | <u>Math</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Overall | 53% | 36% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | 44% | 26% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| English Learners | 12% | 11% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Low Income | 40% | 24% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Foster Youth | N/A | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| African American | 49% | 29% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Special Education | 13% | 8% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <u>11/12</u> | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| • Overall | 91% | 91.9% | 92.4% | 92.4% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| • English Learners | 74.7% | 75.7% | 72.5%* | 79.0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| • Low Income students | 86.7% | 87.5% | 88.6% | 89.1% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| • Foster Youth | N/A | N/A | N/A | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| • Overall | 5.1% | 4.5% | 4.3% | 4.1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| • English Learners | 18.4% | 16% | 19.3%* | 12.8% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| • Low Income students | 7.4% | 7% | 6.7% | 6.1% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| • Foster Youth | N/A | N/A | N/A | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <p>Schools: LEA and School Wide</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | |
|-------------------------|------------------------------------|--|
| Goal Applies to: | Applicable Pupil Subgroups: | All |
| | | Low Income (LI) English Learner (EL) Foster Youth (FY) Students with Disabilities (SWD) |

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

State Assessment Results
 CAASPP Data May 2015
 Percent of students who met or exceeded standards

| | <u>English Language Arts</u> | <u>Math</u> |
|-------------------|------------------------------|-------------|
| Overall | 53% | 36% |
| Hispanic | 44% | 26% |
| English Learners | 12% | 11% |
| Low Income | 40% | 24% |
| Foster Youth | N/A | N/A |
| African American | 49% | 29% |
| Special Education | 13% | 8% |

Improvement Goal to increase achievement
 Overall – 3% increase
 Hispanic – 5% increase
 English Learners – 5% increase
 Low Income – 5% increase
 Foster Youth – 5% increase
 African American – 5% increase
 Special Education – 5% increase

A-G Completion

| | <u>11/12</u> | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> |
|------------------|--------------|--------------|--------------|--------------|
| Overall | 44.7% | 48.2% | 49.1% | 50.6% |
| Hispanic | 37.5% | 39.5% | 38.8% | 41.0% |
| RFEP | N/A | N/A | N/A | N/A |
| English Learner | N/A | 1.4% | 5.4% | 2.8% |
| Low Income | 35.9% | 38.8% | 39.8% | 41.9% |
| Foster Youth | N/A | N/A | N/A | N/A |
| African American | 45.9% | 48.1% | 51.2% | 50.9% |

Improvement Goal to increase achievement
 Overall – 2% increase
 Hispanic – 3% increase
 English Learner – 3% increase
 RFEP – 3% increase
 Low Income – increase
 Foster Youth – 3% increase
 African American – 3% increase

AP Participation in classes

| | <u>11/12</u> | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> |
|------------------|--------------|--------------|--------------|--------------|
| Overall | 3,753 | 3,933 | 4,089 | 4,114 |
| Hispanic | 1,484 | 1,523 | 1,615 | 1,583 |
| RFEP | 771 | 848 | 1,013 | 1,056 |
| Low Income | 1,233 | 1,392 | 1,500 | 1,463 |
| Foster Youth | N/A | N/A | N/A | N/A |
| African American | 281 | 288 | 275 | 292 |

Improvement Goal to increase achievement
 Overall – 2% increase
 Hispanic – 3% increase
 RFEP – 3% increase
 Low Income – 3% increase
 Foster Youth – 3% increase
 African American – 3% increase

Participation in AP tests

| | <u>11/12</u> | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> |
|------------------|--------------|--------------|--------------|--------------|
| Overall | 2,578 | 2,770 | 2,947 | 3,036 |
| Hispanic | 985 | 1,025 | 1,081 | 1,104 |
| RFEP | 586 | 617 | 760 | 762 |
| Low Income | 858 | 959 | 1,069 | 1,006 |
| Foster Youth | N/A | N/A | N/A | N/A |
| African American | 161 | 170 | 168 | 196 |

Improvement Goal to increase achievement
 Overall – 1% increase
 Hispanic – 2% increase
 RFEP – 2% increase
 Low Income – 2% increase
 Foster Youth – 2% increase
 African American – 2% increase

AP Pass Rate (3 or higher)

| | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> |
|---------|--------------|--------------|--------------|
| Overall | 52.8% | 55.1% | 55.1% |

Improvement Goal to increase achievement
 Overall – Meet or exceed county levels of achievement

API Score – Suspended
EL Reclassification Rate –
 13/14 – 15.9%
 14/15 – 12.9%
 15/16 – 13.5%

Improvement Goal to increase achievement
 Meet or exceed county levels of achievement

El Progress toward English Proficiency –
 62.1%

Improvement Goal to increase achievement
 Meet or exceed state target

EAP –
 Results from May 2015 testing:
 ELA - 59% of students Met or exceeded readiness for CSU coursework
 Math - 40% of student met or exceeded readiness for CSU coursework

Improvement Goal to increase achievement
 Based on Benchmark

Basic Services
 100% for each area below
Appropriate Teacher Assignment – maintain or increase current levels
Sufficient instructional materials – maintain or increase current levels
Facilities in good repair – maintain or increase current levels

Implementation of Content and Performance Standards
CCSS
 100% implementation of standards
ELA/ELD
 Piloting ELA/ELD materials in preparation for adoption and implementing standards,
NGSS
 Transitioning into standards and providing professional development

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|------------------|--|--|
| <p>Goal 2. 1. 1 A Science and Math Coordinator will be hired to support the effective implementation of the Math CCSS and the implementation of NGSS.</p> | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$200,000 (LCFF/ Supplemental) |
| <p>Goal 2. 1. 2 Assessments will be PSAT and Advanced Placement assessments and will be provided for students to better prepare students for college and career. Parent Nights will be held to inform and engage parents in this process.</p> | LEA Wide | <input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u> | \$100,000 (LCFF/ Supplemental) |
| <p>Goal 2. 1. 3 Continue current AVID program and increase AVID access to support English Learners, Socioeconomically Disadvantaged, Foster Youth, Students with Disabilities, and ethnic subgroups. Implement AVID at elementary grades 4-6 in schools with 59% or more Unduplicated Student Counts. Monitor progress of students in AVID, particularly RFEP students.</p> | School Level | <input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u> | \$1,766,243 (LCFF/ Supplemental) |
| <p>Goal 2. 1. 4 Continue to implement designated ELD with fidelity.</p> | School Level | <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | Costs for Professional Development and monitoring included in previous budgets. (Included in \$2,000,000 PD budget) |
| <p>Goal 2. 1. 5 Additional support is provided to foster students. This support is to provide safety information, academic support, and support for their future attendance at colleges. Foster Youth students will meet together 5 times a year to receive safety information, gain information and access to tutoring, and visit colleges.</p> | Student Level | <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$10,000 (McKinney Vento) \$10,000 (Title I) |
| <p>Goal 2. 1. 6 Safety and Violence Counselors will provide additional emotional and academic support to Foster Youth students.</p> | LEA Wide | <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | Costs for Safety and Violence Counselors are posted in the Engagement section of the LCAP. (\$730,315 LCFF/ Supplemental) |

| | | | |
|---|--------------|---|--|
| <p>Goal 2. 1. 7 Additional academic support for Foster Youth students at elementary and intermediate schools through after school tutoring.</p> | LEA Wide | <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$20,000 (Title 1) |
| <p>Goal 2. 1. 8 Continue the refinement of the Implementation ELA/ ELD standards. Begin crafting ELA/ELD curriculum guides to support integrated and designated ELD.</p> | LEA Wide | <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$30,000 (Title III) \$30,000 (LCFF/ Supplemental) |
| <p>Goal 2. 1. 9 Continue to employ walk through protocols to support the efficacy of instruction and differentiation for English Learners, Socioeconomically Disadvantaged, Foster Youth, Students with Disabilities, and ethnic subgroups. Continue to support walk through protocols (i.e. Look 2 Learn and Instructional Rounds) to support improvement of instruction and add additional schools to be trained in walk though protocols.</p> | School Level | <input type="checkbox"/> ALL <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u> | \$100,000 (Title I PD) \$100,000 (Title II) |
| <p>Goal 2. 1. 10 Continue to support the educational process for At- Risk students with additional personnel (i.e. TSAs). The educational process for At-Risk students will be supported with additional personnel to support instruction, model lessons, and coach.</p> | LEA Wide | <input type="checkbox"/> ALL <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u> | \$1,571,312 (Title I PD, Title II and Title III) \$479,667 (LCFF/ Supplemental) |
| <p>Goal 2. 1. 11 Continue to provide Instructional Assistants for students needing additional support including primary language support.</p> | School Level | <input type="checkbox"/> ALL <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u> | \$1,260,203 (LCFF/ Supplemental) |
| <p>Goal 2. 1. 12 Provide Instructional Assistants for SWD students where needed to support the instructional process. Instructional Assistants will support SWD students based on need.</p> | School Level | <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u> | \$22,839,528 (LCFF) |
| <p>Goal 2. 1. 13 Provide support to SWD students with Program Specialists and other support personnel. Students with Disabilities will be supported with additional personnel.</p> | LEA Wide | <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u> | \$1,152,684 (LCFF) |

| | | | |
|---|--------------|--|----------------------------------|
| <p>Goal 2. 1. 14 Teachers will be provided professional development to support the specialized instruction for Students with Disabilities.</p> | LEA Wide | <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u> | \$150,000 (LCFF) |
| <p>Goal 2. 1. 15 Continue to allocate to schools funding to address the specific needs of their At-Risk students, EL (including RFEP), LI, and Foster Youth.</p> | School Level | <input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u> | \$2,400,379 (LCFF/ Supplemental) |
| <p>Goal 2. 1. 16 Support Personnel for English students, Low Income, and Foster Youth students. Support Personnel will continue to address the specific needs of EL students (including RFEP), Low Income, and Foster Youth students.</p> | LEA Wide | <input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$904,661 (LCFF/ Supplemental) |
| <p>Goal 2. 1. 17 Additional teachers will be assigned to highly impacted schools to provide support for intervention at intermediate schools and to reduce combination classes at impacted elementary schools.</p> | School Level | <input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u> | \$2,938,572 (LCFF/ Supplemental) |
| <p>Goal 2. 1. 18 With the implementation of Equal Opportunity Schools and the expansion of Advanced Placement classes, additional support will be implemented. These supports can include student intervention support, additional instructional materials, and summer preparation classes.</p> | School Level | <input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$953,000 (LCFF/ Supplemental) |
| <p>Goal 2. 1. 19 Provide additional support for English Learners, Socioeconomically Disadvantaged, Foster Youth, Students with Disabilities, and ethnic subgroups of students to implement interventions at the high school level. Additional FTE's will be provided to support interventions at high schools during the school day to include English Learners (including RFEP), Socioeconomically Disadvantaged, Foster Youth, Students with Disabilities, and ethnic subgroups.</p> | School Level | <input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u> | \$1,493,344 (LCFF/ Supplemental) |

| | | | |
|---|--------------|--|--------------------------------|
| <p>Goal 2. 1. 20 Expand the Puente program to support English Learner students and Hispanic students.</p> | School Level | <input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u> | \$10,000 (LCFF/ Supplemental) |
| <p>Goal 2. 1. 21 Provide additional opportunities for students to graduate high school through Credit Recovery.</p> | School Level | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$160,977 (LCFF/ Supplemental) |
| <p>Goal 2. 1. 22 Provide additional opportunities for students to graduate high school through Adult Education programs with Dual Enrollment.</p> | School Level | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$147,000 (LCFF/ Supplemental) |
| <p>Goal 2. 1. 23 Provide additional support to schools for After School Programs that support supplemental services for English Learners, Low Income students, and Foster Youth at Riverview Elementary and Sierra Vista Elementary.</p> | School Level | <input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u> | \$40,000 (LCFF/ Supplemental) |
| <p>Goal 2. 1. 24 Hire Dual Immersion teachers to support expansion of the program to an intermediate school that has more than 75% Unduplicated Students</p> | School Level | <input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u> | \$374,417 (LCFF/ Supplemental) |
| <p>Goal 2. 1. 25 Provide intensive intervention materials for Math that will support students who are below grade level in Math</p> | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$300,000 (LCFF/ Supplemental) |

| | | | |
|---|--------------|--|---|
| <p>Goal 2. 1. 26 Provide support for A-G audits at high schools to support increasing numbers of students that are a-g completers.</p> | School Level | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$10,000 (LCFF/ Supplemental) |
| <p>Goal 2. 1. 27 Continue providing additional after school tutoring that supports students toward improved academic achievement.</p> | School Level | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$10,000 (LCFF/ Supplemental) |
| <p>Goal 2. 1. 28 Continue the work of the committee of analyze, discuss, and implement programs to support the academic achievement for Long Term English Learners</p> | LEA Wide | <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$50,000 (LCFF/ Supplemental) |
| <p>Goal 2. 1. 29 Provide additional translators to support parent involvement in the educational process</p> | LEA Wide | <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u> | \$126,208 (LCFF/ Supplemental) |
| <p>Goal 2. 1. 30 Additional personnel will support the improvement of the academic programs focused on at risk populations.</p> | LEA Wide | <input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u> | \$88,008 (LCFF/ Supplemental) |
| <p>Goal 2. 1. 31 Provide additional materials to support intervention in the area of English Language Arts</p> | LEA Wide | <input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u> | \$400,000 (LCFF/ Supplemental) |
| <p>Goal 2. 1. 32 Additional Intervention Support for Corona Ranch Elementary School</p> | School Level | <input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u> | \$60,000 (LCFF/ Supplemental) \$60,000 (Title III) |

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

State Assessment Results
CAASPP Data May 2015
Percent of students who met or exceeded standards

| | <u>English Language Arts</u> | <u>Math</u> |
|-------------------|------------------------------|-------------|
| Overall | 53% | 36% |
| Hispanic | 44% | 26% |
| English Learners | 12% | 11% |
| Low Income | 40% | 24% |
| Foster Youth | N/A | N/A |
| African American | 49% | 29% |
| Special Education | 13% | 8% |

Improvement Goal to increase achievement
 Overall – 3% increase
 Hispanic – 5% increase
 English Learners – 5% increase
 Low Income – 5% increase
 Foster Youth – 5% increase
 African American – 5% increase
 Special Education – 5% increase

A-G Completion

| | <u>11/12</u> | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> |
|------------------|--------------|--------------|--------------|--------------|
| Overall | 44.7% | 48.2% | 49.1% | 50.6% |
| Hispanic | 37.5% | 39.5% | 38.8% | 41.0% |
| RFEP | N/A | N/A | N/A | N/A |
| English Learner | N/A | 1.4% | 5.4% | 2.8% |
| Low Income | 35.9% | 38.8% | 39.8% | 41.9% |
| Foster Youth | N/A | N/A | N/A | N/A |
| African American | 45.9% | 48.1% | 51.2% | 50.9% |

Improvement Goal to increase achievement
 Overall – 2% increase
 Hispanic – 3% increase
 English Learner – 3% increase
 RFEP – 3% increase
 Low Income – increase
 Foster Youth – 3% increase
 African American – 3% increase

AP Participation in classes

| | <u>11/12</u> | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> |
|------------------|--------------|--------------|--------------|--------------|
| Overall | 3,753 | 3,933 | 4,089 | 4,114 |
| Hispanic | 1,484 | 1,523 | 1,615 | 1,583 |
| RFEP | 771 | 848 | 1,013 | 1,056 |
| Low Income | 1,233 | 1,392 | 1,500 | 1,463 |
| Foster Youth | N/A | N/A | N/A | N/A |
| African American | 281 | 288 | 275 | 292 |

Improvement Goal to increase achievement
 Overall – 2% increase
 Hispanic – 3% increase
 RFEP – 3% increase
 Low Income – 3% increase
 Foster Youth – 3% increase
 African American – 3% increase

Participation in AP tests

| | <u>11/12</u> | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> |
|------------------|--------------|--------------|--------------|--------------|
| Overall | 2,578 | 2,770 | 2,947 | 3,036 |
| Hispanic | 985 | 1,025 | 1,081 | 1,104 |
| RFEP | 586 | 617 | 760 | 762 |
| Low Income | 858 | 959 | 1,069 | 1,006 |
| Foster Youth | N/A | N/A | N/A | N/A |
| African American | 161 | 170 | 168 | 196 |

Improvement Goal to increase achievement
 Overall – 1% increase
 Hispanic – 2% increase
 RFEP – 2% increase
 Low Income – 2% increase
 Foster Youth – 2% increase
 African American – 2% increase

AP Pass Rate (3 or higher)

| | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> |
|---------|--------------|--------------|--------------|
| Overall | 52.8% | 55.1% | 55.1% |

Improvement Goal to increase achievement
 Overall – Meet or exceed county levels of achievement

API Score – Suspended
EL Reclassification Rate –
 13/14 – 15.9%
 14/15 – 12.9%
 15/16 – 13.5%

Improvement Goal to increase achievement
 Meet or exceed county levels of achievement

El Progress toward English Proficiency –
 62.1%

Improvement Goal to increase achievement
 Meet or exceed state target

EAP –
 Results from May 2015 testing:
 ELA - 59% of students Met or exceeded readiness for CSU coursework
 Math - 40% of student met or exceeded readiness for CSU coursework

Improvement Goal to increase achievement
 Based on Benchmark

Basic Services
 100% for each area below
Appropriate Teacher Assignment – maintain or increase current levels
Sufficient instructional materials – maintain or increase current levels
Facilities in good repair – maintain or increase current levels

Implementation of Content and Performance Standards
 CCSS
 100% implementation of standards
 ELA/ELD
 Piloting ELA/ELD materials in preparation for adoption and implementing standards,
 NGSS
 Transitioning into standards and providing professional development

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|------------------|--|---|
| <p>Goal 2. 2. 1 A Science and Math Coordinator will be hired to support the effective implementation of the Math CCSS and the implementation of NGSS.</p> | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$200,000 (LCFF/ Supplemental) |
| <p>Goal 2. 2. 2 Assessments will be PSAT and Advanced Placement assessments and will be provided for students to better prepare students for college and career. Parent Nights will be held to inform and engage parents in this process.</p> | LEA Wide | <input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u> | \$100,000 (LCFF/ Supplemental) |
| <p>Goal 2. 2. 3 Continue current AVID program and increase AVID access to support English Learners, Socioeconomically Disadvantaged, Foster Youth, Students with Disabilities, and ethnic subgroups. Implement AVID at elementary grades 4-6 in schools with 59% or more Unduplicated Student Counts. Monitor progress of students in AVID, particularly RFEP students.</p> | School Level | <input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u> | \$1,766,243 (LCFF/ Supplemental) |
| <p>Goal 2. 2. 4 Continue to implement designated ELD with fidelity.</p> | School Level | <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | Costs for Professional Development and monitoring included in previous budgets. (Included in \$2,000,000 PD budget) |
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| <p>Goal 2. 2. 6 Safety and Violence Counselors will provide additional emotional and academic support to Foster Youth students.</p> | LEA Wide | <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | Costs for Safety and Violence Counselors are posted in the Engagement section of the LCAP. (\$730,315 LCFF/ Supplemental) |

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| <p>Goal 2. 2. 7 Additional academic support for Foster Youth students at elementary and intermediate schools through after school tutoring.</p> | LEA Wide | <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$20,000 (Title 1) |
| <p>Goal 2. 2. 8 Continue the refinement of the Implementation ELA/ ELD standards. Begin crafting ELA/ELD curriculum guides to support integrated and designated ELD.</p> | LEA Wide | <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$30,000 (Title III) \$30,000 (LCFF/ Supplemental) |
| <p>Goal 2. 2. 9 Continue to employ walk through protocols to support the efficacy of instruction and differentiation for English Learners, Socioeconomically Disadvantaged, Foster Youth, Students with Disabilities, and ethnic subgroups. Continue to support walk through protocols (i.e. Look 2 Learn and Instructional Rounds) to support improvement of instruction and add additional schools to be trained in walk through protocols.</p> | School Level | <input type="checkbox"/> ALL <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u> | \$100,000 (Title I PD) \$100,000 (Title II) |
| <p>Goal 2. 2. 10 Continue to support the educational process for At- Risk students with additional personnel (i.e. TSAs). The educational process for At-Risk students will be supported with additional personnel to support instruction, model lessons, and coach.</p> | LEA Wide | <input type="checkbox"/> ALL <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u> | \$1,571,312 (Title I PD, Title II and Title III) \$479,667 (LCFF/ Supplemental) |
| <p>Goal 2. 2. 11 Continue to provide Instructional Assistants for students needing additional support including primary language support.</p> | School Level | <input type="checkbox"/> ALL <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u> | \$1,260,203 (LCFF/ Supplemental) |
| <p>Goal 2. 2. 12 Provide Instructional Assistants for SWD students where needed to support the instructional process. Instructional Assistants will support SWD students based on need.</p> | School Level | <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u> | \$22,839,528(LCFF) |

| | | | |
|--|--------------|--|----------------------------------|
| <p>Goal 2. 2. 13 Provide support to SWD students with Program Specialists and other support personnel. Students with Disabilities will be supported with additional personnel.</p> | LEA Wide | <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u> | \$1,152,684 (LCFF) |
| <p>Goal 2. 2. 14 Teachers will be provided professional development to support the specialized instruction for Students with Disabilities.</p> | LEA Wide | <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u> | \$150,000 (LCFF) |
| <p>Goal 2. 2. 15 Continue to allocate to schools funding to address the specific needs of their At-Risk students, EL (including RFEP), LI, and Foster Youth.</p> | School Level | <input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u> | \$2,400,379 (LCFF/ Supplemental) |
| <p>Goal 2. 2. 16 Support Personnel for English students, Low Income, and Foster Youth students. Support Personnel will continue to address the specific needs of EL students (including RFEP), Low Income, and Foster Youth students.</p> | LEA Wide | <input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$904,661 (LCFF/ Supplemental) |
| <p>Goal 2. 2. 17 Additional teachers will be assigned to highly impacted schools to provide support for intervention at intermediate schools and to reduce combination classes at impacted elementary schools.</p> | School Level | <input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u> | \$2,938,572 (LCFF/ Supplemental) |
| <p>Goal 2. 2. 18 With the implementation of Equal Opportunity Schools and the expansion of Advanced Placement classes, additional support will be implemented. These supports can include student intervention support, additional instructional materials, and summer preparation classes.</p> | School Level | <input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$953,000 (LCFF/ Supplemental) |

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| Goal 2. 2. 19 Provide additional support for English Learners, Socioeconomically Disadvantaged, Foster Youth, Students with Disabilities, and ethnic subgroups of students to implement interventions at the high school level. Additional FTE's will be provided to support interventions at high schools during the school day to include English Learners (including RFEP), Socioeconomically Disadvantaged, Foster Youth, Students with Disabilities, and ethnic subgroups. | School Level | <input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <input type="checkbox"/> SWD | \$1,493,344(LCFF/ Supplemental) |
| Goal 2. 2. 20 Expand the Puente program to support English Learner students and Hispanic students. | School Level | <input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <input type="checkbox"/> SWD | \$10,000 (LCFF/ Supplemental) |
| Goal 2. 2. 21 Provide additional opportunities for students to graduate high school through Credit Recovery. | School Level | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$160,977 (LCFF/ Supplemental) |
| Goal 2. 2. 22 Provide additional opportunities for students to graduate high school through Adult Education programs with Dual Enrollment. | School Level | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$147,000 (LCFF/ Supplemental) |
| Goal 2. 2. 23 Provide additional support to schools for After School Programs that support supplemental services for English Learners, Low Income students, and Foster Youth at Riverview Elementary and Sierra Vista Elementary. | School Level | <input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <input type="checkbox"/> SWD | \$40,000 (LCFF/ Supplemental) |
| Goal 2. 2. 24 Hire Dual Immersion teachers to support expansion of the program to an intermediate school that has more than 75% Unduplicated Students | School Level | <input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <input type="checkbox"/> SWD | \$374,417 (LCFF/ Supplemental) |

| | | | |
|---|--------------|--|--------------------------------|
| <p>Goal 2. 2. 25 Provide intensive intervention materials for Math that will support students who are below grade level in Math</p> | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$300,000 (LCFF/ Supplemental) |
| <p>Goal 2. 2. 26 Provide support for A-G audits at high schools to support increasing numbers of students that are a-g completers.</p> | School Level | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$10,000 (LCFF/ Supplemental) |
| <p>Goal 2. 2. 27 Continue providing additional after school tutoring that supports students toward improved academic achievement.</p> | School Level | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$10,000 (LCFF/ Supplemental) |
| <p>Goal 2. 2. 28 Continue the work of the committee of analyze, discuss, and implement programs to support the academic achievement for Long Term English Learners</p> | LEA Wide | <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u> | \$50,000 (LCFF/ Supplemental) |
| <p>Goal 2. 2. 29 Provide additional translators to support parent involvement in the educational process</p> | LEA Wide | <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u> | \$126,208 (LCFF/ Supplemental) |
| <p>Goal 2. 2. 30 Additional personnel will support the improvement of the academic programs focused on at risk populations.</p> | LEA Wide | <input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u> | \$88,008 (LCFF/ Supplemental) |

| | | | |
|---|--------------|--|---|
| Goal 2. 2. 31 Provide additional materials to support intervention in the area of English Language Arts | LEA Wide | <input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <input type="checkbox"/> SWD | \$400,000 (LCFF/ Supplemental) |
| Goal 2. 2. 32 Additional Intervention Support for Corona Ranch Elementary School | School Level | <input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <input type="checkbox"/> SWD | \$60,000 (LCFF/ Supplemental) \$60,000 (Title III) |
| Goal 2. 2. 33 Supplemental Support for At Risk Students | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$1,210,161 (LCFF/ Supplemental) |

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

State Assessment Results

CAASPP Data May 2015

Percent of students who met or exceeded standards

| | <u>English Language Arts</u> | <u>Math</u> |
|-------------------|------------------------------|-------------|
| Overall | 53% | 36% |
| Hispanic | 44% | 26% |
| English Learners | 12% | 11% |
| Low Income | 40% | 24% |
| Foster Youth | N/A | N/A |
| African American | 49% | 29% |
| Special Education | 13% | 8% |

Improvement Goal to increase achievement

- Overall – 3% increase
- Hispanic – 5% increase
- English Learners – 5% increase
- Low Income – 5% increase
- Foster Youth – 5% increase
- African American – 5% increase
- Special Education – 5% increase

A-G Completion

| | <u>11/12</u> | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> |
|------------------|--------------|--------------|--------------|--------------|
| Overall | 44.7% | 48.2% | 49.1% | 50.6% |
| Hispanic | 37.5% | 39.5% | 38.8% | 41.0% |
| RFEP | N/A | N/A | N/A | N/A |
| English Learner | N/A | 1.4% | 5.4% | 2.8% |
| Low Income | 35.9% | 38.8% | 39.8% | 41.9% |
| Foster Youth | N/A | N/A | N/A | N/A |
| African American | 45.9% | 48.1% | 51.2% | 50.9% |

Improvement Goal to increase achievement

- Overall – 2% increase
- Hispanic – 3% increase
- English Learner – 3% increase
- RFEP – 3% increase
- Low Income – increase
- Foster Youth – 3% increase
- African American – 3% increase

AP Participation in classes

| | <u>11/12</u> | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> |
|------------------|--------------|--------------|--------------|--------------|
| Overall | 3,753 | 3,933 | 4,089 | 4,114 |
| Hispanic | 1,484 | 1,523 | 1,615 | 1,583 |
| RFEP | 771 | 848 | 1,013 | 1,056 |
| Low Income | 1,233 | 1,392 | 1,500 | 1,463 |
| Foster Youth | N/A | N/A | N/A | N/A |
| African American | 281 | 288 | 275 | 292 |

Improvement Goal to increase achievement

- Overall – 2% increase
- Hispanic – 3% increase
- RFEP – 3% increase
- Low Income – 3% increase
- Foster Youth – 3% increase
- African American – 3% increase

Participation in AP tests

| | <u>11/12</u> | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> |
|------------------|--------------|--------------|--------------|--------------|
| Overall | 2,578 | 2,770 | 2,947 | 3,036 |
| Hispanic | 985 | 1,025 | 1,081 | 1,104 |
| RFEP | 586 | 617 | 760 | 762 |
| Low Income | 858 | 959 | 1,069 | 1,006 |
| Foster Youth | N/A | N/A | N/A | N/A |
| African American | 161 | 170 | 168 | 196 |

