

# CORONA-NORCO U.S.D 2015-2016 LOCAL CONTROL ACCOUNTABILITY PLAN



## *LCAP SUMMARY*

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. As a part of 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 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 as the work continues in the district relevant to the two pillars – the Academic, Rigor and Relevance Pillar and the Socio-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 rigor of the 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.

### ***Ongoing programs 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 program 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 at-risk student supplemental support
- 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

***Programs that will begin in 2015/16:***

- 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 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.

***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
- The employment of a CTE director
- Increase of articulation agreements

***Programs that will begin in 2015/16:***

- Implementation of a STEM program and Project Lead the Way (PLTW)
- Additional staff to support PLTW
- Support for STEM programs at intermediate schools

## **Engagement**

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

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

### ***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 socio-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

### ***Programs that will begin in 2015/16:***

- Opening of the CNUSD Parent Center
- Personnel to support the mental health of our students
- An additional school nurse
- Personnel for Parent Center

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

### Introduction:

LEA: Corona-Norco Unified School District Contact (Name, Title, Email, Phone Number): Dr. Michael Lin, mlin@cnusd.k12.ca.us, Superintendent, 951-736-5010

LCAP Year: 2015-2016

### **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 complete on of the LCAP.*

### **State Priorities**

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

#### **A. Conditions of Learning:**

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

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

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

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

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

#### **B. Pupil Outcomes:**

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

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

#### **C. Engagement:**

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

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

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

## Section 1: Stakeholder Engagement

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

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

### Guiding Questions:

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



Involvement Process	Impact on LCAP
<p>A forty (40) member LCAP Advisory Committee was formed that included representatives from the following stakeholder groups: community members; parents representing the following subgroups: 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 from 8:30 am to 3:00 pm on the following dates: 9/26/14, 11/21/14, 2/20/15, and 3/30/15. During the September meeting, the LCAP Advisory Committee participated in a LCAP walk. During the November and February meetings, a review of quantitative and qualitative data was performed and staff members brought information about the implementation of the following LCAP initiatives: Reader by Nine, implementation of Common Core State Standards, expansion of AVID, expansion of Career Technical Education programs, improvement of attendance, implementation of Career Cruising, and STEM programs. Based on the data study, additional programs were considered with presentations from the community on Unity, continued expansion of STEM, increasing Counseling program, increasing the Nursing support and additional support of VAPA programs. 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 forty-nine (49) school sites. At their September 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, revision process and timeline were discussed. A review of quantitative and qualitative data was performed and feedback was gathered to be shared with the LCAP Advisory Committee and with the LCAP writing teams. During the May 11, 2015 meeting, input was gathered