Improvement Goal to increase achievement

- Overall – 1% increase
- Hispanic – 2% increase
- RFEP – 2% increase
- Low Income – 2% increase
- Foster Youth – 2% increase
- African American – 2% increase

AP Pass Rate (3 or higher)

| | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> |
|---------|--------------|--------------|--------------|
| Overall | 52.8% | 55.1% | 55.1% |

Improvement Goal to increase achievement

Overall – Meet or exceed county levels of achievement

API Score – Suspended

- EL Reclassification Rate –
- 13/14 – 15.9%
- 14/15 – 12.9%
- 15/16 – 13.5%

Improvement Goal to increase achievement

Meet or exceed county levels of achievement

El Progress toward English Proficiency –

62.1%

Improvement Goal to increase achievement

Meet or exceed state target

EAP –

Results from May 2015 testing:

- ELA - 59% of students Met or exceeded readiness for CSU coursework
- Math - 40% of student met or exceeded readiness for CSU coursework

Improvement Goal to increase achievement

Based on Benchmark

Basic Services

100% for each area below

Appropriate Teacher Assignment – maintain or increase current levels

Sufficient instructional materials – maintain or increase current levels

Facilities in good repair – maintain or increase current levels

Implementation of Content and Performance Standards

CCSS

100% implementation of standards

ELA/ELD

Piloting ELA/ELD materials in preparation for adoption and implementing standards,

NGSS

Transitioning into standards and providing professional development

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|------------------|--|--|
| <p>Goal 2.3.1 A Science and Math Coordinator will be hired to support the effective implementation of the Math CCSS and the implementation of NGSS.</p> | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$200,000 (LCFF/ Supplemental) |
| <p>Goal 2.3.2 Assessments will be PSAT and Advanced Placement assessments and will be provided for students to better prepare students for college and career. Parent Nights will be held to inform and engage parents in this process.</p> | LEA Wide | <input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u> | \$100,000 (LCFF/ Supplemental) |
| <p>Goal 2.3.3 Continue current AVID program and increase AVID access to support English Learners, Socioeconomically Disadvantaged, Foster Youth, Students with Disabilities, and ethnic subgroups. Implement AVID at elementary grades 4-6 in schools with 59% or more Unduplicated Student Counts. Monitor progress of students in AVID, particularly RFEP students.</p> | School Level | <input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u> | \$1,766,243 (LCFF/ Supplemental) |
| <p>Goal 2.3.4 Continue to implement designated ELD with fidelity.</p> | School Level | <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | Costs for Professional Development and monitoring included in previous budgets. (Included in \$2,000,000 budget PD budget) |
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| <p>Goal 2.3.6 Safety and Violence Counselors will provide additional emotional and academic support to Foster Youth students.</p> | LEA Wide | <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | Costs for Safety and Violence Counselors are posted in the Engagement section of the LCAP. (\$730,315 LCFF/ Supplemental) |

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| <p>Goal 2.3.7 Additional academic support for Foster Youth students at elementary and intermediate schools through after school tutoring.</p> | LEA Wide | <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$20,000 (Title 1) |
| <p>Goal 2.3.8 Continue the refinement of the Implementation ELA/ ELD standards. Begin crafting ELA/ELD curriculum guides to support integrated and designated ELD.</p> | LEA Wide | <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$30,000 (Title III) \$30,000 (LCFF/ Supplemental) |
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| <p>Goal 2.3.10 Continue to support the educational process for At- Risk students with additional personnel (i.e. TSAs). The educational process for At-Risk students will be supported with additional personnel to support instruction, model lessons, and coach.</p> | LEA Wide | <input type="checkbox"/> ALL <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u> | \$1,571,312 (Title I PD, Title II and Title III) \$479,667 (LCFF/ Supplemental) |
| <p>Goal 2.3.11 Continue to provide Instructional Assistants for students needing additional support including primary language support. Additional Translators will be hired to support communication with the parents.</p> | School Level | <input type="checkbox"/> ALL <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u> | \$1,260,203 (LCFF/ Supplemental) |

| | | | |
|--|--------------|--|----------------------------------|
| <p>Goal 2.3.12 Provide Instructional Assistants for SWD students where needed to support the instructional process. Instructional Assistants will support SWD students based on need.</p> | School Level | <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u> | \$22,839,528(LCFF) |
| <p>Goal 2.3.13 Provide support to SWD students with Program Specialists and other support personnel. Students with Disabilities will be supported with additional personnel.</p> | LEA Wide | <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u> | \$1,152,684 (LCFF) |
| <p>Goal 2.3.14 Teachers will be provided professional development to support the specialized instruction for Students with Disabilities.</p> | LEA Wide | <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u> | \$150,000 (LCFF) |
| <p>Goal 2.3.15 Continue to allocate to schools funding to address the specific needs of their At-Risk students, EL (including RFEP), LI, and Foster Youth.</p> | School Level | <input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u> | \$2,400,379 (LCFF/ Supplemental) |
| <p>Goal 2.3.16 Support Personnel for English students, Low Income, and Foster Youth students. Support Personnel will continue to address the specific needs of EL students (including RFEP), Low Income, and Foster Youth students.</p> | LEA Wide | <input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$904,661 (LCFF/ Supplemental) |
| <p>Goal 2.3.17 Additional teachers will be assigned to highly impacted schools to provide support for intervention at intermediate schools and to reduce combination classes at impacted elementary schools.</p> | School Level | <input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u> | \$2,938,572 (LCFF/ Supplemental) |
| <p>Goal 2.3.18 With the implementation of Equal Opportunity Schools and the expansion of Advanced Placement classes, additional support will be implemented. These supports can include student intervention support, additional instructional materials, and summer preparation classes.</p> | School Level | <input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$953,000 (LCFF/ Supplemental) |

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| <p>Goal 2.3.19 Provide additional support for English Learners, Socioeconomically Disadvantaged, Foster Youth, Students with Disabilities, and ethnic subgroups of students to implement interventions at the high school level. Additional FTE's will be provided to support interventions at high schools during the school day to include English Learners (including RFEP), Socioeconomically Disadvantaged, Foster Youth, Students with Disabilities, and ethnic subgroups.</p> | School Level | <input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u> | \$1,493,344(LCFF/ Supplemental) |
| <p>Goal 2.3.20 Expand the Puente program to support English Learner students and Hispanic students.</p> | School Level | <input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u> | \$10,000 (LCFF/ Supplemental) |
| <p>Goal 2.3.21 Provide additional opportunities for students to graduate high school through Credit Recovery.</p> | School Level | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$160,977 (LCFF/ Supplemental) |
| <p>Goal 2.3.22 Provide additional opportunities for students to graduate high school through Adult Education programs with Dual Enrollment.</p> | School Level | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$147,000 (LCFF/ Supplemental) |
| <p>Goal 2.3.23 Provide additional support to schools for After School Programs that support supplemental services for English Learners, Low Income students, and Foster Youth at Riverview Elementary and Sierra Vista Elementary.</p> | School Level | <input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u> | \$40,000 (LCFF/ Supplemental) |
| <p>Goal 2.3.24 Hire Dual Immersion teachers to support expansion of the program to an intermediate school that has more than 75% Unduplicated Students</p> | School Level | <input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u> | \$374,417 (LCFF/ Supplemental) |
| <p>Goal 2.3.25 Provide intensive intervention materials for Math that will support students who are below grade level in Math</p> | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$300,000 (LCFF/ Supplemental) |

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| <p>Goal 2. 3. 26 Provide support for A-G audits at high schools to support increasing numbers of students that are a-g completers.</p> | <p>School Level</p> | <p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p> | <p>\$10,000 (LCFF/ Supplemental)</p> |
| <p>Goal 2. 3. 27 Continue providing additional after school tutoring that supports students toward improved academic achievement.</p> | <p>School Level</p> | <p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p> | <p>\$10,000 (LCFF/ Supplemental)</p> |
| <p>Goal 2. 3. 28 Continue the work of the committee of analyze, discuss, and implement programs to support the academic achievement for Long Term English Learners</p> | <p>LEA Wide</p> | <p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u></p> | <p>\$50,000 (LCFF/ Supplemental)</p> |
| <p>Goal 2. 3. 29 Provide additional translators to support parent involvement in the educational process</p> | <p>LEA Wide</p> | <p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u></p> | <p>\$126,208 (LCFF/ Supplemental)</p> |
| <p>Goal 2. 3. 30 Additional personnel will support the improvement of the academic programs focused on at risk populations.</p> | <p>LEA Wide</p> | <p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) _____</p> | <p>\$88,008 (LCFF/ Supplemental)</p> |
| <p>Goal 2. 3. 31 Provide additional materials to support intervention in the area of English Language Arts</p> | <p>LEA Wide</p> | <p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u></p> | <p>\$400,000 (LCFF/ Supplemental)</p> |
| <p>Goal 2. 3. 32 Additional Intervention Support for Corona Ranch Elementary School</p> | <p>School Level</p> | <p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u></p> | <p>\$60,000 (LCFF/ Supplemental) \$60,000 (Title III)</p> |

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| Goal 2.3.33 Supplemental Support for At Risk Students | LEA Wide | <input checked="" type="checkbox"/> ALL | \$2,209,566 (LCFF/ Supplemental) |
| | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | |

| GOAL: | Goal 3: Increase the number of students who complete CTE pathways through the completion of a capstone course. | | | Related State and/or Local Priorities: | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|--|--|---|--|--|--------------|--------------|--------------|--------------|------------------------------|---|---|---|-----------|----------------------|----|----|----|-----------|---------------------|-----|-----|-----|------------|---|--------|--------|------|------------------------|
| | | | | 1__ 2__ 3__ 4__ 5__ 6__ 7_x 8_x | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | COE only: 9__ 10__ | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Local : CNUSD Strategic Plan Goal 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Identified Need : | CNUSD has a strong culture of providing multiple pathways for the students we serve. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1"> <thead> <tr> <th></th> <th>12/13</th> <th>13/14</th> <th>14/15</th> <th>15/16</th> </tr> </thead> <tbody> <tr> <td><i># of Industry Sectors</i></td> <td>6</td> <td>7</td> <td>7</td> <td>12</td> </tr> <tr> <td><i># of Pathways</i></td> <td>10</td> <td>11</td> <td>14</td> <td>20</td> </tr> <tr> <td><i># of Courses</i></td> <td>223</td> <td>204</td> <td>211</td> <td>224</td> </tr> <tr> <td><i>Percentage of Students Enrolled in CTE Completing Capstone Courses</i></td> <td>92.89%</td> <td>91.74%</td> <td>100%</td> <td>Data not available yet</td> </tr> </tbody> </table> | | | | | | | 12/13 | 13/14 | 14/15 | 15/16 | <i># of Industry Sectors</i> | 6 | 7 | 7 | 12 | <i># of Pathways</i> | 10 | 11 | 14 | 20 | <i># of Courses</i> | 223 | 204 | 211 | 224 | <i>Percentage of Students Enrolled in CTE Completing Capstone Courses</i> | 92.89% | 91.74% | 100% | Data not available yet |
| | | 12/13 | 13/14 | 14/15 | 15/16 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <i># of Industry Sectors</i> | 6 | 7 | 7 | 12 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <i># of Pathways</i> | 10 | 11 | 14 | 20 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i># of Courses</i> | 223 | 204 | 211 | 224 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Percentage of Students Enrolled in CTE Completing Capstone Courses</i> | 92.89% | 91.74% | 100% | Data not available yet | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Data indicates the need to increase the numbers of students enrolled in and completing CTE pathways and to increase the amount of CTE courses and pathways offered for students. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Goal Applies to: | Schools: | LEA and School Wide | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Applicable Pupil Subgroups: | All Low Income (LI) English Learner (EL) Foster Youth (FY) Students with Disabilities (SWD) At-Risk Students | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LCAP Year 1: 2016-17 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Expected Annual Measurable Outcomes: | <table border="1"> <thead> <tr> <th></th> <th>12/13</th> <th>13/14</th> <th>14/15</th> <th>15/16</th> </tr> </thead> <tbody> <tr> <td><i># of Industry Sectors</i></td> <td>6</td> <td>7</td> <td>7</td> <td>12</td> </tr> <tr> <td><i># of Pathways</i></td> <td>10</td> <td>11</td> <td>14</td> <td>20</td> </tr> <tr> <td><i># of Courses</i></td> <td>223</td> <td>204</td> <td>211</td> <td>224</td> </tr> </tbody> </table> | | | | | | | 12/13 | 13/14 | 14/15 | 15/16 | <i># of Industry Sectors</i> | 6 | 7 | 7 | 12 | <i># of Pathways</i> | 10 | 11 | 14 | 20 | <i># of Courses</i> | 223 | 204 | 211 | 224 | | | | | |
| | | 12/13 | 13/14 | 14/15 | 15/16 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <i># of Industry Sectors</i> | 6 | 7 | 7 | 12 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <i># of Pathways</i> | 10 | 11 | 14 | 20 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i># of Courses</i> | 223 | 204 | 211 | 224 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Baseline data for district-wide pathway completer measures was available September 2015. District teams analyzed the data to gauge student achievement and set goals for improvement to increase Industry Sectors, Pathways and numbers of CTE courses. As pathway completion is a multi-year process for long-term, robust pathways, we intend to maintain or increase the numbers of pathways in 16/17. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Actions/Services | | Scope of Service | Pupils to be served within identified scope of service | | Budgeted Expenditures | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Goal 3. 1. 1 CNUSD will refine a CTE metric as part of the CNUSD Academic Achievement Index. The key indicators are pathway completer, pathway participant, non-traditional completion, and non-traditional participation. Data will be aggregated for the district and disaggregated for the comprehensive high schools and individual high school students. | | LEA Level and School Level | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | Costs are included in other budgets. (\$128,073 LCFF/ Supplemental) | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Goal 3. 1. 2 | | LEA Level and | <input checked="" type="checkbox"/> ALL | | \$7,500 (LCFF/ Supplemental) | | | | | | | | | | | | | | | | | | | | | | | | | | |

CNUSD and site leadership at high schools will review and adjust strategic goals to increase the rate of student pathway participation which will lead to a greater number of students enrolling in and completing career pathways. Site meetings to review district and site data, set goals, and monitor. Explore the implementation of a graduate follow up system.

Student Level

- OR:
- Low Income pupils
 - English Learners
 - Foster Youth
 - Redesignated fluent English proficient
 - Other Subgroups:(Specify) _____

| | | | |
|---|---------------------------------------|--|---|
| <p>Goal 3. 1. 3 Provide support to counselors to ensure proper pathway placement prior to registration in order to enroll students in appropriate sequenced courses.</p> | <p>School Level and Student Level</p> | <p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p> | <p>Costs are included in other budgets. (\$1,147,200 (LCFF/ Supplemental)</p> |
| <p>Goal 3. 1. 4 Counselors will place 9th Grade students in a first year participant course of a career pathway. Annual License of CaliforniaColleges.edu for all secondary schools. Refine specificity of CNUSD CTE Pathways within CaliforniaColleges.edu.</p> | <p>School Level and Student Level</p> | <p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p> | <p>\$50,000 (LCFF/ Supplemental)</p> |
| <p>Goal 3. 1. 5 Provide professional development for CTE teachers in the following areas:</p> <ul style="list-style-type: none"> • Literacy • Industry • PBL and WBL • Externships • School site visits • Other areas identified throughout the year based on review of district and site data | <p>LEA and School Level</p> | <p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p> | <p>\$115,000 (CTE FUNDING)</p> |
| <p>Goal 3. 1. 6 Monitor and support English Learner (including RFEP) students, Low Income students, and Foster Youth students for enrollment and successful completion of capstone courses.</p> | <p>LEA Level and School Level</p> | <p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>At-Risk Students</u></p> | <p>\$5,000 (LCFF/ Supplemental)</p> |

LCAP Year 2: 2017-18

| | |
|---|---|
| Expected Annual Measurable Outcomes: | Data for district-wide pathway completer measures will available September 2016. District teams analyzed the data to gauge student achievement and set goals for improvement to increase Industry Sectors, Pathways and numbers of CTE courses. As pathway completion is a multi-year process for long-term, robust pathways, we intend to maintain or increase the numbers of pathways in 17/18. |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|--------------------------------|---|---|
| <p>Goal 3. 2. 1 CNUSD will develop a CTE metric as part of the CNUSD Academic Achievement Index. The key indicators are pathway completer, pathway participant, non-traditional completion, and non-traditional participation. Data will be aggregated for the district and disaggregated for the comprehensive high schools, and individual high school students.</p> | LEA Level and School Level | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | Costs are included in other budgets. (\$128,073 LCFF/ Supplemental) |
| <p>Goal 3. 2. 2 CNUSD and site leadership at high schools will set strategic goals to increase the rate of student pathway participation students which will lead to a greater number of students enrolling in and completing career pathways. Site meetings to review district and site data, set goals, and monitor. Implement A GRADUATE FOLLOW UP SYSTEM.</p> | LEA Level and Student Level | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$7,500 (LCFF/ Supplemental) |
| <p>Goal 3. 2. 3 Provide support to counselors in developing list of pathway participant and concentrator students prior to registration in order to enroll students in <u>capstone</u> appropriate sequenced courses.</p> | School Level and Student Level | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | Costs are included in other budgets. (\$1,147,200 LCFF/ Supplemental) |
| <p>Goal 3. 2. 4 Counselors will place 9th Grade students in a first year participant course of a career pathway. Annual License of CaliforniaColleges.edu for all secondary schools. Refine specificity of CNUSD CTE Pathways within CaliforniaColleges.edu.</p> | School Level and Student Level | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$50,000 (LCFF/ Supplemental) |
| <p>Goal 3. 2. 5 Provide professional development for CTE teachers in the following areas:</p> <ul style="list-style-type: none"> • Literacy • Industry • PBL and WBL • Externships • School site visits • Other areas identified throughout the year based on review of district and site data. | LEA Level and School Level | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$115,000 (CTE FUNDING) |

| | | | |
|---|-----------------------------------|--|-------------------------------------|
| <p>Goal 3. 2. 6 Monitor and support English Learner students, Low Income students, and Foster Youth students for enrollment and successful completion of capstone courses.</p> | <p>LEA Level and School Level</p> | <p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>At Risk Students</u></p> | <p>\$5,000 (LCFF/ Supplemental)</p> |
|---|-----------------------------------|--|-------------------------------------|

LCAP Year 3: 2018-19

| | |
|---|--|
| Expected Annual Measurable Outcomes: | Data for district-wide pathway completer measures will be available September 2017. District teams analyzed the data to gauge student achievement and set goals for improvement to increase Industry Sectors, Pathways and numbers of CTE courses. As pathway completion is a multi-year process for long-term, robust pathways, we intend to maintain or increase the numbers of pathways in 18/19. |
|---|--|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|--------------------------------|--|---|
| Goal 3.3.1 CNUSD will develop a CTE metric as part of the CNUSD Academic Achievement Index. The key indicators are pathway completer, pathway participant, non-traditional completion, and non-traditional participation. Data will be aggregated for the district and disaggregated for the comprehensive high schools, and individual high school students. | LEA Level and School Level | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | Costs are included in other budgets. (\$128,073 LCFF/ Supplemental) |
| Goal 3.3.2 CNUSD and site leadership at high schools will set strategic goals to increase the rate of student pathway participation students which will lead to a greater number of students enrolling in and completing career pathways. Site meetings to review district and site data, set goals, and monitor. Implement a graduate follow up system. | LEA Level and Student Level | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$7,500 (LCFF/ Supplemental) |
| Goal 3.3.3 Provide support to counselors in developing list of pathway participant and concentrator students prior to registration in order to enroll students in <u>capstone</u> appropriate sequenced courses. | School Level and Student Level | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | Costs are included in other budgets. (\$1,147,200 LCFF/ Supplemental) |
| Goal 3.3.4 Counselors will place 9th Grade students in a first year participant course of a career pathway. Annual License of CaliforniaColleges.edu for all secondary schools. Refine specificity of CNUSD CTE Pathways within CaliforniaColleges.edu. | School Level and Student Level | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$50,000 (LCFF/ Supplemental) |
| Goal 3.3.5 Provide professional development for CTE teachers in the following areas: <ul style="list-style-type: none"> • Literacy • Industry • PBL and WBL • Externships • School site visits • Other areas identified throughout the year based on review of district and site data. | LEA Level and School Level | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$115,000 (CTE FUNDING) |

| | | | |
|---|-----------------------------------|--|-------------------------------------|
| <p>Goal 3.3.6 Monitor and support English Learner students, Low Income students, and Foster Youth students for enrollment and successful completion of capstone courses.</p> | <p>LEA Level and School Level</p> | <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) _____</p> | <p>\$5,000 (LCFF/ Supplemental)</p> |
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| | | | | | | | | | |
|---|--|---|--|--|--|---|--|--|--|
| GOAL: | Goal 4: Increase the rate of students participating in CTE pathways mapped to high growth strong employment opportunity. | | | | Related State and/or Local Priorities: | | | | |
| | | | | | 1__ 2__ 3__ 4_x 5__ 6__ 7_x 8_x | | | | |
| | | | | | COE only: 9__ 10__ | | | | |
| | | | | | Local : CNUSD Strategic Plan Goals 1, 4 and 5 | | | | |
| Identified Need : | CNUSD has a strong culture of providing multiple pathways for the students we serve, as evidenced by course offerings in 12 of 15 Industry Sectors at our high schools. Data indicates the need to increase the numbers of students enrolled in and completing CTE pathways and to increase the amount of CTE courses and pathways offered for students. | | | | | | | | |
| Goal Applies to: | Schools: | LEA and School Wide | | | | | | | |
| | Applicable Pupil Subgroups: | All Low Income (LI) English Learner (EL) Foster Youth (FY) Students with Disabilities (SWD) At-Risk Students | | | | | | | |
| LCAP Year 1: 2016-17 | | | | | | | | | |
| Expected Annual Measurable Outcomes: | | | <i>12/13 number of students in CTE classes</i> | <i>13/14 number of students in CTE classes</i> | <i>14/15 number of in CTE classes students</i> | <i>15/16 number of in CTE classes student</i> | | | |
| | Overall | | 10,044 | 11,653 | 10,216 | 10,817 | | | |
| | Hispanic | | 5,310 | 6,022 | 5,236 | 5,516 | | | |
| | African-American | | 713 | 843 | 682 | 761 | | | |
| | Low Income | | 4,832 | 5,553 | 4,922 | 4,303 | | | |
| | Foster Youth | | 98 | 106 | 137 | 128 | | | |
| | SWD | | 1,475 | 1,688 | 1,467 | 1,530 | | | |
| | EL | | 668 | 728 | 662 | 732 | | | |
| | RFEP | | 2,085 | 2,541 | 2,279 | 2,433 | | | |
| | Male | | 5,871 | 6,948 | 6,050 | 6,500 | | | |
| | Female | | 4,173 | 4,705 | 4,166 | 4,317 | | | |
| | We intend to grow CTE participation by 2% overall and for each subgroup per year. | | | | | | | | |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|----------------------------|---|---|
| Goal 4. 1. 1 Implement, monitor, and support new high yield, high wage, high growth CTE pathways. Expand existing high yield, high wage, and high growth CTE pathways. Implement Project Lead The Way (PLTW) at Corona High School and implement additional CTE Pathways. | LEA Level and School Level | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$200,000 (PLTW Engineering Equip/Supplies– CTE Funding) \$80,000 (PLTW Training, (PLTW Engineering Furniture, PLTW Biomedical - LCFF/ Supplemental) |
| Goal 4. 1. 2 Support and expand middle school/intermediate school career pathways, PLTW-Gateway, MESA, and Medical Sciences. | LEA Level and School Level | <input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u> | \$20,000 (Gateway Equip/Supplies– CTE Funding) \$25,000 (PLTW/Gateway Training, MESA - LCFF/ Supplemental) |
| Goal 4. 1. 3 Pathway Support (equipment, supplies, training). | LEA Level and School Level | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$3,000,000 (CTE Funding) |
| Goal 4. 1. 4 Meet with the following committees a minimum of two times per year: <ul style="list-style-type: none"> • Six industry sector advisory committees • Two STEM/CTE academy advisory committees • One districtwide industry advisory committee with representatives from each committee listed above • Actively participate in Norco College and RCOE business and industry advisory committees • Retain the consulting services of a community business liaison • HIRE A MEDICAL PATHWAY CONSULTANT | LEA and School Level | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$132,000 (CTE Funding) |
| Goal 4. 1. 5 Staff to monitor and oversee CTE Programs. Additional teachers will be hired to support the implementation of CTE classes and pathways. | LEA Level and School Level | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$1,148,756 (LCFF/ Supplemental) |

| | | | |
|---|-----------------------------------|--|--|
| <p>Goal 4.1.6 Increase Articulation Agreements with colleges and universities.</p> | <p>LEA Wide</p> | <p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>Costs are included in other budgets. (\$1,148,756 LCFF/ Supplemental)</p> |
| <p>Goal 4.1.7 Monitor and support English Learner (including RFEP), Low Income, and Foster Youth students for enrollment and successful completion of CTE courses.</p> | <p>LEA Level and School Level</p> | <p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)<u>SWD</u></p> | <p>Costs are included in other budgets. (\$1,147,200 LCFF/ Supplemental)</p> |

LCAP Year 2: 2017/18

Expected Annual Measurable Outcomes:

| | <i>12/13 number of students in CTE classes</i> | <i>13/14 number of students in CTE classes</i> | <i>14/15 number of in CTE classes students</i> | <i>15/16 number of in CTE classes student</i> |
|------------------|--|--|--|---|
| Overall | 10,044 | 11,653 | 10,216 | 10,817 |
| Hispanic | 5,310 | 6,022 | 5,236 | 5,516 |
| African-American | 713 | 843 | 682 | 761 |
| Low Income | 4,832 | 5,553 | 4,922 | 4,303 |
| Foster Youth | 98 | 106 | 137 | 128 |
| SWD | 1,475 | 1,688 | 1,467 | 1,530 |
| EL | 668 | 728 | 662 | 732 |
| RFEP | 2,085 | 2,541 | 2,279 | 2,433 |
| Male | 5,871 | 6,948 | 6,050 | 6,500 |
| Female | 4,173 | 4,705 | 4,166 | 4,317 |

We intend to grow CTE participation by 2% overall and for each subgroup per year.

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|----------------------------|---|---|
| Goal 4. 2. 1 Implement, monitor, and support new high yield, high wage, high growth CTE pathways. Expand existing high yield, high wage, and high growth CTE pathways. Implement Project Lead The Way (PLTW) at Corona High School and implement additional CTE Pathways. | LEA Level and School Level | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$200,000 (PLTW Engineering Equip/Supplies– CTE Funding) \$80,000 (PLTW Training, (PLTW Engineering Furniture, PLTW Biomedical - LCFF/ Supplemental) |
| Goal 4. 2. 2 Support and expand middle school/intermediate school career pathways, PLTW-Gateway, MESA, and Medical Sciences. | LEA Level and School Level | <input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u> | \$20,000 (Gateway Equip/Supplies– CTE Funding) \$25,000 (PLTW/Gateway Training, MESA - LCFF/ Supplemental) |
| Goal 4. 2. 3 Pathway Support (equipment, supplies, training). | LEA Level and School Level | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$3,000,000 (CTE Funding) |

| | | | |
|---|----------------------------|--|--|
| <p>Goal 4. 2. 4 Meet with the following committees a minimum of two times per year:</p> <ul style="list-style-type: none"> • Six industry sector advisory committees • Two STEM/CTE academy advisory committees • One districtwide industry advisory committee with representatives from each committee listed above • Actively participate in Norco College and RCOE business and industry advisory committees • Retain the consulting services of a community business liaison • Hire a Medical Pathway Consultant | LEA Level and School Level | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$132,000 (CTE Funding) |
| <p>Goal 4. 2. 5 Staff to monitor and oversee CTE Programs. Additional teachers will be hired to support the implementation of CTE classes and pathways.</p> | LEA Level and School Level | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$1,148,756 (LCFF/ Supplemental) |
| <p>Goal 4. 2. 6 Increase Articulation Agreements with colleges and universities.</p> | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | Costs are included in other budgets. (\$1,148,756 LCFF/ Supplemental) |
| <p>Goal 4. 2. 7 Monitor and support English Learner (including RFEP), Low Income, and Foster Youth students for enrollment and successful completion of CTE courses.</p> | LEA Level and School Level | <input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u> | Costs are included in other budgets. (\$1,147,200 LCFF/ Supplemental) |

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

| | <i>12/13 number of students in CTE classes</i> | <i>13/14 number of students in CTE classes</i> | <i>14/15 number of students in CTE classes students</i> | <i>15/16 number of students in CTE classes student</i> |
|------------------|--|--|---|--|
| Overall | 10,044 | 11,653 | 10,216 | 10,817 |
| Hispanic | 5,310 | 6,022 | 5,236 | 5,516 |
| African-American | 713 | 843 | 682 | 761 |
| Low Income | 4,832 | 5,553 | 4,922 | 4,303 |
| Foster Youth | 98 | 106 | 137 | 128 |
| SWD | 1,475 | 1,688 | 1,467 | 1,530 |
| EL | 668 | 728 | 662 | 732 |
| RFEP | 2,085 | 2,541 | 2,279 | 2,433 |
| Male | 5,871 | 6,948 | 6,050 | 6,500 |
| Female | 4,173 | 4,705 | 4,166 | 4,317 |

We intend to grow CTE participation by 2% overall and for each subgroup per year.

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|----------------------------|---|--|
| Goal 4. 3. 1 Implement, monitor, and support new high yield, high wage, high growth CTE pathways. Expand existing high yield, high wage, and high growth CTE pathways. Implement Project Lead The Way (PLTW) at Corona High School and implement additional CTE Pathways. | LEA Level and School Level | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$200,000 (PLTW Engineering Equipment/Supplies –CTE Funding) \$80,000 (PLTW Training, (PLTW Engineering Furniture, PLTW Biomedical) - LCFF/ Supplemental) |
| Goal 4. 3. 2 Support and expand middle school/intermediate school career pathways, PLTW-Gateway, MESA, and Medical Sciences. | LEA Level and School Level | <input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u> | \$20,000 (GATEWAY Equipment/Supplies – CTE Funding) \$25,000 (PLTW/Gateway Training, MESA - LCFF/ Supplemental) |
| Goal 4. 3. 3 Pathway Support (equipment, supplies, training). | LEA Level and School Level | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$3,000,000 (CTE Funding) |

| | | | |
|---|----------------------------|--|--|
| <p>Goal 4. 3. 4 Meet with the following committees a minimum of two times per year:</p> <ul style="list-style-type: none"> • Six industry sector advisory committees • Two STEM/CTE academy advisory committees • One districtwide industry advisory committee with representatives from each committee listed above • Actively participate in Norco College and RCOE business and industry advisory committees • Retain the consulting services of a community business liaison • Hire a Medical Pathway Consultant | LEA Level and School Level | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$132,000 (CTE Funding) |
| <p>Goal 4. 3. 5 Staff to monitor and oversee CTE Programs. Additional teachers will be hired to support the implementation of CTE classes and pathways.</p> | LEA Level and School Level | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$1,253,033 (LCFF/ Supplemental) |
| <p>Goal 4. 3. 6 Increase Articulation Agreements with colleges and universities.</p> | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | Costs are included in other budgets. (\$1,148,756 LCFF/ Supplemental) |
| <p>Goal 4. 3. 7 Monitor and support English Learner (including RFEP), Low Income, and Foster Youth students for enrollment and successful completion of CTE courses.</p> | LEA Level and School Level | <input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u> | Costs are included in other budgets. (\$1,147,200 LCFF/ Supplemental) |

| GOAL: | Goal 5: Implement measures at all schools to foster positive school environments and support students. | | Related State and/or Local Priorities: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|---|--|--------------|--------------|--------------|--------------|--------------|-------|-------|------|----------|-------|--------------|--------------|------------------|------|-------|------|------|------|--------------|--------------|--------------|-------|-------|-------|--------------|-------|--------------|--------------|------------------|-------|-------|-------|-------------------|-------|-------|-------|--|--------------|--------------|--------------|--|------|------|------|--|--------------|--------------|--------------|--|------|------|------|
| | | | 1__ 2__ 3__ 4__ 5_x 6_x 7__ 8__ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | COE only: 9__ 10__ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | Local: CNUSD Strategic Plan Goal 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Identified Need : | Data indicates that there is a direct, negative correlation between academic achievement, engagement, and chronic absenteeism. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Goal Applies to: | Schools: | LEA and School wide | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Applicable Pupil Subgroups: | All Low Income (LI) English Learner (EL) Foster Youth (FY) Students with Disabilities (SWD) At-Risk Students | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Expected Annual Measurable Outcomes: | Student Engagement | <p><i>School Attendance rates:</i></p> <table border="1"> <thead> <tr> <th></th> <th><u>12/13</u></th> <th><u>13/14</u></th> <th><u>14/15</u></th> </tr> </thead> <tbody> <tr> <td></td> <td>96%</td> <td>96%</td> <td>96%</td> </tr> </tbody> </table> <p><u>Improvement Goal to increase achievement</u> Maintain or increase current levels</p> <p><i>Middle School Dropout rates:</i></p> <table border="1"> <thead> <tr> <th></th> <th><u>12/13</u></th> <th><u>13/14</u></th> <th><u>14/15</u></th> </tr> </thead> <tbody> <tr> <td></td> <td>0.12%</td> <td>0.0%</td> <td>0.0%</td> </tr> </tbody> </table> <p><u>Improvement Goal to increase achievement</u> Maintain or decrease current levels</p> <p><i>High School Dropout rates:</i></p> <table border="1"> <thead> <tr> <th></th> <th><u>12/13</u></th> <th><u>13/14</u></th> <th><u>14/15</u></th> </tr> </thead> <tbody> <tr> <td></td> <td>4.5%</td> <td>4.4%</td> <td>4.1%</td> </tr> </tbody> </table> <p><u>Improvement Goal to increase achievement</u> Maintain or decrease current levels</p> <p><i>High school graduation rates:</i></p> <table border="1"> <thead> <tr> <th></th> <th><u>12/13</u></th> <th><u>13/14</u></th> <th><u>14/15</u></th> </tr> </thead> <tbody> <tr> <td></td> <td>91.9%</td> <td>92.3%</td> <td>92.4%</td> </tr> </tbody> </table> <p><u>Improvement Goal to increase achievement</u> Maintain or increase current levels</p> | | | | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> | | 96% | 96% | 96% | | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> | | 0.12% | 0.0% | 0.0% | | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> | | 4.5% | 4.4% | 4.1% | | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> | | 91.9% | 92.3% | 92.4% | | | | | | | | | | | | | | | | | | | |
| | | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 96% | 96% | 96% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 0.12% | 0.0% | 0.0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 4.5% | 4.4% | 4.1% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 91.9% | 92.3% | 92.4% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Chronic Absentee rate: | <table border="1"> <thead> <tr> <th></th> <th><u>12/13</u></th> <th><u>13/14</u></th> <th><u>14/15</u></th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>10.4%</td> <td>10.1%</td> <td>9.4%</td> </tr> <tr> <td>Hispanic</td> <td>10.4%</td> <td>11.2%</td> <td>10.3%</td> </tr> <tr> <td>English Learners</td> <td>9.9%</td> <td>9.9%</td> <td>8.9%</td> </tr> <tr> <td>RFEP</td> <td>6.6%</td> <td>7.3%</td> <td>7.3%</td> </tr> <tr> <td>Low Income</td> <td>10.6%</td> <td>11.9%</td> <td>11.3%</td> </tr> <tr> <td>Foster Youth</td> <td>23.1%</td> <td>17.8%</td> <td>19.1%</td> </tr> <tr> <td>African American</td> <td>10.3%</td> <td>11.1%</td> <td>9.9%</td> </tr> <tr> <td>Special Education</td> <td>19.7%</td> <td>15.6%</td> <td>15.5%</td> </tr> </tbody> </table> <p><u>Improvement Goal to increase achievement</u> Overall – reduce by 0.25% Hispanic – reduce by 0.5% English Learners – reduce by 0.5% RFEP – reduce by 0.5% Low Income – reduce by 0.5% Foster Youth – reduce by 1% African American – reduce by 0.5% Special Education – reduce by 1%</p> <p>School Climate</p> <p><i>Suspension rates:</i></p> <table border="1"> <thead> <tr> <th></th> <th><u>12/13</u></th> <th><u>13/14</u></th> <th><u>14/15</u></th> </tr> </thead> <tbody> <tr> <td></td> <td>2.9%</td> <td>2.6%</td> <td>2.4%</td> </tr> </tbody> </table> <p><u>Improvement Goal to increase achievement</u> Maintain or decrease current levels</p> <p><i>Expulsion Rates:</i></p> <table border="1"> <thead> <tr> <th></th> <th><u>12/13</u></th> <th><u>13/14</u></th> <th><u>14/15</u></th> </tr> </thead> <tbody> <tr> <td></td> <td>0.2%</td> <td>0.1%</td> <td>0.1%</td> </tr> </tbody> </table> <p><u>Improvement Goal to increase achievement</u> Maintain or decrease current levels</p> | | | | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> | Overall | 10.4% | 10.1% | 9.4% | Hispanic | 10.4% | 11.2% | 10.3% | English Learners | 9.9% | 9.9% | 8.9% | RFEP | 6.6% | 7.3% | 7.3% | Low Income | 10.6% | 11.9% | 11.3% | Foster Youth | 23.1% | 17.8% | 19.1% | African American | 10.3% | 11.1% | 9.9% | Special Education | 19.7% | 15.6% | 15.5% | | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> | | 2.9% | 2.6% | 2.4% | | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> | | 0.2% | 0.1% | 0.1% |
| | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Overall | 10.4% | 10.1% | 9.4% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | 10.4% | 11.2% | 10.3% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| English Learners | 9.9% | 9.9% | 8.9% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| RFEP | 6.6% | 7.3% | 7.3% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Low Income | 10.6% | 11.9% | 11.3% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Foster Youth | 23.1% | 17.8% | 19.1% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| African American | 10.3% | 11.1% | 9.9% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Special Education | 19.7% | 15.6% | 15.5% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2.9% | 2.6% | 2.4% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 0.2% | 0.1% | 0.1% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

LCAP Year 1: 2016-17

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|------------------|--|---|
| <p>Goal 5. 1. 1 Continue to implement the SART/SARB process. Increase home school relationships by conducting more home visits. Site administrators will now have real time access to the DATT report. Provide a substitute to hold SART meetings or home visits. Provide more training on how to access new DARTT report features.</p> | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$60,000 (LCFF/Supplemental) |
| <p>Goal 5. 1. 2 Implement a systematic TK-12 Character Education Programs (Character Counts or Leader in Me). Provide World Kindness Youth Conference Transportation for all CNUSD 4th Graders. Support 7th and 8th grade students with the “Teen Talk” program.</p> | School Level | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$510,000 (LCFF/ Supplemental) |
| <p>Goal 5. 1. 3 Continue a tiered cohort process to implement Positive Behavior Intervention Supports (PBIS) with consultant and begin work with Cohort 2 schools including training staff and administrators. Implement HERO. Continue Academic Saturday School. Implement an accountability framework to determine effectiveness of Academic Saturday School for the purposes of academic support. Implement, “Boys Town Training” for STAR and Intense Intervention (II) programs.</p> | School Level | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$1,015,000 (LCFF/ Supplemental) |
| <p>Goal 5. 1. 4 Provide ongoing Safety and Violence Prevention Counselors at the Five Comprehensive High Schools and Continuation High School.</p> | School Level | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$730,315 (LCFF/ Supplemental) |
| <p>Goal 5. 1. 5 Provide School Resource Officers (SRO) at each comprehensive High school to support a safe school environment. Continue funding for SRO’s and increase number of SRO’s.</p> | School Level | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$920,850 (LCFF/ Supplemental) |
| <p>Goal 5. 1. 6 A counselor focused on English Learners at Orange Grove Alternative High School will be hired to support students demonstrating chronic behaviors and develop a tiered transition plan which will assist students with transitioning back to their comprehensive high schools.</p> | School Level | <input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u> | \$60,000 (LCFF/ Supplemental) \$60,000 (Title III) |

| | | | |
|--|--------------|--|----------------------------------|
| <p>Goal 5.1.7 Counselors, TK-12, will continue to strengthen social/emotional skills, address chronic behavior and/or absenteeism, provide academic support, and develop career plans. Additional social emotional support will be provided through contracted counseling services.</p> | School Level | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$1,147,200 (LCFF/ Supplemental) |
| <p>Goal 5.1.8 Support mental health in district schools by implementing the following:</p> <ul style="list-style-type: none"> • Hire/Contract mental health workers to provide home-school intervention in the areas of poor attendance and adverse social emotional behavior. Include a framework to measure results and accountability. • The additional School Nurse will continue to support the physical and mental health of our students. Additional nursing services will be provided through contracted services. • Maintain Aides and continue training to administer the Succeeding Together to Encourage Prosocial Skills (STEPS) for elementary schools K-6. • Supplemental Materials supporting mental health. • An additional Coordinator will be hired to support mental health in the area of Special Ed. | School Level | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$921,000 (LCFF/ Supplemental) |
| <p>Goal 5.1.9 Provide support for UNITY programs in the district to support students in the area of social-emotional growth.</p> | School Level | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$45,000 (LEA MAA) |
| <p>Goal 5.1.10 Schools will develop and implement a Comprehensive School Safety Plan to ensure consistent protocols, districtwide.</p> | School Level | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$2,000 (LCFF/ Supplemental) |

Expected Annual Measurable Outcomes:

Student Engagement

School Attendance rates:

| | | | |
|----------|--------------|--------------|--------------|
| Baseline | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> |
| | 96% | 96% | 96% |

Improvement Goal to increase achievement

Maintain or increase current levels

Middle School Dropout rates:

| | | | |
|----------|--------------|--------------|--------------|
| Baseline | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> |
| | 0.12% | 0.0% | 0.0% |

Improvement Goal to increase achievement

Maintain or decrease current levels

High School Dropout rates:

| | | | |
|----------|--------------|--------------|--------------|
| Baseline | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> |
| | 4.5% | 4.4% | 4.1% |

Improvement Goal to increase achievement

Maintain or decrease current levels

High school graduation rates:

| | | | |
|----------|--------------|--------------|--------------|
| Baseline | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> |
| | 91.9% | 92.3% | 92.4% |

Improvement Goal to increase achievement

Maintain or increase current levels

Chronic Absentee rate:

| | | | |
|-------------------|--------------|--------------|--------------|
| | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> |
| Overall | 10.4% | 10.1% | 9.4% |
| Hispanic | 10.4% | 11.2% | 10.3% |
| English Learners | 9.9% | 9.9% | 8.9% |
| RFP | 6.6% | 7.3% | 7.3% |
| Low Income | 10.6% | 11.9% | 11.3% |
| Foster Youth | 23.1% | 17.8% | 19.1% |
| African American | 10.3% | 11.1% | 9.9% |
| Special Education | 19.7% | 15.6% | 15.5% |

Improvement Goal to increase achievement

- Overall – reduce by 0.25%
- Hispanic – reduce by 0.5%
- English Learners – reduce by 0.5%
- RFP – reduce by 0.5%
- Low Income – reduce by 0.5%
- Foster Youth – reduce by 1%
- African American – reduce by 0.5%
- Special Education – reduce by 1%

School Climate

Suspension rates:

| | | | |
|----------|--------------|--------------|--------------|
| Baseline | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> |
| | 2.9% | 2.6% | 2.4% |

Improvement Goal to increase achievement

Maintain or decrease current levels

Expulsion Rates:

| | | | |
|----------|--------------|--------------|--------------|
| Baseline | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> |
| | 0.2% | 0.1% | 0.1% |

Improvement Goal to increase achievement

Maintain or decrease current levels

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|--|----------------------------------|
| <p>Goal 5. 2. 1 Continue to implement the SART/SARB process. Increase home school relationships by conducting more home visits. Site administrators will now have real time access to the DATT report. Provide a substitute to hold SART meetings or home visits. Provide more training on how to access new DARTT report features.</p> | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$60,000 (LCFF/Supplemental) |
| <p>Goal 5. 2. 2 Implement a systematic TK-12 Character Education Programs (Character Counts or Leader in Me). Provide World Kindness Youth Conference Transportation for all CNUSD 4th Graders. Support 7th and 8th grade students with the “Teen Talk” program.</p> | School Level | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$510,000 (LCFF/ Supplemental) |
| <p>Goal 5. 2. 3 Continue a tiered cohort process to implement Positive Behavior Intervention Supports (PBIS) with consultant and begin work with Cohort 2 schools including training staff and administrators. Implement HERO. Continue Academic Saturday School. Implement an accountability framework to determine effectiveness of Academic Saturday School for the purposes of academic support. Implement, “Boys Town Training” for STAR and Intense Intervention (II) programs</p> | School Level | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$1,015,000 (LCFF/ Supplemental) |
| <p>Goal 5. 2. 4 Provide ongoing Safety and Violence Prevention Counselors at the Five Comprehensive High Schools and Continuation High School.</p> | School Level | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$730,315 (LCFF/ Supplemental) |
| <p>Goal 5. 2. 5 Provide School Resource Officers (SRO) at each comprehensive High school to support a safe school environment. Continue funding for SRO’s and increase number of SRO’s.</p> | School Level | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$966,893 (LCFF/ Supplemental) |

| | | | |
|--|--------------|---|---|
| <p>Goal 5. 2. 6 A counselor focused on English Learners at Orange Grove Alternative High School will be hired to support students demonstrating chronic behaviors and develop a tiered transition plan which will assist students with transitioning back to their comprehensive high schools.</p> | School Level | <input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <input type="checkbox"/> SWD | \$60,000 (LCFF/ Supplemental) \$60,000 (Title III) |
| <p>Goal 5. 2. 7 Counselors, TK-12, will continue to strengthen social/emotional skills, address chronic behavior and/or absenteeism, provide academic support, and develop career plans. Additional social emotional support will be provided through contracted counseling services.</p> | School Level | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$1,597,200 (LCFF/ Supplemental) |
| <p>Goal 5. 2. 8 Support mental health in district schools by implementing the following:</p> <ul style="list-style-type: none"> • Hire/Contract mental health workers to provide home-school intervention in the areas of poor attendance and adverse social emotional behavior. Include a framework to measure results and accountability. • The additional School Nurse will continue to support the physical and mental health of our students. Additional nursing services will be provided through contracted services. • Maintain Aides and continue training to administer the Succeeding Together to Encourage Prosocial Skills (STEPS) for elementary schools K-6. • Supplemental Materials supporting mental health. • An additional Coordinator will be hired to support mental health in the area of Special Ed. | School Level | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$921,000 (LCFF/ Supplemental) |
| <p>Goal 5. 2. 9 Provide support for UNITY programs in the district to support students in the area of social-emotional growth.</p> | School Level | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$45,000 (LEA MAA) |
| <p>Goal 5. 2. 10 Schools will develop and implement a Comprehensive School Safety Plan to ensure consistent protocols, districtwide.</p> | School Level | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: :(Specify) _____ | 2,000 (LCFF/ Supplemental) |

LCAP Year 3: 2018-19

| Expected Annual Measurable Outcomes: | <p>Student Engagement</p> <p><i>School Attendance rates:</i> Baseline <u>12/13</u> <u>13/14</u> <u>14/15</u> 96% 96% 96%</p> <p><u>Improvement Goal to increase achievement</u> Maintain or increase current levels</p> <p><i>Middle School Dropout rates:</i> Baseline <u>12/13</u> <u>13/14</u> <u>14/15</u> 0.12% 0.0% 0.0%</p> <p><u>Improvement Goal to increase achievement</u> Maintain or decrease current levels</p> <p><i>High School Dropout rates:</i> Baseline <u>12/13</u> <u>13/14</u> <u>14/15</u> 4.5% 4.4% 4.1%</p> <p><u>Improvement Goal to increase achievement</u> Maintain or decrease current levels</p> <p><i>High school graduation rates:</i> Baseline <u>12/13</u> <u>13/14</u> <u>14/15</u> 91.9% 92.3% 92.4%</p> <p><u>Improvement Goal to increase achievement</u> Maintain or increase current levels</p> | <p><i>Chronic Absentee rate:</i></p> <table border="0"> <thead> <tr> <th></th> <th><u>12/13</u></th> <th><u>13/14</u></th> <th><u>14/15</u></th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>10.4%</td> <td>10.1%</td> <td>9.4%</td> </tr> <tr> <td>Hispanic</td> <td>10.4%</td> <td>11.2%</td> <td>10.3%</td> </tr> <tr> <td>English Learners</td> <td>9.9%</td> <td>9.9%</td> <td>8.9%</td> </tr> <tr> <td>RFEP</td> <td>6.6%</td> <td>7.3%</td> <td>7.3%</td> </tr> <tr> <td>Low Income</td> <td>10.6%</td> <td>11.9%</td> <td>11.3%</td> </tr> <tr> <td>Foster Youth</td> <td>23.1%</td> <td>17.8%</td> <td>19.1%</td> </tr> <tr> <td>African American</td> <td>10.3%</td> <td>11.1%</td> <td>9.9%</td> </tr> <tr> <td>Special Education</td> <td>19.7%</td> <td>15.6%</td> <td>15.5%</td> </tr> </tbody> </table> <p><u>Improvement Goal to increase achievement</u> Overall – reduce by 0.25% Hispanic – reduce by 0.5% English Learners – reduce by 0.5% RFEP – reduce by 0.5% Low Income – reduce by 0.5% Foster Youth – reduce by 1% African American – reduce by 0.5% Special Education – reduce by 1%</p> <p>School Climate</p> <p><i>Suspension rates:</i> Baseline <u>12/13</u> <u>13/14</u> <u>14/15</u> 2.9% 2.6% 2.4%</p> <p><u>Improvement Goal to increase achievement</u> Maintain or decrease current levels</p> <p><i>Expulsion Rates:</i> Baseline <u>12/13</u> <u>13/14</u> <u>14/15</u> 0.2% 0.1% 0.1%</p> <p><u>Improvement Goal to increase achievement</u> Maintain or decrease current levels</p> | | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> | Overall | 10.4% | 10.1% | 9.4% | Hispanic | 10.4% | 11.2% | 10.3% | English Learners | 9.9% | 9.9% | 8.9% | RFEP | 6.6% | 7.3% | 7.3% | Low Income | 10.6% | 11.9% | 11.3% | Foster Youth | 23.1% | 17.8% | 19.1% | African American | 10.3% | 11.1% | 9.9% | Special Education | 19.7% | 15.6% | 15.5% |
|---|--|---|--------------|--------------|--------------|--------------|---------|-------|-------|------|----------|-------|-------|-------|------------------|------|------|------|------|------|------|------|------------|-------|-------|-------|--------------|-------|-------|-------|------------------|-------|-------|------|-------------------|-------|-------|-------|
| | | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Overall | 10.4% | 10.1% | 9.4% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Hispanic | 10.4% | 11.2% | 10.3% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | English Learners | 9.9% | 9.9% | 8.9% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | RFEP | 6.6% | 7.3% | 7.3% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Low Income | 10.6% | 11.9% | 11.3% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Foster Youth | 23.1% | 17.8% | 19.1% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | African American | 10.3% | 11.1% | 9.9% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Special Education | 19.7% | 15.6% | 15.5% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|--|----------------------------------|
| <p>Goal 5. 3. 1 Continue to implement the SART/SARB process. Increase home school relationships by conducting more home visits. Site administrators will now have real time access to the DATT report. Provide a substitute to hold SART meetings or home visits. Provide more training on how to access new DARTT report features.</p> | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$60,000 (LCFF/Supplemental) |
| <p>Goal 5. 3. 2 Implement a systematic TK-12 Character Education Programs (Character Counts or Leader in Me). Provide World Kindness Youth Conference Transportation for all CNUSD 4th Graders. Support 7th and 8th grade students with the “Teen Talk” program.</p> | School Level | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$510,000 (LCFF/ Supplemental) |
| <p>Goal 5. 1. 3 Continue a tiered cohort process to implement Positive Behavior Intervention Supports (PBIS).</p> <ul style="list-style-type: none"> Continue work with consultant and begin work with Cohort 2 schools. Train staff and administrators. Implement HERO. Continue Academic Saturday School. Implement an accountability framework to determine effectiveness of Academic Saturday School for the purposes of academic support. Implement, “Boys Town Training” for STAR and Intense Intervention (II) programs. | School Level | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$1,015,000 (LCFF/ Supplemental) |
| <p>Goal 5. 3. 4 Provide ongoing Safety and Violence Prevention Counselors at the Five Comprehensive High Schools and Continuation High School.</p> | School Level | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$730,315 (LCFF/ Supplemental) |
| <p>Goal 5. 3. 5 Provide School Resource Officers (SRO) at each comprehensive High school to support a safe school environment. Continue funding for SRO’s and increase number of SRO’s.</p> | School Level | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$1,015,237 (LCFF/ Supplemental) |

| | | | |
|--|--------------|---|---|
| <p>Goal 5. 3. 6 A counselor focused on English Learners at Orange Grove Alternative High School will be hired to support students demonstrating chronic behaviors and develop a tiered transition plan which will assist students with transitioning back to their comprehensive high schools.</p> | School Level | <input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u> | \$60,000 (LCFF/ Supplemental) \$60,000 (Title III) |
| <p>Goal 5. 3. 7 Counselors, TK-12, will continue to strengthen social/emotional skills, address chronic behavior and/or absenteeism, provide academic support, and develop career plans. Additional social emotional support will be provided through contracted counseling services.</p> | School Level | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$1,597,200 (LCFF/ Supplemental) |
| <p>Goal 5. 3. 8 Support mental health in district schools by implementing the following:</p> <ul style="list-style-type: none"> • Hire/Contract mental health workers to provide home-school intervention in the areas of poor attendance and adverse social emotional behavior. Include a framework to measure results and accountability. • The additional School Nurse will continue to support the physical and mental health of our students. Additional nursing services will be provided through contracted services. • Maintain Aides and continue training to administer the Succeeding Together to Encourage Prosocial Skills (STEPS) for elementary schools K-6. • Supplemental Materials supporting mental health. • An additional Coordinator will be hired to support mental health in the area of Special Ed. | School Level | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$921,000 (LCFF/ Supplemental) |
| <p>Goal 5. 3. 9 Provide support for UNITY programs in the district to support students in the area of social-emotional growth.</p> | School Level | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$45,000 (LEA MAA) |
| <p>Goal 5. 3. 10 Schools will develop and implement a Comprehensive School Safety Plan to ensure consistent protocols, districtwide.</p> | School Level | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | 2,000 (LCFF/ Supplemental) |

| | | | | | |
|---|---|--|--|--|--|
| GOAL: | Goal 6: Establish family and school partnerships which build solid relationships between school and family. | | | Related State and/or Local Priorities: | |
| | | | | 1__ 2__ 3_x 4__ 5_x 6_x 7__ 8__ | |
| | | | | COE only: 9__ 10__ | |
| | | | | Local : CNUSD Strategic Plan Goal6 | |
| Identified Need : | Parent surveys and parent involved committees indicate a need to increase communication and strengthen partnerships between schools and families. From our LCAP Community Survey, 75% of our respondents report that parent communication is important. | | | | |
| Goal Applies to: | Schools: | LEA and School wide | | | |
| | Applicable Pupil Subgroups: | All Low Income (LI) English Learner (EL) Foster Youth (FY) Students with Disabilities (SWD) At-Risk Students | | | |
| LCAP Year 1: 2016-17 | | | | | |
| Expected Annual Measurable Outcomes: | <p>School Climate <i>Parent/Student Satisfaction and School Climate Surveys to gather input to support district decisions.</i> Using the 2015 California Healthy Kids Survey parent component:</p> <ul style="list-style-type: none"> • 88% of our parents who responded to the survey agreed that their school is an inviting place for students to learn • 72% of our parents who responded to the survey agreed that the school encourages students of all races to enroll in challenging courses and • 80% agreed that the school welcomes parent input and contribution. <p><u>Improvement Goal to increase achievement</u> Maintain or increase satisfaction based on Baseline</p> <p>Parent Involvement <i>Number of parents participating in parent/community partnership activities such as surveys, educational workshops, volunteering at school sites, and services provided at the Parent Center, etc.</i></p> <p><u>14/15</u> <u>15/16</u> 3,600 parents 4657 parents</p> <p><u>Improvement Goal to increase achievement</u> Maintain or increase satisfaction based on Baseline</p> | | | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | | Budgeted Expenditures | |
| Goal 6. 1. 1 Programs to support the family partnership and positive school climate will be implemented such as: | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | \$25,000 (LCFF/ Supplemental) | |
| <ul style="list-style-type: none"> • Action Team for Partnership (ATP) • Community and School Impact Network (CSI) • Parent Project/Parent Education Workshops • Counseling Plan/Summer Connect/Student-Parent Outreach • Mentorship (middle schools). | | | | | |

| | | | |
|--|----------|--|---|
| <p>Goal 6. 1. 2 Conduct a parent/guardian needs assessment survey for the entire district; conduct needs assessment surveys with DELAC, ELAC, and DAC committees to further improve the quality of parent involvement activities. Conduct surveys; disaggregate data by district and by schools so that each can address specific needs.</p> | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | Costs included in other budgets (\$812,000 LCFF/ Supplemental) |
| <p>Goal 6. 1. 3 Establish a centralized Parent Center for parents to access the following:</p> <ul style="list-style-type: none"> • College and Career Pathways • Academic Support • Interventions • Parent Information Workshops/Training • Support for parental involvement • Mentorship Resources/Programs. <p>Personnel for the implementation of the Parent Center and selection of the Parent Center location which may include:</p> <ul style="list-style-type: none"> • Coordinator • Bilingual TSA • Clerical support • Lease of building to be utilized as actual Parent Center • Parent Training Resources/Programs and Website development. | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$812,000 (LCFF/ Supplemental) |
| <p>Goal 6. 1. 4 Continue District English Language Advisory Committee (DELAC) and English Language Advisory Committee (ELAC) committees at the district and site levels to support the parent involvement needs for English Language Learners. DELAC meetings to be held monthly and ELAC meetings to be held a minimum of four times annually.</p> | LEA Wide | <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$5,000 (LCFF/ Supplemental) |
| <p>Goal 6. 1. 5 Continue District Advisory Council (DAC) to seek parent input and promote communication for all schools-</p> | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | Costs are included in other budgets. (\$904,661 LCFF/ Supplemental) |

CAP Year 2: 2017-18

| | |
|---|--|
| Expected Annual Measurable Outcomes: | <p>School Climate <i>Parent/Student Satisfaction and School Climate Surveys to gather input to support district decisions.</i> Using the 2015 California Healthy Kids Survey parent component,</p> <ul style="list-style-type: none"> • 88% of our parents who responded to the survey agreed that their school is an inviting place for students to learn; • 72% of our parents who responded to the survey agreed that the school encourages students of all races to enroll in challenging courses and • 80% agreed that the school welcomes parent input and contribution. <p><u>Improvement Goal to increase achievement</u> Maintain or increase satisfaction based on Baseline</p> <p>Parent Involvement <i>Number of parents participating in parent/community partnership activities such as surveys, educational workshops, volunteering at school sites, and services provided at the Parent Center, etc.</i></p> <p><u>14/15</u> <u>15/16</u> 3,600 parents 4657 parents</p> <p><u>Improvement Goal to increase achievement</u> Maintain or increase satisfaction based on Baseline</p> |
|---|--|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|--|--|
| <p>Goal 6. 2. 1 Programs to support the family partnership and positive school climate will be implemented such as:</p> <ul style="list-style-type: none"> • Action Team for Partnership (ATP) • Community and School Impact Network (CSI) • Parent Project/Parent Education Workshops • Counseling Plan/Summer Connect/Student-Parent Outreach • Mentorship (middle schools). | LEA Wide | <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p> | \$25,000 (LCFF/ Supplemental) |
| <p>Goal 6. 2. 2 Conduct a parent/guardian needs assessment survey for the entire district; conduct needs assessment surveys with DELAC, ELAC, and DAC committees to further improve the quality of parent involvement activities. Conduct surveys; disaggregate data by district and by schools so that each can address specific needs.</p> | LEA Wide | <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p> | Costs included in other budgets (\$812,000 LCFF/ Supplemental) |

| | | | |
|--|----------|--|---|
| <p>Goal 6. 2. 3 Establish a centralized Parent Center for parents to access the following:</p> <ul style="list-style-type: none"> • College and Career Pathways • Academic Support • Interventions • Parent Information Workshops/Training • Support for parental involvement • Mentorship Resources/Programs. <p>Personnel for the implementation of the Parent Center and selection of the Parent Center location which may include:</p> <ul style="list-style-type: none"> • Coordinator • Bilingual TSA • Clerical support • Lease of building to be utilized as actual Parent Center • Parent Training Resources/Programs and Website development. | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$812,000 (LCFF/ Supplemental) |
| <p>Goal 6. 2. 4 Continue District English Language Advisory Committee (DELAC) and English Language Advisory Committee (ELAC) committees at the district and site levels to support the parent involvement needs for English Language Learners. DELAC meetings to be held monthly and ELAC meetings to be held a minimum of four times annually.</p> | LEA Wide | <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$5,000 (LCFF/ Supplemental) |
| <p>Goal 6. 2. 5 Continue District Advisory Council (DAC) to seek parent input and promote communication for all schools-</p> | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | Costs are included in other budgets. (\$904,661 LCFF/ Supplemental) |

LCAP Year 3: 2018-19

| | |
|---|---|
| Expected Annual Measurable Outcomes: | <p>School Climate <i>Parent/Student Satisfaction and School Climate Surveys to gather input to support district decisions.</i> Using the 2015 California Heathy Kids Survey parent component,</p> <ul style="list-style-type: none"> • 88% of our parents who responded to the survey agreed that their school is an inviting place for students to learn; • 72% of our parents who responded to the survey agreed that the school encourages students of all races to enroll in challenging courses and • 80% agreed that the school welcomes parent input and contribution. <p><u>Improvement Goal to increase achievement</u> Maintain or increase satisfaction based on Baseline</p> <p>Parent Involvement <i>Number of parents participating in parent/community partnership activities such as surveys, educational workshops, volunteering at school sites, and services provided at the Parent Center, etc.</i></p> <p><u>14/15</u> <u>15/16</u> 3,600 parents 4657 parents</p> <p><u>Improvement Goal to increase achievement</u> Maintain or increase satisfaction based on Baseline</p> |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|--|--|
| <p>Goal 6.3.1 Programs to support the family partnership and positive school climate will be implemented such as:</p> <ul style="list-style-type: none"> • Action Team for Partnership (ATP) • Community and School Impact Network (CSI) • Parent Project/Parent Education Workshops • Counseling Plan/Summer Connect/Student-Parent Outreach • Mentorship (middle schools). | LEA Wide | <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p> | \$25,000 (LCFF/ Supplemental) |
| <p>Goal 6.3.2 Conduct a parent/guardian needs assessment survey for the entire district; conduct needs assessment surveys with DELAC, ELAC, and DAC committees to further improve the quality of parent involvement activities. Conduct surveys; disaggregate data by district and by schools so that each can address specific needs.</p> | LEA Wide | <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p> | Costs included in other budgets (\$812,000 LCFF/ Supplemental) |

| | | | |
|---|----------|---|--|
| <p>Goal 6.3.3 Establish a centralized Parent Center for parents to access the following:</p> <ul style="list-style-type: none"> • College and Career Pathways • Academic Support • Interventions • Parent Information Workshops/Training • Support for parental involvement • Mentorship Resources/Programs. <p>Personnel for the implementation of the Parent Center and selection of the Parent Center location which may include:</p> <ul style="list-style-type: none"> • Coordinator • Bilingual TSA • Clerical support • Lease of building to be utilized as actual Parent Center • Parent Training Resources/Programs and Website development. | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$812,000 (LCFF/ Supplemental) |
| <p>Goal 6.3.4 Continue District English Language Advisory Committee (DELAC) and English Language Advisory Committee (ELAC) committees at the district and site levels to support the parent involvement needs for English Language Learners. DELAC meetings to be held monthly and ELAC meetings to be held a minimum of four times annually.</p> | LEA Wide | <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$5,000 (LCFF/ Supplemental) |
| <p>Goal 6.3.5 Continue District Advisory Council (DAC) to seek parent input and promote communication for all schools-</p> | LEA Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | Costs are included in other budgets. (\$904,661 LCFF/ Supplemental) |

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

Annual Update

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

Guiding Questions:

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

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

| Original GOAL from prior year LCAP: | Goal 1: Increase the quality and rigor of the core curriculum and Instruction implementing Common Core State Standards. | | Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 <input checked="" type="checkbox"/> 5 ___ 6 ___ 7 ___ 8 ___ COE only: 9 ___ 10 ___ Local : CNUSD Strategic Plan Goals 1, 2, 4, 5 and 6 | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--------------------------------------|--|---|--|--|--|--|-----------------------|------|---------|-----|-----|----------|-----|-----|------------------|-----|-----|------------|-----|-----|--------------|-----|-----|------------------|-----|-----|-------------------|-----|----|
| Goal Applies to: | Schools: | LEA and School Wide | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Applicable Pupil Subgroups: | All Low Income (LI) English Learner (EL) Foster Youth (FY) Students with Disabilities (SWD) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Expected Annual Measurable Outcomes: | State Assessments – to measure implementation of Common Core State Standards. Baseline data was received in August 2015. Analysis was completed focused on the following sub groups in ELA and Math: Overall Hispanic English Learners Low Income Foster Youth African American Special Education <u>Improvement Goal to increase achievement</u> Overall – 3% increase Hispanic – 5% increase English Learners – 5% increase Low Income – 5% increase Foster Youth – 5% increase African American – 5% increase Special Education – 5% increase | | Actual Annual Measurable Outcomes: | State Assessments – to measure implementation of Common core state Standards. Baseline data was received in August 2015. Results indicate students achieving Meets or Exceeds Standards levels. Testing results are expected in Fall 2016 and analysis will be conducted when the results are received. <table style="width: 100%; margin-top: 10px;"> <thead> <tr> <th></th> <th style="text-align: center;">English Language Arts</th> <th style="text-align: center;">Math</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td style="text-align: center;">53%</td> <td style="text-align: center;">36%</td> </tr> <tr> <td>Hispanic</td> <td style="text-align: center;">44%</td> <td style="text-align: center;">26%</td> </tr> <tr> <td>English Learners</td> <td style="text-align: center;">12%</td> <td style="text-align: center;">11%</td> </tr> <tr> <td>Low Income</td> <td style="text-align: center;">40%</td> <td style="text-align: center;">24%</td> </tr> <tr> <td>Foster Youth</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>African American</td> <td style="text-align: center;">49%</td> <td style="text-align: center;">29%</td> </tr> <tr> <td>Special Education</td> <td style="text-align: center;">13%</td> <td style="text-align: center;">8%</td> </tr> </tbody> </table> | | | English Language Arts | Math | Overall | 53% | 36% | Hispanic | 44% | 26% | English Learners | 12% | 11% | Low Income | 40% | 24% | Foster Youth | N/A | N/A | African American | 49% | 29% | Special Education | 13% | 8% |
| | English Language Arts | Math | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Overall | 53% | 36% | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | 44% | 26% | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| English Learners | 12% | 11% | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Low Income | 40% | 24% | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Foster Youth | N/A | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| African American | 49% | 29% | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Special Education | 13% | 8% | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Cohort Graduation Rate

| | <u>11/12</u> | <u>12/13</u> | <u>13/14</u> |
|---------------------|--------------|--------------|--------------|
| Overall | 91% | 92% | 92% |
| English Learners | 75% | 76% | 73%* |
| Low Income students | 87% | 88% | 89% |
| Foster Youth | N/A | N/A | N/A |

Improvement Goal to increase achievement

Meet or exceed state target

Cohort Dropout Rate

| | <u>11/12</u> | <u>12/13</u> | <u>13/14</u> |
|---------------------|--------------|--------------|--------------|
| Overall | 5.1% | 4.5% | 4.3% |
| English Learners | 18.4% | 16% | 19.3%* |
| Low Income students | 7.4% | 7% | 6.7% |
| Foster Youth | N/A | N/A | N/A |

Improvement Goal to increase achievement

Meet or exceed state target

Appropriate Teacher Assignment (based on Williams visit data)

13/14 - 98%

14/15 - 100%

Improvement Goal to increase achievement

Meet or exceed current levels of achievement

Student Access to Core Materials (based on Williams visit data)

13/14 - 100%

14/15 - 100%

Improvement Goal to increase achievement

Meet or exceed current levels of achievement

Facilities in Good Repair (based on Williams visit data)

13/14 - 100%

14/15 - 100%

Improvement Goal to increase achievement

Meet or exceed current levels of achievement

English Learner Reclassification Rate

13/14 – 15.9%

14/15 – 12.9%

Improvement Goal to increase achievement

Meet or exceed state target

Cohort Graduation Rate

CNUSD met goal for 2016

| | <u>14/15</u> |
|------------------|--------------|
| Overall | 92% |
| English Learners | 79% |
| Low Income | 89% |
| Foster Youth | N/A |

Cohort Dropout Rate

CNUSD met goal for 2016

| | <u>14/15</u> |
|------------------|--------------|
| Overall | 4.1% |
| English Learners | 12.8% |
| Low Income | 6.1% |
| Foster Youth | N/A |

Appropriate Teacher Assignment (based on Williams visit data)

CNUSD met goal for 2016

15/16 – 100%

Student Access to Core Materials (based on Williams visit data)

CNUSD met goal for 2016

15/16 – 100%

Facilities in Good Repair (based on Williams visit data)

CNUSD met goal for 2016

15/16 – 100%

English Learner Reclassification Rate

CNUSD met goal for 2016

15/16 – 13.5 %

A-G Completion

| | <u>11/12</u> | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> |
|------------------|--------------|--------------|--------------|--------------|
| Overall | 44.7% | 48.2% | 49.1% | 50.6% |
| Hispanic | 37.5% | 39.5% | 38.8% | 41.0% |
| RFEP | N/A | N/A | N/A | N/A |
| English Learner | N/A | 1.4% | 5.4% | 2.8% |
| Low Income | 35.9% | 38.8% | 39.8% | 41.9% |
| Foster Youth | N/A | N/A | N/A | N/A |
| African American | 45.9% | 48.1% | 51.2% | 50.9% |

Improvement Goal to increase achievement

Overall – 2% increase

Hispanic – 3% increase

English Learner – 3% increase

RFEP – 3% increase

Low Income – increase

Foster Youth – 3% increase

African American – 3% increase

EI Progress toward English Proficiency

14/15 - 60.1%

Improvement Goal to increase achievement

Meet or exceed state target

EAP –

Results from May 2015 testing:

ELA - 59% of students Met or exceeded readiness for CSU coursework

Math - 40% of student met or exceeded readiness for CSU coursework

Improvement Goal to increase achievement

Based on Benchmark

AP Participation in classes

| | <u>11/12</u> | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> |
|------------------|--------------|--------------|--------------|--------------|
| Overall | 3,753 | 3,933 | 4,089 | 4,114 |
| Hispanic | 1,484 | 1,523 | 1,615 | 1,583 |
| RFEP | 771 | 848 | 1,013 | 1,056 |
| Low Income | 1,233 | 1,392 | 1,500 | 1,463 |
| Foster Youth | N/A | N/A | N/A | N/A |
| African American | 281 | 288 | 275 | 292 |

Improvement Goal to increase achievement

Overall – 2% increase

Hispanic – 3% increase

RFEP – 3% increase

Low Income – 3% increase

Foster Youth – 3% increase

African American – 3% increase

A-G Completion

As differentiated quantifiable goals were set for 2015/16, and data for 2015/16 is expected in Fall 2016, progress will be measured based on the expected data when the data is received. Analysis will be conducted and program adjustments will be made at that time.

EI Progress toward English Proficiency

CNUSD met goal for 2016

15/16 - 62.1%

EAP –

Baseline has been set

AP Participation in classes

In 2015/16, CNUSD met all goals in this area.

| | <u>15/16</u> |
|------------------|--------------|
| Overall | 5,440 |
| Hispanic | 2,314 |
| RFEP | 1,363 |
| Low Income | 1,928 |
| Foster Youth | 13 |
| African American | 402 |

| <p>Participation in AP tests</p> <table border="1"> <thead> <tr> <th></th> <th><u>11/12</u></th> <th><u>12/13</u></th> <th><u>13/14</u></th> <th><u>14/15</u></th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>2,578</td> <td>2,770</td> <td>2,947</td> <td>3,036</td> </tr> <tr> <td>Hispanic</td> <td>985</td> <td>1,025</td> <td>1,081</td> <td>1,104</td> </tr> <tr> <td>RFEP</td> <td>586</td> <td>617</td> <td>760</td> <td>762</td> </tr> <tr> <td>Low Income</td> <td>858</td> <td>959</td> <td>1,069</td> <td>1,006</td> </tr> <tr> <td>Foster Youth</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>African American</td> <td>161</td> <td>170</td> <td>168</td> <td>196</td> </tr> </tbody> </table> <p><u>Improvement Goal to increase achievement</u> Overall – 1% increase Hispanic – 2% increase RFEP – 2% increase Low Income – 2% increase Foster Youth – 2% increase African American – 2% increase</p> <p>AP Pass Rate (3 or higher) Baseline – <u>12/13</u> <u>13/14</u> Overall 52.8% 55.1%</p> <p><u>Improvement Goal to increase achievement</u> Overall – Meet or exceed county levels of achievement</p> <p>Implementation of Content and Performance Standards CCSS - 100% implementation of standards ELA/ELD - Piloting ELA/ELD materials in preparation for adoption and transitioning into implementation of standards, NGSS - Transitioning into standards and providing Professional Development</p> | | <u>11/12</u> | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> | Overall | 2,578 | 2,770 | 2,947 | 3,036 | Hispanic | 985 | 1,025 | 1,081 | 1,104 | RFEP | 586 | 617 | 760 | 762 | Low Income | 858 | 959 | 1,069 | 1,006 | Foster Youth | N/A | N/A | N/A | N/A | African American | 161 | 170 | 168 | 196 | <p>Participation in AP tests As differentiated quantifiable goals were set for 2015/16, and data for 2015/16 is expected in Fall 2016, progress will be measured based on the expected data when the data is received. Analysis will be conducted and program adjustments will be made at that time.</p> <p>AP Pass Rate (3 or higher) CNUSD met goal for 2016 Overall <u>14/15</u> 55.1%</p> <p>Implementation of Content and Performance Standards CNUSD met goal for 2016 in the three areas below: CCSS - 100% implementation of standards ELA/ELD - Piloting ELA/ELD materials in preparation for adoption and implementing standards, NGSS - Transitioning into standards and providing Professional Development</p> |
|--|--------------|--------------|--------------|--------------|--------------|---------|-------|-------|-------|-------|----------|-----|-------|-------|-------|------|-----|-----|-----|-----|------------|-----|-----|-------|-------|--------------|-----|-----|-----|-----|------------------|-----|-----|-----|-----|---|
| | <u>11/12</u> | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Overall | 2,578 | 2,770 | 2,947 | 3,036 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | 985 | 1,025 | 1,081 | 1,104 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| RFEP | 586 | 617 | 760 | 762 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Low Income | 858 | 959 | 1,069 | 1,006 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Foster Youth | N/A | N/A | N/A | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| African American | 161 | 170 | 168 | 196 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

LCAP Year: 2015-2016

| Planned Actions/Services | | Actual Actions/Services | |
|---|-----------------------|--|--------------------------------------|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Goal 1. 1. 1 Highly Qualified Teachers will provide CCSS based instruction daily. Teachers will provide CCSS based instruction daily and support services. | \$229,101,472 (LCFF) | CNUSD teachers provided CCSS based instruction on a daily basis. Certificated teachers make up 49.39% (2,436) of all staff. | \$243,765,545 (LCFF) |
| Scope of service: LEA Wide | | Scope of service: LEA Wide | |
| <input checked="" type="checkbox"/> ALL | | <input checked="" type="checkbox"/> ALL | |
| OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | | OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | |
| Goal 1. 1. 2 All students will have sufficient textbooks and instructional materials. | \$2,048,323 (LCFF) | Williams' reports were completed and submitted to Riverside County Office of Education in August 2015 verifying that all students have | \$2,361,930 (LCFF) |

| | | | |
|--|---|--|----------------------------------|
| | | sufficient textbooks and materials. | |
| Scope of service: LEA Wide | | Scope of service: LEA Wide | |
| <input checked="" type="checkbox"/> ALL | | <input checked="" type="checkbox"/> ALL | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | |
| Goal 1. 1. 3 Maintenance and Operations will provide service to the schools that will keep the facilities safe and in good repair. | \$20,013,977 (LCFF) | The Williams reports comment on the safety of the school facilities and that facilities are in good repair. | \$21,874,310 (LCFF) |
| Scope of service: LEA Wide | | Scope of service: LEA Wide | |
| <input checked="" type="checkbox"/> ALL | | <input checked="" type="checkbox"/> ALL | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | |
| Goal 1. 1. 4 Certificated management personnel will provide support to academic programs, school safety and smooth operations at the school sites. | \$22,218,447 (LCFF) | Schools were provided support through certificated management personnel for academic programs, school safety, and smooth operations of the school sites. Management personnel makes up 3.39% (167) of all staff. | \$24,056,916 (LCFF) |
| Scope of service: LEA Wide | | Scope of service: LEA Wide | |
| <input checked="" type="checkbox"/> ALL | | <input checked="" type="checkbox"/> ALL | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | |
| Goal 1. 1. 5 Classified staff will provide services to support the programs at the district and school sites to ensure a quality program for students. | \$61,699,290 (LCFF) | A quality program was ensured at the district and at the schools through the support of classified staff. Classified personnel makes up 47.22% (2,329) of all staff. | \$66,973,930 (LCFF) |
| Scope of service: LEA Wide | | Scope of service: LEA Wide | |
| <input checked="" type="checkbox"/> ALL | | <input checked="" type="checkbox"/> ALL | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | |
| Goal 1. 1. 6 Provide all teachers with up to 30 hours of PD on research based strategies and pedagogy to effectively implement CCSS to include differentiation and the incorporation of instructional | \$1,800,000 for certificated \$200,000 for | Teachers were afforded the opportunity to participate in different options for Professional Development. Beginning in July 2015 trainings outside the work day/year (CNUSD Symposiums) were held and training | \$1,800,000 (LCFF/ Supplemental) |

| | | | |
|---|---|--|---|
| <p>technology in the classroom. Differentiation strategies will focus on specific needs or the at risk groups – LI, EL, FY and ethnic subgroups. Provide up to 12 hours of PD to classified staff deployed in classrooms in strategies to support the implementation of CCSS.</p> | <p>classified (LCFF/ Supplemental)</p> | <p>was offered during the academic year, as well. Additional professional development opportunities were offered on Saturdays and after school. From July 2015 up to May 30, 2016, 606 different Professional Development opportunities were offered and 2,822 teachers attended these sessions. Focus areas for the workshops include Math, Literacy (in all content areas), ELA/ELD Framework and differentiation for at-risk students. As teachers can attend multiple PD offerings, the number of teachers who participated in PD numbered 1,606 which represents about 66% of our teaching staff. Exit survey information from professional development workshops indicate that 94% of teachers reported that the training was relevant to them and 83% of teachers responded that the strategies to implement the new standards is clearer because of the workshop. Professional Development for the Classified staff is planned to be included in the June 2016 CNUUSD PD Symposium. Symposiums and workshops are ongoing and will close for the 15-16 school year with the June 2016 symposium. A week long “Smooth Sailing” offering of PD opportunities was available for all classified staff. Ongoing professional development is provided for our special education assistants.</p> | |
| <p>Scope of service:</p> | <p>LEA Wide</p> | <p>Scope of service:</p> | <p>LEA Wide</p> |
| <p><input checked="" type="checkbox"/> ALL</p> | | <p><input checked="" type="checkbox"/> ALL</p> | |
| <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p> | | <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p> | |
| <p>Goal 1. 1. 7 Provide and support the implementation of CCSS standards based instruction. Continue to build out the coaching services to schools with 60% or more UDC. Hire additional coaches.</p> | <p>\$1,827,097 (LCFF/ Supplemental)</p> | <p>Currently there are 8 instructional coaches hired. These coaches, along with the current district TSAs, site TSAs, SPED Program Specialists are participating in coaching trainings and have begun the CNUUSD instructional coaching program at school sites. Coaches are specifically working as a follow up to the Professional Development workshops to support implementation of content, techniques and strategies presented in the workshops. Data is in the process of being gathered to measure the progress of the CNUUSD coaching program and its effectiveness.</p> | <p>\$1,805,439 (LCFF/ Supplemental)</p> |
| <p>Scope of service:</p> | <p>LEA Wide</p> | <p>Scope of service:</p> | <p>LEA Wide</p> |
| <p><input type="checkbox"/> ALL</p> | | <p><input type="checkbox"/> ALL</p> | |
| <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u></p> | | <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u></p> | |
| <p>Goal 1. 1. 8 Create CCSS aligned district benchmark assessments. Administer assessments and provide professional development in calibration and scoring. Provide PD in effective collaborative data analysis processes.</p> | <p>\$200,000 (LCFF/ Supplemental)</p> | <p>District benchmark assessments are in place at all grade levels. Assessments were created for Trimester 1, Trimester 2, and Trimester 3. We continue to refine these assessments through vetting teams of teachers and through the work of focus groups of teachers.</p> | <p>\$53,885 (LCFF/ Supplemental)</p> |

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|---|---|--|--------------------------------|
| | | Additionally, trainings/data talks have been provided to sites and grade teams to interpret data and assist in creating targeted interventions. Data from these assessments has been analyzed to monitor progress for all students, and at risk subgroups. When CAASPP data is released, this data will be compared to the Benchmark data to determine alignment and the efficacy of the Benchmark assessments. Funding from other sources was used to support, so expenses were not as expected in this budget. | |
| Scope of service: | LEA Wide | Scope of service: | LEA Wide |
| <input checked="" type="checkbox"/> ALL | | <input checked="" type="checkbox"/> ALL | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | |
| Goal 1. 1. 9 Provide PD & access to technology to support student learning (CCSS). Explore appropriate hand-held devices for usage in the classroom. Provide additional funding for schools to purchase instructional technology. Continue to incorporate the use of instructional technology into Professional Development. | \$500,000 (LCFF/ Supplemental) | A technology refresh has begun at all sites, ensuring that all teachers have instructional computers that are less than 5 years old. Additionally, the Ed Tech team has provided professional development for all administrators and large numbers of teachers on the instructional use of Surface 3 devices. Over 500 Surface 3 tablets have been deployed with training this year. | \$500,000 (LCFF/ Supplemental) |
| Scope of service: | LEA Wide | Scope of service: | LEA Wide |
| <input checked="" type="checkbox"/> ALL | | <input checked="" type="checkbox"/> ALL | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | |
| Goal 1. 1. 10 Incorporate the use of computer software into the classroom (i.e. My Access, Discovery Media, Turn it In.com, VMWare). Continue to provide and expand access to a telemetric computer program at additional schools to support the improvement of writing skills. | \$450,000 (LCFF/ Supplemental) \$250,000 for VMWare (LCFF/ Supplemental) | Discovery Media is available to every classroom teacher in the District. Turn it In.com is provided to all Intermediate – H.S. classes and My Access has been expanded and now includes 20,630 students in grades 4-8. This program supports EL, SED and FY youth through interactive nature of the software. | \$696,385 (LCFF/ Supplemental) |
| Scope of service: | LEA Wide | Scope of service: | LEA Wide |
| <input checked="" type="checkbox"/> ALL | | <input checked="" type="checkbox"/> ALL | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | |
| Goal 1. 1. 11 Support all students not performing at grade level; particularly those who are not reading at grade level by third grade and not at grade level by 8th grade in math by providing timely & research based strategic and intensive interventions. | \$550,000 (LCFF/ Supplemental) | The Reader by Nine initiative seeks to ensure that all students are reading by age nine by guaranteeing first best instruction, early reading intervention and a focus on improved attendance. All first and second grade teachers in the District were trained this year and have begun to implement early interventions. An online data system for tracking | \$217,215 (LCFF/ Supplemental) |

| | | | |
|--|----------------------------------|---|----------------------------------|
| | | <p>student growth and attendance has been created. Follow-up meetings have been held with implementing teachers to share best practices and refine the process.</p> <p>Math 180 will be piloted third trimester at 2 Intermediate schools as an intensive intervention in Mathematics. Three strategic math intervention programs will be piloted third trimester, two schools per program. Data will be reviewed and these programs will be considered for a Districtwide strategic and Intensive intervention program at the Intermediate level. Funding from other sources was used to support, so expenses were not as expected in this budget.</p> | |
| Scope of service: | LEA Wide | Scope of service: | LEA Wide |
| <input type="checkbox"/> ALL | | <input checked="" type="checkbox"/> ALL | |
| OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u> | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | |
| Goal 1. 1. 12 Provide intensive support to beginning teachers through the implementation of BTSA program. | \$751,713(LCFF/ Supplemental) | 108 teachers are currently enrolled in Induction (formerly known as BTSA) as both year 1 and year 2 students. Six Support Providers work directly with each of the teachers and hold weekly instructional seminars. | \$729,079 (LCFF/ Supplemental) |
| Scope of service: | LEA Wide | Scope of service: | LEA Wide |
| <input checked="" type="checkbox"/> ALL | | <input checked="" type="checkbox"/> ALL | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | |
| Goal 1. 1. 13 Continue to provide additional opportunities for students who are credit deficient and with impacted schedules to graduate high school through summer school. | \$1,460,000 (LCFF/ Supplemental) | Summer school takes place in June 2016 to provide additional opportunities for credit recovery and extra classes for student with impacted schedule. 5,000 students are anticipated for Summer School for 15/16. \$300,000 was added for Elementary Summer School to be held at the nine Circle City schools with the highest poverty level. Pre and post tests will be administered to track student growth. | \$1,460,000 (LCFF/ Supplemental) |
| Scope of service: | LEA Wide | Scope of service: | LEA Wide |
| <input checked="" type="checkbox"/> ALL | | <input checked="" type="checkbox"/> ALL | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | |
| Goal 1. 1. 14 Support the schools in analysis of student data to affect instruction. Provide additional support to coach the schools in data analysis. | \$120,088 (LCFF/ Supplemental) | The data coach has been working with schools to implement Common Formative Assessments and to analyze the data from these tests through data talks. Data has been provided for analysis overall and specifically the English Learners, Low Income students and Foster Youth. | \$124,153 (LCFF/ Supplemental) |

| | | | |
|---|----------------------------------|---|--------------------------------|
| | | Adjustments to instruction have been made at school sites based in the data provided by the data coach. She has been working with the TSAs and teacher teams to craft and revise district benchmark assessments. | |
| Scope of service: LEA Wide | | Scope of service: LEA Wide | |
| <input checked="" type="checkbox"/> ALL | | <input checked="" type="checkbox"/> ALL | |
| OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____ | | OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____ | |
| Goal 1. 1. 15 Provide additional support for English Learners, Socioeconomically Disadvantaged, Foster Youth, Students with Disabilities, and ethnic subgroups of students with the reduction of class sizes. | \$1,242,363 (LCFF/ Supplemental) | Class sizes have been reduced based on Grade Span Adjustment Average goals which allows for teachers to receive a stipend when their class average is over the contractual limit for a period of time greater than 51% of the quarter. | \$547,430 (LCFF/ Supplemental) |
| Scope of service: LEA Wide | | Scope of service: LEA Wide | |
| _____ ALL | | __ ALL | |
| OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) _____ SWD | | OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) _____ SWD | |
| Goal 1. 1. 16 With the additional instructional technology at school site, assistance is needed to provide training and support for the site. Site Champions will be paid stipend to train teachers and support technology at the school sites. | \$50,000 (LCFF/Supplemental) | One teacher per site has been trained to be the Site Champion, addressing technology concerns on the campus as they arise. Teachers are paid hourly curriculum rate for up to 28 hours per year. This supports the implementation of technology in the classroom and supports the individual learning needs of English Learners, Low Income Students and Foster Youth. Building this program took some time so that the funding was not fully expended. | \$15,000 (LCFF/ Supplemental) |
| Scope of service: LEA Wide | | Scope of service: LEA Wide | |
| <input checked="" type="checkbox"/> ALL | | <input checked="" type="checkbox"/> ALL | |
| OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____ | | OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____ | |
| Goal 1. 1. 17 Provide support for the Art programs at schools through additional monies to buy supplies. | \$100,000 (LCFF/ Supplemental) | Visual and Performing Arts (VAPA) teachers have met to collaborate on their various instructional programs. Additionally, choral music at the HS level has been purchased to enhance the arts program districtwide and support for band at all levels is being discussed. Planning took longer than expected so the projected funding was not expended this year but will be expended next year. | \$50,000 (LCFF/ Supplemental) |

| | | | | | |
|--|---|--|--|----------|--|
| Scope of service: | LEA Wide | | Scope of service: | LEA Wide | |
| <input checked="" type="checkbox"/> ALL | | | <input checked="" type="checkbox"/> ALL | | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | | |
| (Goal 1) What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | <ul style="list-style-type: none"> Professional development for both certificated and classified staff continues to be needed and teacher survey data indicates a high level of satisfaction and relevance for the training. Math literacy and literacy across all content areas will be a focus and opportunities for training will continued to be offered throughout the year through both paid symposiums outside of the work calendar and release time through subs during the school year. Title II monies were leveraged this year. Up to May 2016, 1,606 teachers attended training with many attending multiple sessions. Exit survey information from professional development workshops indicate that 94% of teachers reported that the training was relevant to them and 83% of teachers responded that the strategies to implement the new standards is clearer because of the workshop. Eight instructional coaches are currently in place and a robust coaching program has been established. These eight will continue to support the district TK-12. CNUSD had planned to expand the team for 2016/17 but will not move forward with more coaches. More data and analysis is needed to determine effectiveness before expansion. Demands for the services of our coaches has risen dramatically to support instruction. District benchmark assessments are in place at all grade levels and have been vetted and revised as necessary. Goal 1.1.8 will not be carried forward for 16-17. The Accountability Framework continues to be designed and will serve as a touch point for all data in the district, including LCAP metrics progress. All first and second grade teachers have been trained for the Reader by Nine initiative and kindergarten and third grade teachers are scheduled to be trained next year. All teachers K-3 will continue to meet as a team to refine the process. All intermediate schools are participating in a pilot program for both intensive and strategic math interventions and will convene this year to determine which intervention program to consider for implementation in the 16-17 school year. Data analysis to monitor the student progress in Reader by Nine is reported through the Running Record assessment results. Running Record assessment results in Trimester 1 indicate a proficiency rate of 40% for first grade students. Student proficiency rates reported through Running Records rose to 78% in Trimester 2 for first grade students. The analysis of data for second grade students reported a proficiency rate of 48% in Trimester 1 while at Trimester 2, the proficiency rates rose to 60%. A need was identified to provide summer school for our elementary students, specifically at the schools with the highest concentration of unduplicated students. Nine Title I schools will host summer school programs this year. Based on data, consideration will be given to expansion to 6 weeks of summer school for 2016/17 using Title I funds. A large number of new teachers will be hired (K-12) for the 16-17 school year and the teacher induction program will require additional support providers to ensure that they are provided an exceptional level of support. As we continue to transition to NGSS it is necessary to purchase supplemental science materials for the elementary schools so that they can implement the cross cutting NGSS lessons that were created for K-6 students. As part of educational technology plan to provide access, differentiation and personalized learning for all students, a Learning Management System (LMS) will be implemented for all students grade 4-12. The creation of an Online School will allow the district to provide a high quality educational option for students who are currently not attending CNUSD schools. Additionally it will allow students to take online classes for credit deficiencies and impacted schedules as well as those students, such as English Learners, Low Income students and Foster Youth who may need additional options for education. | | | | |

| Original GOAL from prior year LCAP: | Goal 2: Close the identified Achievement Gap by providing targeted additional support to meet the needs of students who are not meeting standards in the core instructional program | | Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : CNUSD Strategic Plan Goals 1, 2, 4, 5 and 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--------------------------------------|---|---------------------|---|--------------|--------------|---------|-----|-----|-----|------------------|-----|-----|------|---------------------|-----|-----|-----|--------------|-----|-----|-----|--|--------------|--------------|--------------|---------|------|------|------|------------------|-------|-----|--------|---------------------|------|----|------|--------------|-----|-----|-----|--|------------------------------------|---|--|------------------------------|-------------|---------|-----|-----|----------|-----|-----|------------------|-----|-----|------------|-----|-----|--------------|-----|-----|------------------|-----|-----|-------------------|-----|----|--|--------------|---------|-----|------------------|-----|------------|-----|--------------|-----|--|--------------|---------|------|
| Goal Applies to: | Schools: | LEA and School Wide | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Expected Annual Measurable Outcomes: | Applicable Pupil Subgroups: State Assessments – to measure implementation of Common Core State Standards. Baseline data was received in August 2015. Analysis was completed focused on the following sub groups in ELA and Math: Overall Hispanic English Learners Low Income Foster Youth African American Special Education <u>Improvement Goal to increase achievement</u> Overall – 3% increase Hispanic – 5% increase English Learners – 5% increase Low Income – 5% increase Foster Youth – 5% increase African American – 5% increase Special Education – 5% increase Cohort Graduation Rate <table border="1" data-bbox="415 1084 905 1224"> <thead> <tr> <th></th> <th><u>11/12</u></th> <th><u>12/13</u></th> <th><u>13/14</u></th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>91%</td> <td>92%</td> <td>92%</td> </tr> <tr> <td>English Learners</td> <td>75%</td> <td>76%</td> <td>73%*</td> </tr> <tr> <td>Low Income students</td> <td>87%</td> <td>88%</td> <td>89%</td> </tr> <tr> <td>Foster Youth</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> </tbody> </table> <u>Improvement Goal to increase achievement</u> Meet or exceed state target Cohort Dropout Rate <table border="1" data-bbox="415 1377 905 1516"> <thead> <tr> <th></th> <th><u>11/12</u></th> <th><u>12/13</u></th> <th><u>13/14</u></th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>5.1%</td> <td>4.5%</td> <td>4.3%</td> </tr> <tr> <td>English Learners</td> <td>18.4%</td> <td>16%</td> <td>19.3%*</td> </tr> <tr> <td>Low Income students</td> <td>7.4%</td> <td>7%</td> <td>6.7%</td> </tr> <tr> <td>Foster Youth</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> </tbody> </table> <u>Improvement Goal to increase achievement</u> | | <u>11/12</u> | <u>12/13</u> | <u>13/14</u> | Overall | 91% | 92% | 92% | English Learners | 75% | 76% | 73%* | Low Income students | 87% | 88% | 89% | Foster Youth | N/A | N/A | N/A | | <u>11/12</u> | <u>12/13</u> | <u>13/14</u> | Overall | 5.1% | 4.5% | 4.3% | English Learners | 18.4% | 16% | 19.3%* | Low Income students | 7.4% | 7% | 6.7% | Foster Youth | N/A | N/A | N/A | | Actual Annual Measurable Outcomes: | State Assessments – to measure implementation of Common core state Standards. Baseline data was received in August 2015. Results indicate students achieving Meets or Exceeds Standards levels. Testing results are expected in Fall 2016 and analysis will be conducted when the results are received. <table border="1" data-bbox="1325 704 1955 932"> <thead> <tr> <th></th> <th>English Language Arts</th> <th>Math</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>53%</td> <td>36%</td> </tr> <tr> <td>Hispanic</td> <td>44%</td> <td>26%</td> </tr> <tr> <td>English Learners</td> <td>12%</td> <td>11%</td> </tr> <tr> <td>Low Income</td> <td>40%</td> <td>24%</td> </tr> <tr> <td>Foster Youth</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>African American</td> <td>49%</td> <td>29%</td> </tr> <tr> <td>Special Education</td> <td>13%</td> <td>8%</td> </tr> </tbody> </table> Cohort Graduation Rate CNUSD met goal for 2016 <table border="1" data-bbox="1325 1175 1671 1305"> <thead> <tr> <th></th> <th><u>14/15</u></th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>92%</td> </tr> <tr> <td>English Learners</td> <td>79%</td> </tr> <tr> <td>Low Income</td> <td>89%</td> </tr> <tr> <td>Foster Youth</td> <td>N/A</td> </tr> </tbody> </table> Cohort Dropout Rate CNUSD met goal for 2016 <table border="1" data-bbox="1325 1484 1671 1533"> <thead> <tr> <th></th> <th><u>14/15</u></th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>4.1%</td> </tr> </tbody> </table> | | English Language Arts | Math | Overall | 53% | 36% | Hispanic | 44% | 26% | English Learners | 12% | 11% | Low Income | 40% | 24% | Foster Youth | N/A | N/A | African American | 49% | 29% | Special Education | 13% | 8% | | <u>14/15</u> | Overall | 92% | English Learners | 79% | Low Income | 89% | Foster Youth | N/A | | <u>14/15</u> | Overall | 4.1% |
| | <u>11/12</u> | <u>12/13</u> | <u>13/14</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Overall | 91% | 92% | 92% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| English Learners | 75% | 76% | 73%* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Low Income students | 87% | 88% | 89% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Foster Youth | N/A | N/A | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <u>11/12</u> | <u>12/13</u> | <u>13/14</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Overall | 5.1% | 4.5% | 4.3% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| English Learners | 18.4% | 16% | 19.3%* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Low Income students | 7.4% | 7% | 6.7% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Foster Youth | N/A | N/A | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | English Language Arts | Math | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Overall | 53% | 36% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | 44% | 26% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| English Learners | 12% | 11% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Low Income | 40% | 24% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Foster Youth | N/A | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| African American | 49% | 29% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Special Education | 13% | 8% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <u>14/15</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Overall | 92% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| English Learners | 79% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Low Income | 89% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Foster Youth | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <u>14/15</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Overall | 4.1% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Meet or exceed state target

Appropriate Teacher Assignment (based on Williams visit data)

13/14 - 98%

14/15 - 100%

Improvement Goal to increase achievement

Meet or exceed current levels of achievement

Student Access to Core Materials (based on Williams visit data)

13/14 - 100%

14/15 - 100%

Improvement Goal to increase achievement

Meet or exceed current levels of achievement

Facilities in Good Repair (based on Williams visit data)

13/14 - 100%

14/15 - 100%

Improvement Goal to increase achievement

Meet or exceed current levels of achievement

English Learner Reclassification Rate

13/14 – 15.9%

14/15 – 12.9%

Improvement Goal to increase achievement

Meet or exceed state target

A-G Completion

| | <u>11/12</u> | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> |
|------------------|--------------|--------------|--------------|--------------|
| Overall | 44.7% | 48.2% | 49.1% | 50.6% |
| Hispanic | 37.5% | 39.5% | 38.8% | 41.0% |
| RFEP | N/A | N/A | N/A | N/A |
| English Learner | N/A | 1.4% | 5.4% | 2.8% |
| Low Income | 35.9% | 38.8% | 39.8% | 41.9% |
| Foster Youth | N/A | N/A | N/A | N/A |
| African American | 45.9% | 48.1% | 51.2% | 50.9% |

Improvement Goal to increase achievement

Overall – 2% increase

Hispanic – 3% increase

English Learner – 3% increase

RFEP – 3% increase

Low Income – increase

Foster Youth – 3% increase

African American – 3% increase

English Learners 12.8%

Low Income 6.1%

Foster Youth N/A

Appropriate Teacher Assignment (based on Williams visit data)

CNUSD met goal for 2016

15/16 – 100%

Student Access to Core Materials (based on Williams visit data)

CNUSD met goal for 2016

15/16 – 100%

Facilities in Good Repair (based on Williams visit data)

CNUSD met goal for 2016

15/16 – 100%

English Learner Reclassification Rate

CNUSD met goal for 2016

15/16 – 13.5 %

A-G Completion

As differentiated quantifiable goals were set for 2015/16, and data for 2015/16 is expected in Fall 2016, progress will be measured based on the expected data when the data is received. Analysis will be conducted and program adjustments will be made at that time.

EI Progress toward English Proficiency

14/15 - 60.1%

Improvement Goal to increase achievement

Meet or exceed state target

EAP –

Results from May 2015 testing:

ELA - 59% of students Met or exceeded readiness for CSU coursework

Math - 40% of student met or exceeded readiness for CSU coursework

Improvement Goal to increase achievement

Based on Benchmark

AP Participation in classes

| | <u>11/12</u> | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> |
|------------------|--------------|--------------|--------------|--------------|
| Overall | 3,753 | 3,933 | 4,089 | 4,114 |
| Hispanic | 1,484 | 1,523 | 1,615 | 1,583 |
| RFEP | 771 | 848 | 1,013 | 1,056 |
| Low Income | 1,233 | 1,392 | 1,500 | 1,463 |
| Foster Youth | N/A | N/A | N/A | N/A |
| African American | 281 | 288 | 275 | 292 |

Improvement Goal to increase achievement

Overall – 2% increase

Hispanic – 3% increase

RFEP – 3% increase

Low Income – 3% increase

Foster Youth – 3% increase

African American – 3% increase

Participation in AP tests

| | <u>11/12</u> | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> |
|------------------|--------------|--------------|--------------|--------------|
| Overall | 2,578 | 2,770 | 2,947 | 3,036 |
| Hispanic | 985 | 1,025 | 1,081 | 1,104 |
| RFEP | 586 | 617 | 760 | 762 |
| Low Income | 858 | 959 | 1,069 | 1,006 |
| Foster Youth | N/A | N/A | N/A | N/A |
| African American | 161 | 170 | 168 | 196 |

Improvement Goal to increase achievement

Overall – 1% increase

Hispanic – 2% increase

RFEP – 2% increase

Low Income – 2% increase

Foster Youth – 2% increase

African American – 2% increase

EI Progress toward English Proficiency

CNUSD met goal for 2016

15/16 - 62.1%

EAP –

Baseline has been set

AP Participation in classes

In 2015/16, CNUSD met all goals in this area.

| | <u>15/16</u> |
|------------------|--------------|
| Overall | 5,440 |
| Hispanic | 2,314 |
| RFEP | 1,363 |
| Low Income | 1,928 |
| Foster Youth | 13 |
| African American | 402 |

Participation in AP tests

As differentiated quantifiable goals were set for 2015/16, and data for 2015/16 is expected in Fall 2016, progress will be measured based on the expected data when the data is received. Analysis will be conducted and program adjustments will be made

| | | | |
|--|--|--|---|
| | <p>AP Pass Rate (3 or higher) Baseline – <u>12/13</u> <u>13/14</u> Overall 52.8% 55.1%</p> <p><u>Improvement Goal to increase achievement</u> Overall – Meet or exceed county levels of achievement</p> <p>Implementation of Content and Performance Standards CCSS - 100% implementation of standards ELA/ELD - Piloting ELA/ELD materials in preparation for adoption and transitioning into implementation of standards, NGSS - Transitioning into standards and providing Professional Development</p> | | <p>AP Pass Rate (3 or higher) CNUSD met goal for 2016</p> <p>Overall <u>14/15</u> 55.1%</p> <p>Implementation of Content and Performance Standards CNUSD met goal for 2016 in the three areas below: CCSS - 100% implementation of standards ELA/ELD - Piloting ELA/ELD materials in preparation for adoption and implementing standards, NGSS - Transitioning into standards and providing Professional Development</p> |
|--|--|--|---|

LCAP Year: 2015-2016

| Planned Actions/Services | | Actual Actions/Services | |
|--|--------------------------------|--|--------------------------------------|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| <p>Goal 2. 1. 1 A Science and Math Coordinator will be hired to support the effective implementation of the Math CCSS and the implementation of NGSS.</p> | \$200,000 (LCFF/ Supplemental) | <p>A Science/Math Coordinator was hired to support the preparation to effectively implement NGSS and support the implementation of CCSS based Mathematics. Initial steps to develop NGSS based science modules keyed into the informational text in the ELA Curriculum Guides for the elementary grades have begun. Draft Modules include support and scaffolds to support English Learners, Low Income students and Foster Youth. Three elementary schools will pilot the modules to provide feedback for improvement. Funding from other sources was used to support, so expenses were not as expected in this budget.</p> | \$145,834 (LCFF/ Supplemental) |
| Scope of service: | LEA WIDE | Scope of service: | LEA WIDE |
| <u> X </u> ALL | | <u> X </u> ALL | |
| OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | | OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | |
| <p>Goal 2. 1. 2 Assessments will be PSAT and Advanced Placement assessments and they will be provided for students to better prepare them for college and careers. Parent Nights will be held to inform and engage parents in this process.</p> | \$200,000 (LCFF/ Supplemental) | <p>3,603 PSAT assessments were administered to juniors in CNUSD during the school day. By doing this, students who may not have historically taken these assessments such as English Learners, Low Income and Foster Youth have access. Parent Nights were held at 5 school sites to inform and engage students in the college bound process. Costs for the assessments were less than anticipated. Costs for this project were not as high as expected.</p> | \$59,158 (LCFF/ Supplemental) |
| Scope of service: | LEA WIDE | Scope of service: | LEA WIDE |
| __ALL | | __ALL | |
| OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> X </u> Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | | OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | |

| | | | | |
|--|---|--|---|---|
| | | | | |
| <p>Goal 2. 1. 3 Continue current AVID program and increase AVID access to support English Learners, Socioeconomically Disadvantaged, Foster Youth, Students with Disabilities, and ethnic subgroups. Implement AVID at elementary grades 4-6 in schools with 59% or more Unduplicated Student Counts. Monitor progress of students in AVID, particularly RFEP students.</p> | <p>\$1,500,000 (LCFF/ Supplemental)</p> | | <p>The implementation of the AVID program has continued to grow. The AVID Excel program, a part of our initiative, is focused on supporting the Long Term English Learners. Student participation has grown from 2,600 students to almost 5,000 with the implementation of the Local Control Accountability Plan in 2014. The number of schools implementing AVID has grown from 12 to 21 schools focusing strongly in our schools with high unduplicated count students. Training is a big part of the program and, currently, we have almost 400 teachers trained K-12 to faithfully implement the academic support program of AVID and AVID Excel.</p> | <p>\$1,500,000 (LCFF/ Supplemental)</p> |
| <p>Scope of service: SCHOOL LEVEL</p> <p>__ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | | | <p>Scope of service: SCHOOL LEVEL</p> <p>__ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | |
| <p>Goal 2. 1. 4 Continue to implement designated ELD with fidelity.</p> | <p>(Costs for Professional Development and monitoring included in previous budgets)</p> | | <p>Supports for English Learners is important for the academic success of these students. In TK-6 grade classes, students receive 30 minutes of designated ELD instruction. In grades 7 through 12, specially designed classes support students in their academics. Professional development has been provided in the ELA/ELD framework and in specifically the ELD standards to support high levels of implementation.</p> | <p>\$0</p> |
| <p>Scope of service: SCHOOL LEVEL</p> <p>__ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | | | <p>Scope of service: SCHOOL LEVEL</p> <p>__ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | |
| <p>Goal 2. 1. 5 Additional support is provided to foster students. This support is to provide safety information, academic support and support for their future attendance at colleges. Foster Youth students will meet together 5 times a year to receive safety information, gain information and access to tutoring and visit colleges.</p> | <p>\$10,000 (McKinney Vento)</p> | | <p>Additional academic support was provided through other programs for tutoring services at Sylvan. CAASPP data and graduation rates have been used to set benchmarks for Foster Youth. In 2015, 478 Foster Students were enrolled with 255 Hispanic students, 115 White students and 78 African-American students. 30 students were seniors in that year. 25 of these students graduated, 4 became 5th year seniors and 1 student dropped out. Supports have been provided through counseling and academic supports, tutoring and assistance in AP classes. 19 Foster Students in high school took AP courses and all but 1 passed the classes. The graduation numbers have gone from --- in 2014/15 to --- in 2015/16 and the numbers of Foster Youth who are taking AP course represents the highest numbers in CNUSD over the last years. Over 200 Foster Students took SBAC with 2 students scoring in exceeding standard in ELA, 63 students in meeting standard, 58 students in</p> | <p>\$10,000 (McKinney Vento)</p> |

| | | | |
|--|--|---|--------------------|
| | | nearly meeting standard and 102 students not meeting standard. In the area of Math, over 200 Foster Students took SBAC with 1 student scoring in exceeding standard in ELA, 26 students in meeting standard, 51 students in nearly meeting standard and 138 students not meeting standard. Plans are in progress to provide focused academic intervention based on current academic data. | |
| Scope of service: | STUDENT LEVEL | Scope of service: | STUDENT LEVEL |
| __ALL | | __ALL | |
| OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | | OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | |
| Goal 2. 1. 6 Safety and Violence Counselors will provide additional emotional and academic support to Foster Youth students. | (Costs for Counselors and monitoring included in previous budgets) | Our 5 comprehensive high schools and our alternative high school, Orange Grove, are staffed with a counselor to address student at risk behavior. This includes fighting, drug use, chronic absenteeism, depression, suicide tendencies, foster youth and any barriers to student learning. Expulsion and Suspension data for Foster Youth demonstrates a reduction in expulsions and suspensions for this subgroup | \$0 |
| Scope of service: | LEA WIDE | Scope of service: | LEA WIDE |
| __ALL | | __ALL | |
| OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | | OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | |
| Goal 2. 1. 7 Additional academic support for Foster Youth students at elementary and intermediate schools through after school tutoring. | \$20,000 (Title 1) | Additional tutoring has been provided to Foster Youth in Kindergarten through eighth grade. | \$20,000 (Title I) |
| Scope of service: | LEA WIDE | Scope of service: | LEA WIDE |
| __ALL | | __ALL | |
| OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | | OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | |
| Goal 2. 1. 8 Implement new CCSS based ELD standards. Continue to build out the CCSS based ELA Curriculum guides with components to support differentiation for EL students (i.e. SIOP). Continue to provide ELD standards as Professional Development sessions and incorporate ELD standards into all ELA and Social Studies Professional | \$30,000 (Title III) \$30,000(LCFF/Supplementa l) | Eleven professional development workshops have been provided to about 160 teachers in the ELD standards. Six were designed to be Trainer of Trainers and the rest were support for classroom teachers. Three focus groups, elementary, intermediate and secondary, have been formed to investigate and analyze the newly | \$0 |

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| Development. | | | state board adopted ELA/ELD materials. The decision regarding the pilot process will be made before April, 2016. As the decision is made, the pilot process will begin in 16/17 and a recommendation if we adopt will be made to the Board of Education in January 2017. If adoption is recommended, materials will be purchased for the 2018/19 school year with multiple opportunities for staff training. Other budgets were used to pay for these services. | |
| Scope of service: | LEA WIDE | | Scope of service: | LEA WIDE |
| __ALL | | | __ALL | |
| OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____ | | | OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____ | |
| | | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Goal 2. 1. 9 Continue to employ walk through protocols to support the efficacy of instruction and differentiation for English Learners, Socioeconomically Disadvantaged, Foster Youth, Students with Disabilities, and ethnic subgroups. Continue to support walk through protocols (i.e. Look 2 Learn and Instructional Rounds) to support improvement of instruction and add additional schools to be trained in walk through protocols. | | \$100,000 (Title I PD) | 5 schools have been trained and are implementing walk through protocols. Discussions during and after the walkthrough observations have centered on effective instructional practices and differentiation for at risk subgroups. CAASPP data has been used to set a benchmark for improvement. | \$87,000 (Title I PD) |
| Scope of service: | SCHOOL LEVEL | | Scope of service: | SCHOOL LEVEL |
| __ALL | | | __ALL | |
| OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify) _____ | | | OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify) _____ | |
| Goal 2. 1. 10 Continue to support the educational process for At- Risk students with additional personnel (i.e. TSAs). The educational process for At-Risk students will be supported with this additional personnel to support instruction, model lessons, and coach. | | \$1,571,312 (Title I PD, Title II and Title III) \$499,979(LCFF/Supplemental) | Teachers on Special Assignment support the education process and differentiation in the classroom for specific student needs through district provided professional development and customized professional development, modeling lessons and coach instructional strategies. As of March 2016, 364 Professional Development events have been offered with over 1,500 teachers attending these events. 94% of attending teachers report that the trainings were relevant with 83% reported satisfaction about the strategies to implement CCSS provided in the trainings. Staffing costs changed with salary increases and the hiring of new TSAs. | \$1,590,312 (Title I PD, Title II and Title III) \$464,802 (LCFF/ Supplemental) |
| Scope of service: | LEA WIDE | | Scope of service: | LEA WIDE |
| __ALL | | | __ALL | |
| OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u> | | | OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>WD</u> | |

| | | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
|---|--------------|---------------------------------|--|--------------------------------------|
| Goal 2. 1. 11 Continue to provide Instructional Assistants for students needing additional support including primary language support. | | \$1,376,317 (LCFF/Supplemental) | Bilingual aides have been deployed to support English Learners in the classroom. These staff members focus on the English Learner, Low Income students and Foster students and provide small group support for these groups. | \$1,361,288 (LCFF/Supplemental) |
| Scope of service: | SCHOOL LEVEL | | Scope of service: | SCHOOL LEVEL |
| __ALL | | | __ALL | |
| OR: __X Low Income pupils __X English Learners __X Foster Youth __X Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | | | OR: __X Low Income pupils __X English Learners __X Foster Youth __X Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | |
| Goal 2. 1. 12 Provide Instructional Assistants for SWD students where needed to support the instructional process. Instructional Assistants will support SWD students based on need. | | \$19,509,304 (LCFF) | Instructional Assistants have been deployed to the schools for the instructional support of SWD students. Numbers of student have increased so costs have risen. | \$19,509,304 (LCFF) |
| Scope of service: | SCHOOL LEVEL | | Scope of service: | SCHOOL LEVEL |
| __ALL | | | __ALL | |
| OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __X Other Subgroups:(Specify) SWD_____ | | | OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __X Other Subgroups:(Specify) SWD_____ | |
| Goal 2. 1. 13 Provide support to SWD students with Program Specialists and other support personnel. Students with Disabilities will be supported with additional personnel. | | \$1,076,982 (LCFF) | Support personnel have been provided to support students with disabilities. | \$1,076,982 (LCFF) |
| Scope of service: | LEA WIDE | | Scope of service: | LEA WIDE |
| __ALL | | | __ALL | |
| OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __X Other Subgroups:(Specify) SWD_____ | | | OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __X Other Subgroups:(Specify) SWD_____ | |
| Goal 2. 1. 14 Teachers will be provided Professional Development to support the specialized Instruction for Students with Disabilities. Professional Development to support the instructional needs for SWD students will be provided. | | \$150,000 (LCFF) | Specific professional development necessary for special needs students has been provided to staff that works with SWD students. | \$150,000 (LCFF) |
| Scope of service: | LEA WIDE | | Scope of service: | LEA WIDE |

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| __ALL | | __ALL | |
| OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>SWD</u> | | OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>SWD</u> | |
| Goal 2. 1. 15 Continue to allocate to schools funding to address the specific needs of their At- Risk students. Continue to allocate to schools funding to address the specific needs of their At-Risk students, EL (including RFEP), LI, and Foster Youth. | | Allocations have been made to support specific needs of At-Risk students, EL (including RFEP), LI, and Foster Youth to all 50 schools. These allocations have been used to provide intervention, support personnel, and supplemental materials and supplies, etc. To process the usage of these fund, schools provide an expenditure request which describes the activity, its focus and expected outcomes for the students. | |
| Scope of service: | SCHOOL LEVEL | Scope of service: | SCHOOL LEVEL |
| \$2,400,379 (LCFF/Supplemental) | | \$2,400,379 (LCFF/ Supplemental) | |
| __ALL | | __ALL | |
| OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____ | | OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____ | |
| Goal 2. 1. 16 Support Personnel for English students, Low Income, and Foster Youth students. Support Personnel will continue to address the specific needs of EL students (including RFEP), Low Income, and Foster Youth students. | | Support personnel has been deployed to support the specific needs of EL students (including RFEP), Low Income and, Foster Youth students. Funding from other sources was used to support, so expenses were not as expected in this budget. | |
| Scope of service: | LEA WIDE | Scope of service: | LEA WIDE |
| \$1,447,323 (LCFF/Supplemental) | | \$629,329 (LCFF/ Supplemental) | |
| __ALL | | __ALL | |
| OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient __Other Subgroups:(Specify) _____ | | OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient __Other Subgroups:(Specify) _____ | |
| Goal 2. 1. 17 Additional teachers will be assigned to highly impacted schools to provide support for intervention at intermediate schools and to reduce combination classes at impacted elementary schools. | | Class sizes were lowered at the most At-Risk impacted schools through the employment of 10 additional teachers. Staffing costs changed with salary increases and the hiring of new teachers to reduce class sizes. | |
| Scope of service: | SCHOOL LEVEL | Scope of service: | SCHOOL LEVEL |
| \$2,102,385 (LCFF/Supplemental) | | \$2,806,875 (LCFF/ Supplemental) | |
| __ALL | | __ALL | |
| OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>SWD</u> | | OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>SWD</u> | |

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| <p>Goal 2. 1. 18 With the expansion of Advanced Placement classes, additional support will be implemented. These supports can include student intervention support, additional instructional materials, and summer preparation classes.</p> | | <p>\$853,000 (LCFF/Supplemental)</p> | <p>Advanced Placement classes have been expanded through the district with a focus on under-represented students who historically have not enrolled in these courses. After engaging in the process created by Equal Opportunity Schools supported by counseling sessions, enrollment data indicates that 967 underrepresented students are registered for Advanced Placement Classes. Additional supports such as Summer Academy and before and after school tutoring have been provided. The grade analysis provides evidence that AP supports are functioning. Success rates, as determined by grades, remain fairly constant with grade averages in 2015 of 2.87 and in 2016 of 2.74. As of April 2016, students that have registered to take AP tests has increased by 1086 tests. Costs for this project were not as high as expected.</p> | <p>\$500,000 (LCFF/ Supplemental)</p> |
| <p>Scope of service:</p> | <p>SCHOOL LEVEL</p> | | <p>Scope of service:</p> | <p>SCHOOL LEVEL</p> |
| <p><u> </u> ALL</p> | | | <p><u> </u> ALL</p> | |
| <p>OR: <u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> X Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p> | | | <p>OR: <u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> X Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p> | |
| <p>Goal 2. 1. 19 Provide additional support for English Learners, Socioeconomically Disadvantaged, Foster Youth, Students with Disabilities, and ethnic subgroups of students to implement interventions at the high school level. Additional FTE's will be provided to support interventions at high schools during the school day to include English Learners (including RFEP), Socioeconomically Disadvantaged, Foster Youth, Students with Disabilities, and ethnic subgroups.</p> | | <p>\$1,391,093 (LCFF/Supplemental)</p> | <p>13 additional FTE's were provided to high schools to support interventions, specifically for at risk groups. Raises for this group of personnel pushed costs higher.</p> | <p>\$1,449,201 (LCFF/ Supplemental)</p> |
| <p>Scope of service:</p> | <p>SCHOOL LEVEL</p> | | <p>Scope of service:</p> | <p>SCHOOL LEVEL</p> |
| <p><u> </u> ALL</p> | | | <p><u> </u> ALL</p> | |
| <p>OR: <u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> X Redesignated fluent English proficient <u> </u> X Other Subgroups:(Specify) <u> </u> SWD _____</p> | | | <p>OR: <u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> X Redesignated fluent English proficient <u> </u> X Other Subgroups:(Specify) <u> </u> SWD _____</p> | |
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| <p>Goal 2. 1. 20 Expand the Puente program to Eleanor Roosevelt High School to support English Learner students and Hispanic students.</p> | | <p>\$10,000 (LCFF/Supplemental)</p> | <p>The Puente program was expanded to Eleanor Roosevelt High School to support English Learner students and Hispanic students. The number of students in the program are 58 freshman who are supported throughout the year on their journey to become college eligible with the support of the Puente team. The students are in an Honors ELA class based on CCS standards with additional modules based on Mexican American/Latino and other Multicultural literature and themes. Counseling is a part of this program to</p> | <p>\$10,961 (LCFF/ Supplemental)</p> |

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| | | support the student. Puente supports community projects that help students to become well rounded. Data will be collected based on Benchmark assessments. | |
| Scope of service: | SCHOOL LEVEL | Scope of service: | SCHOOL LEVEL |
| __ALL | | __ALL | |
| OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u> | | OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u> | |
| Goal 2. 1. 21 Provide additional opportunities for students to graduate high school through Credit Recovery. | \$221,150 (LCFF/Supplemental) | Additional opportunities for students to attain class credits towards graduation have been provided. During second semester, 216 11 th and 12 th grade students were enrolled in these classes to make up credits in preparation for graduation. 1075 credits were recovered by these students. The largest group served by this initiative were the CNUSD Hispanic students with 125 Hispanic students were served. 700 credits were recovered by these students in second semester, 2016. Costs for this project were not as high as expected. | \$137,367 (LCFF/ Supplemental) |
| Scope of service: | SCHOOL LEVEL | Scope of service: | SCHOOL LEVEL |
| <input checked="" type="checkbox"/> ALL | | <input checked="" type="checkbox"/> ALL | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | |
| Goal 2. 1. 22 Provide additional opportunities for students to graduate high school through Adult Education programs with concurrent enrollment. | \$147,000 (LCFF/Supplemental) | Additional opportunities for students to graduate high school through Adult Education with concurrent enrollment have been provided. Students who enrolled in these classes represented high numbers of Low Income students. In the first semester of the 15/16 school year, 198 high school junior and senior high school students were concurrently enrolled in our Adult Education program with 144 of these students being Unduplicated Count students. 110 course (5 credits each) were passed. | \$126,615 (LCFF/ Supplemental) |
| Scope of service: | LEA WIDE | Scope of service: | LEA WIDE |
| <input checked="" type="checkbox"/> ALL | | <input checked="" type="checkbox"/> ALL | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | |
| Goal 2. 1. 23 Provide additional support for Corona High School in the area of the Arts through the purchase of additional band instruments. | \$116,886 (LCFF/Supplemental) | Corona High school is located in the Circle City area and reports ----- unduplicated count students. Additional instruments were purchased for Corona High School to support the implementation of the Arts and expansion of the band program. | \$116,886 (LCFF/ Supplemental) |
| Scope of service: | SCHOOL LEVEL | Scope of service: | SCHOOL LEVEL |

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| <input type="checkbox"/> ALL | | | <input type="checkbox"/> ALL | | |
| OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u> | | | OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u> | | |
| Goal 2. 1. 24 Provide additional support to schools for After School Programs that support supplemental services for English Learners, Low Income students, and Foster Youth | | \$15,000 (LCFF/Supplemental) | Three schools received additional funding to support extra programs in the Extended Learning Programs. These Extended Learning Programs have been allocated by the state based on numbers of English Learners and students in poverty. | | \$15,000 (LCFF/Supplemental) |
| Scope of service: | SCHOOL LEVEL | | Scope of service: | SCHOOL LEVEL | |
| <input type="checkbox"/> ALL | | | <input type="checkbox"/> ALL | | |
| OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u> | | | OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u> | | |
| Goal 2. 1. 25 Convene a committee to examine grading systems in CNUSD with an eye to reduce the number of D's and F's. | | \$5,000 (LCFF/Supplemental) | A team has been convened to study the grading systems, numbers of students with Ds and Fs and supports for students. This team will continue to meet and design recommendations. | | \$0 |
| Scope of service: | LEA WIDE | | Scope of service: | LEA WIDE | |
| <input checked="" type="checkbox"/> ALL | | | <input checked="" type="checkbox"/> ALL | | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | | |
| Goal 2. 1. 26 Provide support at A-G audits at high schools. | | \$40,000 (LCFF/Supplemental) | A-G audits have been ongoing to support students toward college readiness. The Information Technology department created a program to complete these audits in house with not outside costs for the district. With these audits, the numbers of students who have completed a-g has increased from 49.1% to 50.6% | | \$10,000 (LCFF/Supplemental) |
| Scope of service: | SCHOOL LEVEL | | Scope of service: | SCHOOL LEVEL | |
| <input checked="" type="checkbox"/> ALL | | | <input checked="" type="checkbox"/> ALL | | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | | |
| Goal 2. 1. 27 Additional after school tutoring will be provided to | | \$10,000 | After school tutoring has been provided at all 5 comprehensive high | | \$3,000 (LCFF/ |

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| support student achievement. | | (LCFF/Supplemental) | schools to support student achievement focused on English Learner, Low Income students as well as Foster Youth. | Supplemental) |
| Scope of service: | SCHOOL LEVEL | | Scope of service: | SCHOOL LEVEL |
| <input checked="" type="checkbox"/> ALL | | | <input checked="" type="checkbox"/> ALL | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____ | | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____ | |
| Goal 2. 1. 28 Convene a committee to analyze, discuss, and implement programs to support the academic achievement for Long Term English Learners. | | \$5,000 (LCFF/Supplemental) | A committee has been convened to analyze, discuss and implement programs to support the academic achievement for Long Term English Learners. Several meetings were held with the initial focus group. During those meetings, barriers for academic achievement with Long Term English Learners were identified as well as reviewing current interventions. Meetings were held to study and analyze sample cums of high school LTELs to identify possible causes of for lack of academic progress. Next steps are to expand the committee to include site administrators, teachers and parents and to identify promising practices that meet the needs of English Learners, First Best Instruction, Prevention and Intervention. | \$0 |
| Scope of service: | LEA WIDE | | Scope of service: | LEA WIDE |
| <input type="checkbox"/> ALL | | | <input type="checkbox"/> ALL | |
| OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____ | | | OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____ | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | | <ul style="list-style-type: none"> • AVID and AVID Excel have been identified as effective bright spots in CNUSD. These programs have been expanded this year and will continue to be expanded in 2016/17. Results from the CAASPP assessments indicate that students in AVID in 11th grade scored better in English Language Arts when compared to other students without the AVID support by 10 percentage point. For CNUSD, enrollment in college for AVID students is higher when compared to other students who have not been enrolled in AVID by 20 to 25 percentage points. • The focus on supports for Foster Youth students will continue with extra tutoring and counseling. Focused support will be expanded with the CAASPP data for 2016 as well as the AP pass rates for these students. Enrollment in AP has increased for Foster Youth as well as success in those classes. • CNUSD expects to adopt a new ELA/ELD curriculum through adoption of new materials. Using our Professional Development system, all teachers will receive training in the new materials, in the ELA/ELD framework and in best practices. These best practices will include scaffolding and differentiation for at risk students. Our coaches will support teachers in the implementation of the materials and in the best practices. • As our LTEL committee continues the analysis of our programs that support English Learners, especially LTELs, specific actions will be implemented to increase student achievement in the following areas – systems, professional development and intervention support. • Additional opportunities for students in CNUSD to graduate include Credit Recovery Classes at the school site, Summer School, and simultaneous enrollment in Adult School to recover credits. Results indicate that more students are passing classes and recovering credits to support their high school graduation. For 2016/17, CNUSD will add an online school to support students who want other options to attend school, recover credits and have their needs met in a different fashion. We are anticipating this will support the needs of English Learners, Low Income and Foster Youth as well. Provisions will be | | |

made to provide technology for those who do not have availability.

- Allocations to schools which support at risk students will be increased to meet an expanded need. Schools will continue to use the process of submitting Categorical Expenditure Requests which will be monitored by staff to ensure the funds are being used for the best result.
- Focus on reducing class sizes to support student achievement will continue with an increased emphasis on Kindergarten through third grade.
- CNUSD reports success in increasing the numbers of students in Advanced Placement classes and in success in the academic achievement for the underrepresented students in these classes. Efforts will be made to expand this program by increasing student numbers in the Summer Institutes which give students support even before entering the classes in the fall. Additionally, more teachers will be trained in Advanced Placement courses as well as best practices to support the at risk students new to AP. Reported are 967 under represented students were added to AP classes. Success rates, as determined by grades, remained fairly constant with grade averages in 2015 of 2.87 and in 2016 of 2.74.
- CNUSD has developed a system to audit students with regards to a-g completion. This system will allow progress monitoring as well as completion of a-g.

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| Original GOAL from prior year LCAP: | Goal 3: Increase the number of students who complete CTE pathways through the completion of a capstone course. | Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : <u>Specify CNUSD Strategic Goal 3</u> |
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|------------------|-----------------------------|---|--|--|
| Goal Applies to: | Schools: | LEA and School Wide | | |
| | Applicable Pupil Subgroups: | All Low Income (LI) English Learner (EL) Foster Youth (FY) Students with Disabilities (SWD) At-Risk Students | | |

| Expected Annual Measurable Outcomes: | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--------------------------------------|--|-------|-------|-------|-------|-----------------------|---|---|---|---------------|----|----|----|--------------|-----|-----|-----|------------------------------------|---|-------|--|-----------------------|----|---------------|----|--------------|
| | <table border="1" style="width: 100%;"> <thead> <tr> <th></th> <th>12/13</th> <th>13/14</th> <th>14/15</th> </tr> </thead> <tbody> <tr> <td># of Industry Sectors</td> <td>6</td> <td>7</td> <td>7</td> </tr> <tr> <td># of Pathways</td> <td>10</td> <td>11</td> <td>14</td> </tr> <tr> <td># of Courses</td> <td>223</td> <td>204</td> <td>211</td> </tr> </tbody> </table> <p><i>Baseline data for district-wide pathway completer measures will be available September 2015. District teams will analyze the data to gauge student achievement and set reasonable goals for improvement. As pathway completion is a multi-year process for long-term, robust pathways, we intend to maintain or increase the numbers of pathways in 15/16.</i></p> | | 12/13 | 13/14 | 14/15 | # of Industry Sectors | 6 | 7 | 7 | # of Pathways | 10 | 11 | 14 | # of Courses | 223 | 204 | 211 | Actual Annual Measurable Outcomes: | <table border="1" style="width: 100%;"> <thead> <tr> <th colspan="2">15/16</th> </tr> </thead> <tbody> <tr> <td># of Industry Sectors</td> <td>12</td> </tr> <tr> <td># of Pathways</td> <td>20</td> </tr> <tr> <td># of Courses</td> <td>224</td> </tr> </tbody> </table> <p>CNUSD goal was met.</p> | 15/16 | | # of Industry Sectors | 12 | # of Pathways | 20 | # of Courses |
| | 12/13 | 13/14 | 14/15 | | | | | | | | | | | | | | | | | | | | | | | |
| # of Industry Sectors | 6 | 7 | 7 | | | | | | | | | | | | | | | | | | | | | | | |
| # of Pathways | 10 | 11 | 14 | | | | | | | | | | | | | | | | | | | | | | | |
| # of Courses | 223 | 204 | 211 | | | | | | | | | | | | | | | | | | | | | | | |
| 15/16 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| # of Industry Sectors | 12 | | | | | | | | | | | | | | | | | | | | | | | | | |
| # of Pathways | 20 | | | | | | | | | | | | | | | | | | | | | | | | | |
| # of Courses | 224 | | | | | | | | | | | | | | | | | | | | | | | | | |

LCAP Year: 2015-2016

| Planned Actions/Services | | Actual Actions/Services | |
|---|--------------------------------------|--|--------------------------------------|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Goal 3. 1. 1 CNUSD will develop a CTE metric as part of the CNUSD Academic Achievement Index. The key indicators are pathway completer, pathway participant, non-traditional completion, and non-traditional participation. -Data will be aggregated for the district and disaggregated for the comprehensive high schools, and individual high school students. | Costs are included in other budgets. | The following metrics have been provided to the Information Technology Division to be include in the Accountability Framework: <ul style="list-style-type: none"> • number of students enrolled in a 1st year CTE course • number of students enrolled in a 2nd year CTE course • CTE Grades • CTE Pathway Completion • Credits earned in a pathway • GPA in the pathway course Staff has also been reviewing the Perkins metrics and providing input to the CDE regarding the College and Career Index. | Costs are included in other budgets. |
| Scope of service: | LEA and School Level | Scope of service: | LEA and School Level |
| <input checked="" type="checkbox"/> ALL | | <input checked="" type="checkbox"/> A | |

| | | | |
|--|--------------------------------------|--|--------------------------------------|
| OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | | OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | |
| Goal 3. 1. 2 CNUSD and site leadership at high schools will set strategic goals to increase the rate of student pathway participation students which will lead to a greater number of students enrolling in and completing career pathways. Site meetings to review district and site data, set goals, and monitor. | Costs are included in other budgets. | Planning and implementation meetings were held with secondary site administrators. Current 7-12 articulated pathways under development include: <ul style="list-style-type: none"> • Centennial HS, El Cerrito MS, Home Gardens Academy & Todd Academy <ul style="list-style-type: none"> ○ Industry Sector – Information & Communication Technology • Corona HS, Raney IS & Auburndale IS <ul style="list-style-type: none"> ○ Corona STEM Academy • Corona HS, CFIS & Chavez Academy: <ul style="list-style-type: none"> ○ Industry Sector – Building Trades & Construction ○ Industry Sector – Business & Finance ○ Industry Sector – Information & Communication Technology • Norco HS, Norco IS, Sierra Vista ES & Riverview ES <ul style="list-style-type: none"> ○ Industry Sector – Agriculture & Natural Sciences • Norco HS, Norco IS, Highland ES & Norco ES <ul style="list-style-type: none"> ○ Industry Sector – Manufacturing & Product Development • Roosevelt HS, River Heights IS, Ramirez IS, Reagan ES & Parks ES <ul style="list-style-type: none"> ○ eSTEM • Santiago HS, Citrus Hills IS & El Cerrito MS <ul style="list-style-type: none"> ○ Industry Sector - Information & Communication Technology ○ Industry Sector – Manufacturing & Product Development When comparing data from 2015 to 2016, Industry Sectors have increased from 7 to 12, numbers of CTE pathways have increased from 14 to 20 and numbers of courses have increased from 211 to 224. | Costs are included in other budgets. |
| Scope of service: | LEA and School Level | Scope of service: | LEA and School Level |
| <input checked="" type="checkbox"/> ALL | | <input checked="" type="checkbox"/> ALL | |
| OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | | OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | |

| | | | |
|---|-------------------------------------|---|---|
| <p>Goal 3. 1. 3 Provide support to counselors in developing list of pathway participant and concentrator students prior to registration in order to enroll students in <u>capstone</u> appropriate sequenced courses.</p> | <p>\$2,000 (LCFF/ Supplemental)</p> | <p>Industry sector articulated pathways and capstone courses continue to be refined and grow. An interactive mind map has been developed and is currently being updated to reflect pathway growth. When completed it will be posted on the CNUSD CTE/STEM web page.</p> <p>The CNUSD CTE/STEM web page is being updated to more accurately reflect the industry sectors and pathways offered within the district.</p> <p>The student information system, Q, has been adjusted to allow students to be marked as CTE participants once the student enters the second sequenced course of an industry sector pathway. This has allowed counselors to compile their own student lists.</p> | <p>\$2,000 (LCFF/ Supplemental)</p> |
| <p>Scope of service: School Level and Student Level</p> | | <p>Scope of service: School Level and Student Level</p> | |
| <p><input checked="" type="checkbox"/> ALL</p> | | <p><input checked="" type="checkbox"/> ALL</p> | |
| <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p> | | <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p> | |
| <p>Goal 3. 1. 4 Counselors will place 9th Grade students in a first year participant course of a career pathway. Annual License of CaliforniaColleges.edu for all secondary schools. Refine specificity of CNUSD CTE Pathways within CaliforniaColleges.edu.</p> | <p>\$35,000 (LCFF/Supplemental)</p> | <p>Career Cruising has been replaced with CaliforniaColleges.edu at the high school level only.</p> | <p>\$34,829 (LCFF/ Supplemental)</p> |
| <p>Scope of service: School Level and Student Level</p> | | <p>Scope of service: School Level and Student Level</p> | |
| <p><input checked="" type="checkbox"/> ALL</p> | | <p><input checked="" type="checkbox"/> ALL</p> | |
| <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p> | | <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p> | |
| | <p>Budgeted Expenditures</p> | | <p>Estimated Actual Annual Expenditures</p> |

| | | | |
|--|---|---|-------------------------------------|
| <p>Goal 3. 1. 5 Provide professional development for CTE teachers in the following areas: Literacy Industry PBL and WBL Externships School site visits Other areas identified throughout the year based on review of district and site data</p> | <p>\$13,125 (LCFF/Supplemental)</p> | <p>CTE teachers have participated in the following professional development activities and events:</p> <ul style="list-style-type: none"> • Educating for Careers – 9 teachers (3 days) • CNUSD Symposium – 25 teachers (1 day) • California Agriculture Education Workshops – 4 teachers (multiple days) • UCCI Workshops – 10 teachers (1 day) • Safe Driver Training – 20 teachers (3 hours) • RCOE – Moving CTE into Quadrant D – 7 teachers (2 days) • Industry-specific Trainings & Workshops – 30 teachers (multiple days) <p>Topics include:</p> <ul style="list-style-type: none"> • Articulating courses with community colleges • Writing courses that meet UC a-g entrance requirements • Internships • Mentorships • Best Practices for Strengthening Pathways • Best Practices in Professional Development • College Credit in High School – dual & concurrent enrollment • Teaching Financial Literacy • Project-Based Learning • Work-Based Learning • Industry Certifications • Program Funding • Accountability <p>Additional professional development funding is available from Perkins, CCPT (CREST) and the CTE Incentive Grant.</p> | <p>\$15,020 (LCFF/Supplemental)</p> |
| <p>Scope of service: LEA and School Level</p> | | <p>Scope of service: LEA and School Level</p> | |
| <p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p> | | <p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p> | |
| <p>Goal 3. 1. 6 Monitor and support English Learner students, Low Income students, and Foster Youth students for enrollment and successful completion of capstone courses</p> | <p>\$5,000 (LCFF/Supplemental)</p> | <p>Meetings are held with secondary site principals and Q will be used to data collection on capstone completion. Data is shared at all levels educational pipeline. These meetings did on incur a cost.</p> | <p>\$0</p> |
| <p>Scope of service: LEA and School Level</p> | | <p>Scope of service: LEA and School Level</p> | |
| <p><input type="checkbox"/> ALL</p> | | <p><input checked="" type="checkbox"/> ALL</p> | |

| | | | |
|---|---|---|--|
| <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u></p> | | <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u></p> | |
| <p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p> | <p>As a result of reviewing past programs, services, and metrics, the following adjustments will be made for Goal 3 moving forward:</p> <ul style="list-style-type: none"> • Explore the purchase and implementation of a graduate tracker. • Develop three and/or four years of sequenced courses for 85% of current pathways. • CNUSD has been awarded several grants, CREST and a state CTE grant. Costs for equipment and supplies will be moved from the LCFF Supplemental into these grants where appropriate. | | |

| Original GOAL from prior year LCAP: | Goal 4: Increase the rate of students participating in CTE pathways mapped to high growth strong employment opportunity. | | | Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ <u>x</u> 8__ <u>x</u> COE only: 9__ 10__ Local : Specify <u>CNUSD Strategic Plan Goal 4</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--|--|---|--|--|--|---------|---------------|---------------|---------------|----------|--------------|--------------|--------------|------------------|------------|------------|------------|------------|--------------|--------------|--------------|--------------|-----------|------------|------------|-----|--------------|--------------|--------------|----|------------|------------|------------|------|--------------|--------------|--------------|------|--------------|--------------|--------------|--------|--------------|--------------|--------------|------------------------------------|---|--------------|--|--|--|---------|---------------|----------|--------------|------------------|------------|------------|--------------|--------------|------------|-----|--------------|----|------------|------|--------------|------|--------------|--------|--------------|
| Goal Applies to: | Schools: Applicable Pupil Subgroups: | LEA and School Wide All Low Income (LI) English Learner (EL) Foster Youth (FY) Students with Disabilities (SWD) At-Risk Students | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Expected Annual Measurable Outcomes: | <table border="1" data-bbox="405 492 972 1057"> <thead> <tr> <th></th> <th><i>12/13 number of students in CTE classes</i></th> <th><i>13/14 number of students in CTE classes</i></th> <th><i>14/15 number of students in CTE classes</i></th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>10,044</td> <td>11,653</td> <td>10,216</td> </tr> <tr> <td>Hispanic</td> <td>5,310</td> <td>6,022</td> <td>5,236</td> </tr> <tr> <td>African-American</td> <td>713</td> <td>843</td> <td>682</td> </tr> <tr> <td>Low Income</td> <td>4,832</td> <td>5,553</td> <td>4,922</td> </tr> <tr> <td>Foster Youth</td> <td>98</td> <td>106</td> <td>137</td> </tr> <tr> <td>SWD</td> <td>1,475</td> <td>1,688</td> <td>1,467</td> </tr> <tr> <td>EL</td> <td>668</td> <td>728</td> <td>662</td> </tr> <tr> <td>RFEP</td> <td>2,085</td> <td>2,541</td> <td>2,279</td> </tr> <tr> <td>Male</td> <td>5,871</td> <td>6,948</td> <td>6,050</td> </tr> <tr> <td>Female</td> <td>4,173</td> <td>4,705</td> <td>4,166</td> </tr> </tbody> </table> <p data-bbox="422 1084 957 1149"><i>We intend to grow CTE participation by 2% overall and for each subgroup per year.</i></p> | | | | <i>12/13 number of students in CTE classes</i> | <i>13/14 number of students in CTE classes</i> | <i>14/15 number of students in CTE classes</i> | Overall | 10,044 | 11,653 | 10,216 | Hispanic | 5,310 | 6,022 | 5,236 | African-American | 713 | 843 | 682 | Low Income | 4,832 | 5,553 | 4,922 | Foster Youth | 98 | 106 | 137 | SWD | 1,475 | 1,688 | 1,467 | EL | 668 | 728 | 662 | RFEP | 2,085 | 2,541 | 2,279 | Male | 5,871 | 6,948 | 6,050 | Female | 4,173 | 4,705 | 4,166 | Actual Annual Measurable Outcomes: | <table border="1" data-bbox="1398 492 1801 987"> <thead> <tr> <th colspan="2"><i>15/16</i></th> </tr> <tr> <th colspan="2"><i>Number of students in CTE classes</i></th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>10,817</td> </tr> <tr> <td>Hispanic</td> <td>5,516</td> </tr> <tr> <td>African American</td> <td>761</td> </tr> <tr> <td>Low Income</td> <td>4,303</td> </tr> <tr> <td>Foster Youth</td> <td>128</td> </tr> <tr> <td>SWD</td> <td>1,530</td> </tr> <tr> <td>EL</td> <td>732</td> </tr> <tr> <td>RFEP</td> <td>2,433</td> </tr> <tr> <td>Male</td> <td>6,500</td> </tr> <tr> <td>Female</td> <td>4,317</td> </tr> </tbody> </table> <p data-bbox="1224 1019 1965 1073">CNUSD goal was met for Overall, Hispanic, African American, SWD, EL, RFEP, Male and Female. Goal was not met for Low Income nor Foster Youth.</p> | <i>15/16</i> | | <i>Number of students in CTE classes</i> | | Overall | 10,817 | Hispanic | 5,516 | African American | 761 | Low Income | 4,303 | Foster Youth | 128 | SWD | 1,530 | EL | 732 | RFEP | 2,433 | Male | 6,500 | Female | 4,317 |
| | <i>12/13 number of students in CTE classes</i> | <i>13/14 number of students in CTE classes</i> | <i>14/15 number of students in CTE classes</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Overall | 10,044 | 11,653 | 10,216 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | 5,310 | 6,022 | 5,236 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| African-American | 713 | 843 | 682 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Low Income | 4,832 | 5,553 | 4,922 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Foster Youth | 98 | 106 | 137 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SWD | 1,475 | 1,688 | 1,467 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EL | 668 | 728 | 662 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| RFEP | 2,085 | 2,541 | 2,279 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Male | 5,871 | 6,948 | 6,050 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Female | 4,173 | 4,705 | 4,166 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>15/16</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Number of students in CTE classes</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Overall | 10,817 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | 5,516 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| African American | 761 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Low Income | 4,303 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Foster Youth | 128 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SWD | 1,530 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EL | 732 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| RFEP | 2,433 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Male | 6,500 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Female | 4,317 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

LCAP Year: 2015-2016

| | | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
|--|----------------------|-------------------------------|--|--------------------------------------|
| Goal 4. 1. 1 Implement, monitor, and support new high yield, high wage, high growth CTE pathways. Expand existing high yield, high wage, and high growth CTE pathways. Implement Project Lead The Way (PLTW) at Corona High School and implement additional CTE Pathways. | | \$145,000 (LCFF/Supplemental) | Status of CTE Pathway Implementation <ul style="list-style-type: none"> • Corona High School <ul style="list-style-type: none"> ○ 2nd year of PLTW Engineering ○ 1st year of PLTW Biomedical Sciences ○ 1st year of Regular Education Medical Science • Centennial High School <ul style="list-style-type: none"> ○ 1st year of the Cisco Networking Academy • Santiago High School <ul style="list-style-type: none"> ○ 1st year of Medical Sciences The difference between planned and actual expenditures are because partial costs in this action were covered by other budgets. | \$43,085 (LCFF/Supplemental) |
| Scope of service: | LEA and School Level | | Scope of service: | LEA and School Level |
| <input checked="" type="checkbox"/> ALL | | | <input checked="" type="checkbox"/> ALL | |
| OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____ | | | OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____ | |
| Goal 4. 1. 2 Support and expand middle school/intermediate school career pathways, specifically for PLTW-Gateway and MESA. | | \$78,000 (LCFF/Supplemental) | Status of CTE Pathway Implementation <ul style="list-style-type: none"> • Raney Intermediate School <ul style="list-style-type: none"> ○ 1st year of MESA (during the school day) • Auburndale Intermediate School <ul style="list-style-type: none"> ○ 1st year of PLTW – Gateway ○ 1st year of Medical Sciences • Home Gardens Academy <ul style="list-style-type: none"> ○ 1st year PLTW – Gateway Computer Science • Citrus Hills Intermediate School <ul style="list-style-type: none"> ○ 1st year of Manufacturing • River Heights Intermediate School <ul style="list-style-type: none"> ○ 1st year of Medical Sciences • Ramirez Intermediate School <ul style="list-style-type: none"> ○ 1st year of Medical Sciences | \$85,568 (LCFF/Supplemental) |
| Scope of service: | LEA and School Level | | Scope of service: | LEA and School Level |
| <input checked="" type="checkbox"/> ALL | | | <input checked="" type="checkbox"/> ALL | |
| OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____ | | | OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____ | |

| | | | |
|--|--------------------------------------|--|--------------------------------|
| Goal 4.1.3 Pathway Support (equipment, supplies, and training). | \$223,785 (Perkins) | Equipment was purchased for most pathways as outlined in the Perkins expense report. | \$223,785 (Perkins) |
| Scope of service: LEA and School Level | | Scope of service: LEA and School Level | |
| <input checked="" type="checkbox"/> ALL | | <input checked="" type="checkbox"/> ALL | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | |
| Goal 4.1.4 Create the following: <ul style="list-style-type: none"> • Six industry sector advisory committees • Two STEM/CTE academy advisory committees • One districtwide industry advisory committee with representatives from each committee listed above • Actively participate in Norco College and RCOE business and industry advisory committees • Retain the consulting services of a community business liaison | \$45,000 (LCFF/Supplemental) | CNUSD CTE has the following: <ul style="list-style-type: none"> • Districtwide CTE Advisory Committee (3x/yr) • Corona STEM Academy (3x/yr) • eSTEM Advisory Committee (monthly) • Agriculture Advisory Committee (3x/yr) • Aviation Advisory Committee (1st mtg held April 2016) • Norco STEM Academy Advisory Committee (in development stages) CNUSD staff also participate in the: <ul style="list-style-type: none"> • Norco College Industry Advisory Committee (1x/yr) • RCOE Industry Advisory Committee (1x/yr) • Corona Chamber of Commerce Executive Round Table (monthly) • Manufacturers Council of the Inland Empire (monthly) | \$42,178 (LCFF/ Supplemental) |
| Scope of service: LEA and School Level | | Scope of service: LEA and School Level | |
| <input checked="" type="checkbox"/> ALL | | <input checked="" type="checkbox"/> ALL | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | |
| Goal 4.1.5 Staff to monitor and oversee CTE Programs. Add staffing to provide additional RCOE CTE (ROP) courses. Add Agricultural Chemistry teacher. | \$572,197 (LCFF/Supplemental) | <ul style="list-style-type: none"> • CTE Director hired. • Agriculture Chemistry teacher hired. • RCOE-CTE staff funded at 66% for 9.33 FTE. • RCOE-CTE service fee paid. | \$475,634 (LCFF/ Supplemental) |
| Scope of service: LEA and School Level | | Scope of service: LEA and School Level | |
| <input checked="" type="checkbox"/> ALL | | <input checked="" type="checkbox"/> ALL | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | |
| Goal 4.1.6 Increase Articulation Agreements with colleges and universities. | Costs are included in other budgets. | Articulation agreements exist with the following colleges: <ul style="list-style-type: none"> • Riverside Community College District (Norco College, Riverside Community College, Moreno Valley College) – 19 courses • Mt San Antonio College - 5 courses • Palomar College – 1 course • Cerritos College – 1 course | \$0 |

| | | | | | |
|--|--------------------------------------|--|--|----------------------|-----|
| Scope of service: | LEA and School Level | | Scope of service: | LEA and School Level | |
| <input checked="" type="checkbox"/> ALL | | | <input checked="" type="checkbox"/> ALL | | |
| OR: | | | OR: | | |
| <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | | <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | |
| Goal 4.1.7 Monitor and support English Learner, Low Income, and Foster Youth students for enrollment and successful completion of CTE courses. | Costs are included in other budgets. | | Meetings are held with secondary site principals and Q will be used to data collection on capstone completion. Data is shared at all levels educational pipeline. | | \$0 |
| Scope of service: | LEA and School Level | | Scope of service: | LEA and School Level | |
| <input type="checkbox"/> ALL | | | <input checked="" type="checkbox"/> ALL | | |
| OR: | | | OR: | | |
| <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | | <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | |

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

As a result of reviewing past progress and implementation, the following changes have been made moving forward:

Data demonstrates positive progress in the area of participation and student success in CTE courses as reported below:

| Perkins Student Data Summary Report 2014-2015 | | | | | | | | | | |
|---|--------------|--------------|------------|--------------|---------------|-------------|-----------------------------|--------------|----------------------------|--------------|
| ETHNICITY | Participants | | | | Concentrators | | Concentrators - C or Better | | Concentrators - 12th Grade | |
| | CNUSD | | RCOE - CTE | | # Students | % | # Students | % | # Students | % |
| | # Students | % | # Students | % | | | | | | |
| All | 7416 | 100.0 | 1135 | 100.0 | 276 | 100 | 276 | 100.0 | 171 | 100.0 |
| AI/AN | 22 | >1 | 6 | >1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Asian | 576 | 7.7 | 52 | 5.0 | 8 | 2.9 | 8 | 2.9 | 5 | 2.9 |
| Black/AA | 459 | 6.2 | 102 | 9.0 | 11 | 4.0 | 11 | 4.0 | 9 | 5.3 |
| Hispanic | 3847 | 52.0 | 727 | 64.0 | 107 | 38.8 | 107 | 38.8 | 61 | 35.7 |
| Hawaiian/PI | 24 | >1 | 3 | >1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| White | 2429 | 33.0 | 239 | 21.0 | 150 | 54.3 | 150 | 54.3 | 96 | 56.1 |

- The areas identified above as “advisory” committees will be streamlined.
- Additional FTEs will be added for PLTW, Agriculture Chemistry, and RCOE-CTE courses.
- Intermediate school pathway support will be given its own line item.
- We will continue to contract with a business liaison to assist with partnership development and pathway creation. Funding allocations have been adjusted to meet the above changes.

| Original GOAL from prior year LCAP: | Goal 5: Implement measures at all schools to foster positive school environments and support students. | | Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local : <u>CNUSD Strategic Plan Goal 5</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--------------------------------------|--|---|---|--------------|--------------|---------|-------|-------|------|----------|-------|-------|-------|------------------|------|------|------|------|------|------|------|------------|-------|-------|-------|--------------|-------|-------|-------|------------------|-------|-------|------|-------------------|-------|-------|-------|------------------------------------|--|
| Goal Applies to: | Schools: LEA and School Wide Applicable Pupil Subgroups: | Applicable Pupil Subgroups: Low Income (LI) English Learner (EL) Foster Youth (FY) Students with Disabilities (SWD) At-Risk Students | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Expected Annual Measurable Outcomes: | <p>Student Engagement</p> <p>School Attendance rates: <u>12/13</u> <u>13/14</u> 96% 96%</p> <p><u>Improvement Goal to increase achievement</u> Maintain or increase current levels</p> <p>Middle School Dropout rates: <u>12/13</u> <u>13/14</u> 0.12% 0.0%</p> <p><u>Improvement Goal to increase achievement</u> Maintain or decrease current levels</p> <p>High School Dropout rates: <u>12/13</u> <u>13/14</u> 4.5% 4.4%</p> <p><u>Improvement Goal to increase achievement</u> Maintain or decrease current levels</p> <p>High school graduation rates: <u>12/13</u> <u>13/14</u> 91.9% 92.3%</p> <p><u>Improvement Goal to increase achievement</u> Maintain or increase current levels</p> <p>Chronic Absentee rate:</p> <table border="1"> <thead> <tr> <th></th> <th><u>12/13</u></th> <th><u>13/14</u></th> <th><u>14/15</u></th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>10.4%</td> <td>10.3%</td> <td>9.4%</td> </tr> <tr> <td>Hispanic</td> <td>10.4%</td> <td>10.4%</td> <td>10.3%</td> </tr> <tr> <td>English Learners</td> <td>9.9%</td> <td>9.2%</td> <td>8.9%</td> </tr> <tr> <td>RFEP</td> <td>6.6%</td> <td>6.6%</td> <td>7.3%</td> </tr> <tr> <td>Low Income</td> <td>10.6%</td> <td>10.9%</td> <td>11.3%</td> </tr> <tr> <td>Foster Youth</td> <td>23.1%</td> <td>16.4%</td> <td>19.1%</td> </tr> <tr> <td>African American</td> <td>10.3%</td> <td>10.3%</td> <td>9.9%</td> </tr> <tr> <td>Special Education</td> <td>19.7%</td> <td>17.4%</td> <td>15.5%</td> </tr> </tbody> </table> | | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> | Overall | 10.4% | 10.3% | 9.4% | Hispanic | 10.4% | 10.4% | 10.3% | English Learners | 9.9% | 9.2% | 8.9% | RFEP | 6.6% | 6.6% | 7.3% | Low Income | 10.6% | 10.9% | 11.3% | Foster Youth | 23.1% | 16.4% | 19.1% | African American | 10.3% | 10.3% | 9.9% | Special Education | 19.7% | 17.4% | 15.5% | Actual Annual Measurable Outcomes: | <p>School Attendance rates: <u>14/15</u> 96% CNUSD met goal.</p> <p>Middle School Dropout rates: <u>12/13</u> <u>13/14</u> <u>14/15</u> 0.12% 0.0% 0.0% CNUSD met goal.</p> <p>High School Dropout rates: <u>12/13</u> <u>13/14</u> <u>14/15</u> 4.5% 4.4% 4.1% CNUSD met goal.</p> <p>High school graduation rates: <u>12/13</u> <u>13/14</u> <u>14/15</u> 91.9% 92.3% 92.4% CNUSD met goal.</p> <p>Chronic Absentee rate: Data is expected in August 2016. Analysis of data will be made at that time and program adjustments will be made based on data analysis.</p> |
| | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Overall | 10.4% | 10.3% | 9.4% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | 10.4% | 10.4% | 10.3% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| English Learners | 9.9% | 9.2% | 8.9% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| RFEP | 6.6% | 6.6% | 7.3% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Low Income | 10.6% | 10.9% | 11.3% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Foster Youth | 23.1% | 16.4% | 19.1% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| African American | 10.3% | 10.3% | 9.9% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Special Education | 19.7% | 17.4% | 15.5% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--------------|--------------|--------------|------|------|------|--------------|--------------|--------------|------|------|------|--|---|--------------|--------------|--------------|------|------|------|--------------|--------------|--------------|------|------|------|
| <p><u>Improvement Goal to increase achievement</u> Overall – reduce by 0.25% Hispanic – reduce by 0.5% English Learners – reduce by 0.5% RFEP – reduce by 0.5% Low Income – reduce by 0.5% Foster Youth – reduce by 1% African American – reduce by 0.5% Special Education – reduce by 1%</p> <p>School Climate Suspension rates:</p> <table border="1"> <tr> <td><u>12/13</u></td> <td><u>13/14</u></td> <td><u>14/15</u></td> </tr> <tr> <td>2.9%</td> <td>2.6%</td> <td>2.4%</td> </tr> </table> <p><u>Improvement Goal to increase achievement</u> Maintain or decrease current levels</p> <p>Expulsion Rates:</p> <table border="1"> <tr> <td><u>12/13</u></td> <td><u>13/14</u></td> <td><u>14/15</u></td> </tr> <tr> <td>0.2%</td> <td>0.1%</td> <td>0.1%</td> </tr> </table> <p><u>Improvement Goal to increase achievement</u> Maintain or decrease current levels</p> | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> | 2.9% | 2.6% | 2.4% | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> | 0.2% | 0.1% | 0.1% | | <p>School Climate Suspension rates:</p> <table border="1"> <tr> <td><u>12/13</u></td> <td><u>13/14</u></td> <td><u>14/15</u></td> </tr> <tr> <td>2.9%</td> <td>2.6%</td> <td>2.4%</td> </tr> </table> <p>CNUSD met goal.</p> <p>Expulsion Rates:</p> <table border="1"> <tr> <td><u>12/13</u></td> <td><u>13/14</u></td> <td><u>14/15</u></td> </tr> <tr> <td>0.2%</td> <td>0.1%</td> <td>0.1%</td> </tr> </table> <p>CNUSD met goal.</p> | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> | 2.9% | 2.6% | 2.4% | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> | 0.2% | 0.1% | 0.1% |
| <u>12/13</u> | <u>13/14</u> | <u>14/15</u> | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.9% | 2.6% | 2.4% | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>12/13</u> | <u>13/14</u> | <u>14/15</u> | | | | | | | | | | | | | | | | | | | | | | | | |
| 0.2% | 0.1% | 0.1% | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>12/13</u> | <u>13/14</u> | <u>14/15</u> | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.9% | 2.6% | 2.4% | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>12/13</u> | <u>13/14</u> | <u>14/15</u> | | | | | | | | | | | | | | | | | | | | | | | | |
| 0.2% | 0.1% | 0.1% | | | | | | | | | | | | | | | | | | | | | | | | |

LCAP Year: 2015-2016

| Planned Actions/Services | | Actual Actions/Services | | | | | | | | | | | | | | | | | | | | | |
|--|-------------------------------------|--|--------------------------------------|-----------|-----------|-----------|-------------------------|-------|-------|-------|--------------------|------|------|------|-------------------------|-----|-----|-------------------|----------------------|-----|-----|-----|-------------------------------------|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures | | | | | | | | | | | | | | | | | | | | |
| <p>Goal 5. 1. 1 Continue to implement the SART/SARB process. Increase home school relationships by conducting more home visits. Site administrators will now have real time access to the DATT report. Provide a substitute to hold SART meetings or home visits.</p> | <p>\$70,000 (LCFF/Supplemental)</p> | <p>CNUSD SARB meetings have continued to meet twice a month. In any given SARB day, the panel will meet with approximately 6 to 8 students/families in one day. Resources, strategies, and programs are offered to families as needed. Programs include: Parent Project, Counseling, Tutoring, and Academic Support. School sites have continued to use the new SART protocol to hold meetings to address attendance, academic and/or behavior concerns. Schools are provided with 1 substitute teacher per month to hold SART meetings. School sites have real time access to the DATT and DARTT reports which track chronic absentee rates and academic progress, such as GPA, Credits, and IDF rates.</p> <p align="center">Attendance Data from an Intermediate School Pilot for PBIS and Attendance Tracking via HERO 2013-2014, 2014-2015, and Year to Date</p> <table border="1"> <thead> <tr> <th>Students demonstrating:</th> <th>2013-2014</th> <th>2014-2015</th> <th>2015-2016</th> </tr> </thead> <tbody> <tr> <td>Satisfactory Attendance</td> <td>78.1%</td> <td>80.8%</td> <td>84.9%</td> </tr> <tr> <td>At-Risk Attendance</td> <td>16.6</td> <td>15.3</td> <td>11.3</td> </tr> <tr> <td>Severe Chronic Absences</td> <td>1.9</td> <td>1.1</td> <td>1.1 (12 students)</td> </tr> <tr> <td>All Chronic Absences</td> <td>5.3</td> <td>4.1</td> <td>3.8</td> </tr> </tbody> </table> <p align="center">Chronic Absentee Rates</p> | Students demonstrating: | 2013-2014 | 2014-2015 | 2015-2016 | Satisfactory Attendance | 78.1% | 80.8% | 84.9% | At-Risk Attendance | 16.6 | 15.3 | 11.3 | Severe Chronic Absences | 1.9 | 1.1 | 1.1 (12 students) | All Chronic Absences | 5.3 | 4.1 | 3.8 | <p>\$36,543 (LCFF/Supplemental)</p> |
| Students demonstrating: | 2013-2014 | 2014-2015 | 2015-2016 | | | | | | | | | | | | | | | | | | | | |
| Satisfactory Attendance | 78.1% | 80.8% | 84.9% | | | | | | | | | | | | | | | | | | | | |
| At-Risk Attendance | 16.6 | 15.3 | 11.3 | | | | | | | | | | | | | | | | | | | | |
| Severe Chronic Absences | 1.9 | 1.1 | 1.1 (12 students) | | | | | | | | | | | | | | | | | | | | |
| All Chronic Absences | 5.3 | 4.1 | 3.8 | | | | | | | | | | | | | | | | | | | | |

| | | <p align="center">2013-2014, 2014-2015, and Year to Date Grade Level Comparisons</p> <table border="1"> <thead> <tr> <th></th> <th>2013-2014</th> <th>2014-2015</th> <th>2015-2016</th> </tr> </thead> <tbody> <tr><td>TK</td><td>13.6</td><td>16.3</td><td>15.8</td></tr> <tr><td>Kinder</td><td>11.8</td><td>9.5</td><td>10.3</td></tr> <tr><td>Grade 1</td><td>8.4</td><td>8.0</td><td>6.2</td></tr> <tr><td>Grade 2</td><td>7.0</td><td>6.3</td><td>6.5</td></tr> <tr><td>Grade 3</td><td>6.2</td><td>5.6</td><td>5.4</td></tr> <tr><td>Grade 4</td><td>6.4</td><td>5.8</td><td>5.7</td></tr> <tr><td>Grade 5</td><td>6.0</td><td>5.7</td><td>5.3</td></tr> <tr><td>Grade 6</td><td>6.4</td><td>5.7</td><td>5.2</td></tr> <tr><td>Totals</td><td>7.5</td><td>6.9</td><td>6.6</td></tr> <tr><td>Grade 7</td><td>7.5</td><td>5.8</td><td>7.6</td></tr> <tr><td>Grade 8</td><td>7.5</td><td>6.3</td><td>6.6</td></tr> <tr><td>Totals</td><td>7.5</td><td>6.0</td><td>7.1</td></tr> <tr><td>Grade 9</td><td>9.6</td><td>8.6</td><td>8.0</td></tr> <tr><td>Grade10</td><td>11.2</td><td>11.9</td><td>11.6</td></tr> <tr><td>Grade 11</td><td>15.2</td><td>13.8</td><td>14.3</td></tr> <tr><td>Grade 12</td><td>23.5</td><td>22.1</td><td>21.2</td></tr> <tr><td>Totals</td><td>15.0</td><td>14.1</td><td>13.9</td></tr> </tbody> </table> <p align="center">Chronic Absentee Rates 2013-2014, 2014-2015, and Year to Date Subgroup Comparisons</p> <table border="1"> <thead> <tr> <th>Subgroups</th> <th>2013-2014</th> <th>2014-2015</th> <th>2015-2016</th> </tr> </thead> <tbody> <tr><td>ELL</td><td>9.9</td><td>8.9</td><td>8.9</td></tr> <tr><td>Foster</td><td>17.8</td><td>19.1</td><td>17.1</td></tr> <tr><td>Homeless</td><td>15.8</td><td>14.7</td><td>16.6</td></tr> <tr><td>Low Income</td><td>11.9</td><td>11.3</td><td>11.5</td></tr> <tr><td>Non-Severe</td><td>18.4</td><td>19.0</td><td>17.4</td></tr> <tr><td>Resource</td><td>15.7</td><td>15.0</td><td>13.6</td></tr> <tr><td>Totals</td><td>12.3</td><td>11.7</td><td>11.5</td></tr> </tbody> </table> <p>Costs for this project were not as high as expected as we build the project.</p> | | | | 2013-2014 | 2014-2015 | 2015-2016 | TK | 13.6 | 16.3 | 15.8 | Kinder | 11.8 | 9.5 | 10.3 | Grade 1 | 8.4 | 8.0 | 6.2 | Grade 2 | 7.0 | 6.3 | 6.5 | Grade 3 | 6.2 | 5.6 | 5.4 | Grade 4 | 6.4 | 5.8 | 5.7 | Grade 5 | 6.0 | 5.7 | 5.3 | Grade 6 | 6.4 | 5.7 | 5.2 | Totals | 7.5 | 6.9 | 6.6 | Grade 7 | 7.5 | 5.8 | 7.6 | Grade 8 | 7.5 | 6.3 | 6.6 | Totals | 7.5 | 6.0 | 7.1 | Grade 9 | 9.6 | 8.6 | 8.0 | Grade10 | 11.2 | 11.9 | 11.6 | Grade 11 | 15.2 | 13.8 | 14.3 | Grade 12 | 23.5 | 22.1 | 21.2 | Totals | 15.0 | 14.1 | 13.9 | Subgroups | 2013-2014 | 2014-2015 | 2015-2016 | ELL | 9.9 | 8.9 | 8.9 | Foster | 17.8 | 19.1 | 17.1 | Homeless | 15.8 | 14.7 | 16.6 | Low Income | 11.9 | 11.3 | 11.5 | Non-Severe | 18.4 | 19.0 | 17.4 | Resource | 15.7 | 15.0 | 13.6 | Totals | 12.3 | 11.7 | 11.5 | |
|---|------------------------------|---|------------------------------|--|--|-----------|-----------|-----------|----|------|------|------|--------|------|-----|------|---------|-----|-----|-----|---------|-----|-----|-----|---------|-----|-----|-----|---------|-----|-----|-----|---------|-----|-----|-----|---------|-----|-----|-----|--------|-----|-----|-----|---------|-----|-----|-----|---------|-----|-----|-----|--------|-----|-----|-----|---------|-----|-----|-----|---------|------|------|------|----------|------|------|------|----------|------|------|------|--------|------|------|------|-----------|-----------|-----------|-----------|-----|-----|-----|-----|--------|------|------|------|----------|------|------|------|------------|------|------|------|------------|------|------|------|----------|------|------|------|--------|------|------|------|--|
| | 2013-2014 | 2014-2015 | 2015-2016 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TK | 13.6 | 16.3 | 15.8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Kinder | 11.8 | 9.5 | 10.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 1 | 8.4 | 8.0 | 6.2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 2 | 7.0 | 6.3 | 6.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 3 | 6.2 | 5.6 | 5.4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 4 | 6.4 | 5.8 | 5.7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 5 | 6.0 | 5.7 | 5.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 6 | 6.4 | 5.7 | 5.2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Totals | 7.5 | 6.9 | 6.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 7 | 7.5 | 5.8 | 7.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 8 | 7.5 | 6.3 | 6.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Totals | 7.5 | 6.0 | 7.1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 9 | 9.6 | 8.6 | 8.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade10 | 11.2 | 11.9 | 11.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 11 | 15.2 | 13.8 | 14.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 12 | 23.5 | 22.1 | 21.2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Totals | 15.0 | 14.1 | 13.9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Subgroups | 2013-2014 | 2014-2015 | 2015-2016 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ELL | 9.9 | 8.9 | 8.9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Foster | 17.8 | 19.1 | 17.1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Homeless | 15.8 | 14.7 | 16.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Low Income | 11.9 | 11.3 | 11.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Non-Severe | 18.4 | 19.0 | 17.4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Resource | 15.7 | 15.0 | 13.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Totals | 12.3 | 11.7 | 11.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Scope of service: | LEA Wide | Scope of service: | LEA Wide | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input checked="" type="checkbox"/> ALL | | <input checked="" type="checkbox"/> ALL | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____ | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Goal 5. 1. 2 Implement a systematic TK-12 Character Education Programs (Character Counts, Leader in Me, 40 Developmental Assets, etc.) | \$60,000 (LCFF/Supplemental) | McKinley Elementary has fully implemented the character Ed program called "Leader in Me." Sierra Vista has also begun its implementation by allowing their staff to observe at McKinley during specific character education activities related to the program. Sub costs were covered by our LCAP budget along with initial costs for materials and training. Barton Elementary and Harada Elementary are also at the beginning stages of introducing the concept to their staff and subs cost are also | \$9,327 (LCFF/ Supplemental) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | being covered by LCAP funds. Costs for this project were not as high as expected as we build the project. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|-------------------------------|---|---|--------------|-----------|------------|-------------------|-----|-----|-----|---------------------|-----|-----|------|--------------------|------|------|-----|------|-----------|-----------|------------|-----------------|-------|-------|------|--------------|-----|-----|-----|--------------|-----|-----|-----|--------------------------------|
| Scope of service: | School Level | | Scope of service: | School Level | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input checked="" type="checkbox"/> ALL | | | <input checked="" type="checkbox"/> ALL | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____ | | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Goal 5. 1. 3 Develop a tiered cohort process to implement Positive Behavior Intervention Support (PBIS), Restorative Practices, and Boys Town training Districtwide for TK-12 over the next 3 years. Train staff and administrators.</p> <ul style="list-style-type: none"> • Implement Academic Saturday School, TK – 12 • Fund World Kindness Youth Conference Transportation for all CNUSD 4th Graders | \$766,010 (LCFF/Supplemental) | <p>18 schools including 2 high schools, 5 intermediate schools, and 11 elementary schools, were a part of our Cohort 1 PBIS schools. Collaborative Learning Solutions Consulting was contracted to provide coaching, guidance and resources for a 3-5 year implementation plan that will eventually include all 50 CNUSD schools. Our in house trainers continue to provide Boys Town Social Skills training to our PBIS schools and any others interested. Training is geared for administrators, teachers and counseling staff.</p> <p>Academic Saturday School is being offered at 14 of our 50 school sites including 1 elementary school who is piloting for that level. LCAP budget provides for teaching staff along with clerical, security and custodial staff.</p> <p>Transportation was provided for all CNUSD 4th grade students to attend our World Kindness Youth Conference (WKYC) which was funded through LCAP. CNUSD partners with the SACK (Simple Acts of Care and Kindness) Foundation teaching anti-bullying skills and strategies for acceptance of others differences.</p> <p style="text-align: center;">CNUSD Suspensions by Grade Level Span 2013-2014 and 2014-2015</p> <table border="1" data-bbox="1066 1045 1772 1166"> <thead> <tr> <th></th> <th>2013-2014</th> <th>2014-2015</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Elementary</td> <td>308</td> <td>272</td> <td>-36</td> </tr> <tr> <td>Intermediate</td> <td>635</td> <td>457</td> <td>-178</td> </tr> <tr> <td>High School</td> <td>1098</td> <td>1054</td> <td>-44</td> </tr> </tbody> </table> <p style="text-align: center;">CNUSD Suspensions by Ethnicity 2013-2014 and 2014-2015</p> <table border="1" data-bbox="1066 1370 1772 1494"> <thead> <tr> <th>K-12</th> <th>2013-2014</th> <th>2014-2015</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Hispanic</td> <td>1,256</td> <td>1,035</td> <td>-221</td> </tr> <tr> <td>White</td> <td>437</td> <td>427</td> <td>-10</td> </tr> <tr> <td>Black</td> <td>248</td> <td>216</td> <td>-32</td> </tr> </tbody> </table> | | 2013-2014 | 2014-2015 | Difference | Elementary | 308 | 272 | -36 | Intermediate | 635 | 457 | -178 | High School | 1098 | 1054 | -44 | K-12 | 2013-2014 | 2014-2015 | Difference | Hispanic | 1,256 | 1,035 | -221 | White | 437 | 427 | -10 | Black | 248 | 216 | -32 | \$744,896 (LCFF/ Supplemental) |
| | 2013-2014 | 2014-2015 | Difference | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Elementary | 308 | 272 | -36 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Intermediate | 635 | 457 | -178 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| High School | 1098 | 1054 | -44 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| K-12 | 2013-2014 | 2014-2015 | Difference | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | 1,256 | 1,035 | -221 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| White | 437 | 427 | -10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Black | 248 | 216 | -32 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | PBIS Pilot Schools Suspension Rates 2012-2014 and 2014-2015 | | | | |
|---|--------------|-------------------------------|--|---|------------------|------------------|-------------------|--------------------------------|
| | | | | Pilot School | 2013-2014 | 2014-2015 | Difference | |
| | | | | Sierra Vista EL | 10 | 9 | -1 | |
| | | | | McKinley EL | 13 | 4 | -9 | |
| | | | | River Heights Intermediate | 68 | 53 | -15 | |
| Scope of service: | School Level | | | Scope of service: | School Level | | | |
| <input checked="" type="checkbox"/> ALL | | | | <input checked="" type="checkbox"/> ALL | | | | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____ | | | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____ | | | | |
| Goal 5. 1. 4 Provide ongoing Safety and Violence Prevention counselors at the Five Comprehensive High Schools and Continuation High School. | | \$646,950 (LCFF/Supplemental) | | Our 5 comprehensive high schools and our alternative high school, Orange Grove, are staffed with a counselor to address student at risk behavior. This includes fighting, drug use, chronic absenteeism, depression, suicide tendencies, foster youth and any barriers to student learning. | | | | \$707,852 (LCFF/ Supplemental) |
| Scope of service: | School Level | | | Scope of service: | School Level | | | |
| <input checked="" type="checkbox"/> ALL | | | | <input checked="" type="checkbox"/> ALL | | | | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____ | | | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____ | | | | |
| Goal 5. 1. 5 Provide School Resource Officers (SRO) at each comprehensive High school to support a safe school environment. Continue funding for SRO's and increase number of SRO's. | | \$877,000 (LCFF/Supplemental) | | All 5 comprehensive high schools have a law officer assigned to assist with a safe campus focus. Officers provide resources, assistance and positive contact with students and staff in keeping a safe learning environment for our students. Two additional officer have been added. One to rove between middle schools located in our unincorporated areas of Riverside County and the other to split time between our alternative sites Orange Grove High School and Lee V. Pollard High School. | | | | \$772,716 (LCFF/ Supplemental) |
| Scope of service: | School Level | | | Scope of service: | School Level | | | |
| <input checked="" type="checkbox"/> ALL | | | | <input checked="" type="checkbox"/> ALL | | | | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____ | | | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____ | | | | |
| Goal 5. 1. 6 Schools will develop and implement a Comprehensive | | \$1,000 | | All materials needed for schools to complete their Comprehensive | | | | \$1,793 (LCFF/ |

| | | | | |
|--|--------------|------------------------------------|---|----------------------------------|
| School Safety Plan to ensure consistent protocols districtwide. | | (LCFF/Supplemental) | School Safety Plans were funded by LCAP funds. All schools have updated and completed their plans | Supplemental) |
| Scope of service: | School Level | | Scope of service: | School Level |
| <input checked="" type="checkbox"/> ALL | | | <input checked="" type="checkbox"/> ALL | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____ | | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____ | |
| Goal 5. 1. 7 Hire counselors, TK-12, to strengthen social/emotional skills, address chronic behavior and/or absenteeism, provide academic support and develop career plans. | | \$1,105,000 (LCFF/Supplemental) | Eight additional elementary counselors were half funded through LCAP with the other half coming through a School Counseling Grant funded by the federal government. Every school in CNUSD including elementary, intermediate, high school and alternative sites now have counseling services being provided. Counselors provide lessons on social skills, appropriate behavior expectations, depression, anxiety, academic guidance, research based practice in addressing aggression, individual and small group interaction, address chronic absenteeism and parent information sessions. | \$1,024,821 (LCFF/ Supplemental) |
| Scope of service: | School Level | | Scope of service: | School Level |
| <input checked="" type="checkbox"/> ALL | | | <input checked="" type="checkbox"/> ALL | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____ | | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____ | |
| Goal 5. 1. 8 <ul style="list-style-type: none"> • Hire/contract mental health workers for our most At-Risk students in need of home intervention • Hire/Contract mental health workers to provide home-school intervention in the areas of poor attendance and adverse social emotional behavior • Hire 1 additional School Nurse to support healthy physical and mental health of our students • Hire Aides and train to administer the Succeeding Together to Encourage Prosocial Skills (STEPS) for elementary schools K-6 • 14 additional elementary sites • Materials | | \$781,000 (LCFF/Supplemental) | One additional school nurse was funded through LCAP and is currently servicing a section of schools. Succeeding Together to Encourage Prosocial Skills (STEPS) aides and are now servicing 19 schools in CNUSD. Aides provide small group lessons including role play to assist students having a difficult time adjusting in school, making friends and exhibiting disengaging behavior. LCFF Supplemental funds cover staffing and materials. Costs for this project were not as high as expected as we build the project. | \$399,062 (LCFF/ Supplemental) |
| Scope of service: | School Level | | Scope of service: | School Level |
| <input checked="" type="checkbox"/> ALL | | | <input checked="" type="checkbox"/> ALL | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____ | | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____ | |

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| Goal 5. 1. 9 Provide support for UNITY programs in the district to support students in the area of socio-emotional growth. | \$45,000 (LEA MAA) | Unity Camps are conducted 4 times a year at a designated retreat site in our local mountain community. LCAP funds provide for transportation of selected students from all or our High School sites, camp advisors, and food for the 2 day retreat. Topics covered include bullying, acceptance, bias, stereotypes and any behavior that distracts students from learning. Participating students are trained to be messengers of positive interaction and empathy towards others for each of their campuses. | \$45,000 (LEA MAA) |
| Scope of service: | School Level | Scope of service: | School Level |
| <input checked="" type="checkbox"/> ALL | | <input checked="" type="checkbox"/> ALL | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____ | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____ | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | <ul style="list-style-type: none"> Increasing Attendance rates and reducing Chronic Absentee rates have been identified as effective bright spots in CNUSD. These focus areas have been expanded this year and more training will be provided on how to access and analyze the DATT and DARTT reports. Overall Chronic Absentee rates have decreased by most grade levels, with a continued focus on TK, Kindergarten, and an additional focus on 12th grade. CNUSD schools will implement a systematic character education program such as Character Counts or Leader in Me, after the Positive Behavior Intervention System (PBIS) has been implemented. Suspensions and Expulsions numbers are down across the district and in schools implementing PBIS. At the middle schools, schools will focus on "Teen Talk" for 7th and 8th grade students to support the social emotional needs of intermediate students. CNUSD will continue to implement Academic Saturday Schools along with an accountability framework to determine effectiveness for the purposes of academic support rather than for punitive purposes. Implementation of "Boys Town Training" for STAR and Intense Intervention (II) programs will take place over the Summer 2016. Increased expenditure. CNUSD will continue with Positive Behavior Intervention Systems (PBIS) cohort training. Cohort 1 has been through year one in 2015/16 and Cohort 2 will begin year one PBIS training in 2016/17. Four additional counselors were hired to address social/emotional skills, chronic absenteeism, and chronic behaviors. An Increase focus and resources will be made for 2016-2017 school year to support students demonstrating chronic attendance/behaviors, STAR, and Orange Grove students as they transition back to their comprehensive school sites. A transition plan will be developed to support these students. Instructional Support will focus on contracting with mental health workers to provide home-school intervention in the areas of poor attendance and adverse social emotional behavior. An accountability framework to measure results will be implemented. A transition plan will be developed to support these students in 2016/17. Additional resources and supports such as contracting with RN's and LVN's as the need dictates in 2016/17. | | |

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| Original GOAL from prior year LCAP: | Goal 6: Establish family and school partnerships which build solid relationships between school and family. | | Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5_x 6_x 7__ 8__ COE only: 9__ 10__ Local : CNUSD Strategic Plan Goal 6 | |
| Goal Applies to: | Schools: LEA and School wide Applicable Pupil Subgroups: | Applicable Pupil Subgroups: All Low Income (LI) English Learner (EL) Foster Youth (FY) Students with Disabilities (SWD) At Risk Students | | |
| Expected Annual Measurable Outcomes: | <p>School Climate <i>Parent/Student Satisfaction and School Climate Surveys to gather input to support district decisions.</i> Data expected August 2015</p> <p><u>Improvement Goal to increase achievement</u> Maintain or increase satisfaction based on Baseline</p> <p>Parent Involvement <i>Number of parents participating in parent/community partnership activities such as surveys, educational workshops, volunteering at school sites, and services provided at the Parent Center, etc.</i></p> <p><u>14/15</u> <u>15/16</u> 3,600 parents 4657 parents</p> <p><u>Improvement Goal to increase achievement</u> Maintain or increase satisfaction based on Baseline</p> | Actual Annual Measurable Outcomes: | <p>School Climate <i>Parent/Student Satisfaction and School Climate Surveys to gather input to support district decisions.</i> Using the 2015 California Heathy Kids Survey parent component:</p> <ul style="list-style-type: none"> • 88% of our parents who responded to the survey agreed that their school is an inviting place for students to learn • 72% of our parents who responded to the survey agreed that the school encourages students of all races to enroll in challenging courses and • 80% agreed that the school welcomes parent input and contribution. <p>Baseline was set.</p> <p>Parent Involvement <i>Number of parents participating in parent/community partnership activities such as surveys, educational workshops, volunteering at school sites, and services provided at the Parent Center, etc.</i></p> <p><u>15/16</u> 4657 parents CNUSD goal was met.</p> | |
| LCAP Year: 2015-2016 | | | | |
| Goal 6. 1. 1 District Divisions/School Sites will hold parent nights regarding various educational programs/pathways and ways to be involved. District and school sites hold parent nights to inform and offer ways to be involved. | \$5,000 (LCFF/Supplemental) | <p>“In the Know” Parent Informational Series- Parents will be given the opportunity to participate in 3 half day workshops on the following topics: Mental Health, Academic Support, and academic opportunities within CNUSD</p> <p>Grants have been given out at our network meetings to support parent information nights.</p> | \$0 | |
| Scope of service: | LEA Wide | Scope of service: | LEA Wide | |
| <input checked="" type="checkbox"/> ALL | | <input checked="" type="checkbox"/> ALL | | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners | | |

| | | | | | |
|---|----------|----------------------------------|--|----------|-----------------------------------|
| <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | | <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | |
| Goal 6. 1. 2 Conduct a parent/guardian needs assessment survey for the entire district; conduct needs assessment surveys with DELAC, ELAC, and DAC committees to further improve the quality of parent involvement activities. Conduct surveys; disaggregate data by district and by schools so that each can address specific needs. | | \$5,000 (LCFF/Supplemental) | Surveys have been conducted with DELAC to generate interest in topics for our parent series California Healthy Kids Surveys will be distributed annually and information provided will be used to support ongoing educational opportunities for parents. Costs exceeded planned expenses. | | \$8,000 |
| Scope of service: | LEA Wide | | Scope of service: | LEA Wide | |
| <input checked="" type="checkbox"/> ALL | | | <input checked="" type="checkbox"/> ALL | | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | |
| Goal 6. 1. 3 Establish a centralized Parent Center for parents to access the following: <ul style="list-style-type: none"> College and Career Pathways Academic Support Interventions Parent Information Workshops/Training Support for parental involvement Mentorship Resources/Programs Personnel for the implementation of the Parent Center and selection of the Parent Center location which may include: <ul style="list-style-type: none"> Coordinator Bilingual TSA Clerical support Lease of building to be utilized as actual Parent Center Parent Training Resources/Programs and Website development | | \$812,000 (LCFF/Supplemental) | Parent Center will be open for parent engagement opportunities beginning Summer 2016 The Parent Center Advisory Council is in place and meets 4-5 times per year. They have identified target areas for implementation at the center Parent Project is taking place in the district 4 times per week. This project supports those parents referred through the SARB process as well through our counseling department Big Brother and Big Sister partnership is ongoing and will be implemented in 2016 School Links program- This is a 5 week parent series that provides parents with opportunities to learn how to support their child academically and emotional. It also allows parents to meet school staff and the roles that those staff members play at the school site. Community and School Impact Network. This network is comprised of representatives from each of our schools. Network meetings consist of parent engagement trainings, community resources, and building site capacity. | | \$861,667 (LCFF/ Supplemental) |
| Scope of service: | LEA Wide | | Scope of service: | LEA Wide | |
| <input checked="" type="checkbox"/> ALL | | | <input checked="" type="checkbox"/> ALL | | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | |

| | | | |
|---|---|---|--------------------------------------|
| <p>Goal 6. 1. 4 Continue District English Language Advisory Committee (DELAC) and English Language Advisory Committee (ELAC) committees at the district and site levels to support the parent involvement needs for English Language Learners. DELAC meetings to be held monthly and ELAC meetings to be held a minimum of four times annually.</p> | <p>\$5000 (LCFF/Supplemental)</p> | <p>DELAC meets on a monthly basis and elicits advice from the committee on the topics mandated as well as those important to CNUSD. Parent training and information is provided to the attendees. Support is provided to DELAC and ELAC groups when needed.</p> | <p>\$10,572 (LCFF/ Supplemental)</p> |
| <p>Scope of service:</p> | <p>LEA Wide</p> | <p>Scope of service:</p> | <p>LEA Wide</p> |
| <p><input checked="" type="checkbox"/> ALL</p> | | <p><input checked="" type="checkbox"/> ALL</p> | |
| <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p> | | <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p> | |
| <p>Goal 6. 1. 5 Continue District Advisory Council (DAC) to seek parent input and promote communication for all schools.</p> | <p>Costs included in other budgets.</p> | <p>Support is provided to DAC groups when needed.</p> | <p>\$0</p> |
| <p>Scope of service:</p> | <p>LEA Wide</p> | <p>Scope of service:</p> | <p>LEA Wide</p> |
| <p><input checked="" type="checkbox"/> ALL</p> | | <p><input checked="" type="checkbox"/> ALL</p> | |
| <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p> | | <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p> | |
| <p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p> | <ul style="list-style-type: none"> • The first annual Parent as Champions conference was held in September 2015. The Parent as Champions conference will be held every other school year, with mini workshops offered during non-conference years with the next conference in 2017/18. • The Parent Center has opened and will launch its grand opening in June, 2015. • In 2016/17, the increased focus on Parent-School-Partnerships will continue with an expansion of training opportunities such as: <ol style="list-style-type: none"> 1. Action Team for Partnerships (ATP) 2. Community and School Impact Network (CSI) 3. Parent Project/Parent Education Workshops • A counseling plan will be devised to assist students and parents matriculating from 8th grade to 9th grade in 2016/17. • An additional mentorship plan will be developed for the middle schools in the upcoming year. • The Parent Center Coordinator will now serve as part of the SARB (board) as an additional resource to help support students and families in 2016/17. | | |

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

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

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

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

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

| | |
|---|------------------------|
| Total amount of Supplemental and Concentration grant funds calculated: | \$ <u>\$33,775,784</u> |
| <p>Corona-Norco Unified School District estimates that the level of Unduplicated Pupils for the LCAP year will be 47.45%. Funding for LCFF Supplemental in the funding year 2016/17 is estimated to be \$33,775,784. This funding supports services and programs for English Learners, Low Income and Foster Youth students. These include</p> <ul style="list-style-type: none"> • Additional personnel focused on Professional Development to ensure First Best Instruction, coaching, interventions for students and supplemental programs to assist in closing the achievement gap. • Prescriptive interventions such as Reader by Nine which supports early literacy and proficiency in reading by the end of third grade have been planned and piloted. • Equal opportunity Schools program, currently implemented, continues to target increasing the numbers of underrepresented students in AP classes, particularly those who are in the At-Risk groups. Extra support is planned for the student new to AP, along with visits to UCR and emotional support. • AVID continues to expand with inclusion of elementary schools targeting unduplicated students • Additional counselors and support personnel will be used to foster the socio-emotional well-being of the Unduplicated Pupils. • A Parent Center has opened this year to support the inclusion of families in the support system and involvement in the students’ education. • Positive Behavior Intervention Supports has expanded and will continue to grow supporting positive school environments and positive student behavior • Decreasing chronic absenteeism focus is continuing with additional training, site support <p>Approximately, \$2,500,000 in Supplemental Funding was allocated to all school sites based on their Unduplicated Pupil Count of English Learners, Low Income and Foster Youth to allow schools to meet the needs of their targeted subgroups based on stakeholder feedback. Thirty schools in Corona-Norco Unified report more than 40% Unduplicated Counted students and twenty schools are below that 40% mark. The Single School Plan development process will be followed at the school site to align the goals and actions in the Local Control Accountability Plan. All expenditures are processed through the district office using the categorical expenditure request system where proposed expenditures are monitored for focus and the most effective use of funding. The actions at the school site will provide supplementary materials and activities to Unduplicated Pupils along with interventions to support closing the achievement gap for these students.</p> <p>The Corona-Norco Unified School District team engages in data analysis and the review of theory related to best practices with an eye to systematize services at the 50 schools in the district. On a weekly basis, the LCAP programs and processes are discussed in Cabinet thereby monitoring and measuring the initiatives, making corrections along the way. During the Board Study Sessions, presentations using data and research theory are made to inform the community of progress. During ongoing meetings such as Principal Meetings, Leadership Meetings and Assistant Principal Meetings the discussions about the LCAP focus areas and initiatives are discussed from a site prospective. These discussions inform the practice as well as allow for improvement in implementation.</p> <p>Resources used for data analysis and research theory include:</p> <ul style="list-style-type: none"> • Darling-Hammond, L., Chung Wei, R., Andree, A., & Richardson, N. (2009) Professional Learning in the profession: A status report on teacher development in the United States and abroad. Oxford, OH, National Staff Development Council • Dweck, C. S. (2006). <i>Mindset: The new psychology of success</i>. New York: Random House. • Fullan, M., & Quinn, J. (2016). <i>Coherence, The right drivers in action for schools, districts and systems</i>. Thousand Oaks, CA: Corwin. • Fullan, M. (2014). <i>The principal: Three keys to maximizing impact</i>. San Francisco, CA: Jossey Bass. • Ong, F., & Aguila, V. (2010). <i>Improving education for English learners: Research-based approaches</i>. Sacramento: California Dept. of Education. | |

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

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

| 8.58% | % | | | |
|---|--|-----------------|---|--|
| <p>The Minimum Proportionality Percentage for 2016-17 is 8.58%. Services for the Unduplicated Pupils who are Low Income, English Learners, or Foster Youth have been increased or improved for 2016/17. These services include the expansion of AVID in the Intermediate and High Schools, the implementation of systemic intervention programs and CCSS based ELD standards in district classrooms. Supplemental funding will support additional personnel engaged in support for Low Income, English Learners and Foster Youth students such as Bilingual Aides, supplemental classroom teachers to reduce class size at schools with high unduplicated count to support first best instruction and interventions, and Teacher Coaches. Schools will receive allocations to be used in the support of At-Risk students such as Low Income, English Learners, and Foster Youth students. The Parent Center will assist parents and provide access to Academic Support for their students, College and Career Pathways and Parent Information Workshops and social emotional support for families. School site counselors support the socio-emotional needs of students along with the expansion of the STEPS program. The Equal Opportunity Schools Program continues to expand enrollment of underrepresented students in Advanced Placement classes. The schools are implementing support, both social emotional and academic support for these students. Safety and Violence Counselors will monitor and support Foster Youth. After School Tutoring will be provided to Foster Youth students who are in need of this type of support. A Plan for an augmented counseling program and to increase the number of counselors across the district will be formulated and implemented to assist the Social Emotional development of district students.</p> <p>These services will be increase and improved upon through systematic implementation of services, ongoing evaluation and data monitoring. The table below identifies key actions supported by Supplemental funding and a description of how these services support unduplicated students.</p> | | | | |
| Action/Service | Description | Service Type | Funding | Program description |
| 1.7 | Instructional coaches | District Wide | \$1,750,973 (LCFF Supplemental) | This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Instructional coaches will support teachers through mentoring to better serve students who are struggling academically. Such improvements have the most impact on unduplicated students who have scored on CAASPP below expectancies. |
| 1.10 | Reader by Nine | Classroom level | \$635,000 (LCFF Supplemental) | This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This initiative is focused on supporting Early Literacy in grades Kindergarten to third grade through first best instruction, focused intervention and attendance. A significant number of our unduplicated students are struggling readers in primary grades. |
| 1.12 1.13 | Credit Recovery | District Wide | \$1,610,00 (LCFF Supplemental) \$ 128,073 (LCFF Supplemental) | This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Multiple opportunities are provided to students who are credit deficient with an eye to ensure their graduation from high school. The students in the unduplicated count have lower percentages of high school completion and these supports provide extra support for students to graduate. |
| 1.14 2.17 2.19 | Additional teachers to lower class size | School Level | \$1,242,363 (LCFF Supplemental) \$2,938,752 (LCFF Supplemental) \$1,493,344 (LCFF Supplemental) | This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. With lower class sizes, teacher are more able to differentiate and support struggling students. As CAASPP results for our ELs, FY and LI indicate an achievement gap when compared to others these students will directly benefit. |
| 2.3 | AVID | School Level | \$1,766,243 (LCFF Supplemental) | This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This program is designed to support students who are part of the unduplicated count through academic and social emotional support. |
| 2.10 | Literacy and Math Teacher Leaders (TSAs) | District Wide | \$1,571,312 (Title I, Title II and Title III) \$479,667 (LCFF Supplemental) | This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This personnel are teacher leaders who provide supports to the classroom teacher through Professional Learning, Mentoring, Modeling and Coaching. Supporting effective instruction and focused intervention in the classroom will support struggling students to improve academic achievement |
| 4.1 | CTE Pathways with | School Level | \$200,000 (CTE | This action/service is principally directed towards unduplicated students and is effective in increasing or |

| | | | | |
|-----|-----------------------------------|----------------|--------------------------------------|---|
| 4.7 | monitoring focused on ELs, FY, LI | | Funding \$80,000 (LCFF Supplemental) | improving services for these students. Implement high yield, high wage, high growth CTE pathways such as MESA and Project Lead the Way at 2 intermediate schools and one high school with large unduplicated student counts. This will provide the skills that students at these schools will need for successful futures. |
| 5.3 | PBIS | School Level | 1,015,000 (LCFF Supplemental) | This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Students at these schools will benefit from positive school climate as well as positive discipline systems. Expulsion and suspension data indicates that the ELs, FY and LI as well as Hispanic males and African American males are represented disproportionately. |
| 5.7 | Counseling Services | School Level | \$1,147,200 (LCFF Supplemental) | This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Unduplicated count students in our schools principally benefit from these services with social emotional support so they can better access the instruction throughout the day. Such support has the most impact on our unduplicated students who have higher incidences of suspension and expulsion. |
| 6.3 | Parent Center | District Level | \$812,000 (LCFF Supplemental) | This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. The CNUSD Parent Center provides services to the parents in CNUSD focused on improving family school partnership and is located in the area of the district with the highest need for support. Families will have access to academic support, interventions, parent training. EL, FY, LI students will directly benefit from these services with its focus and location. |

The CNUSD LCAP is designed around the tenets of the CNUSD pillars – the Academic Rigor and Relevancy Pillar and the Social Emotional Pillar. Through these two, the approach is to support the whole child and most especially those students who are ELs, FY and LI. Throughout the LCAP are actions which address the needs of ELs, FY and LI students designed to strengthen first best instruction, focused intervention, social emotional support, and positive school climate. All systems in the school district will continue to be refined through careful, frequent monitoring with course

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).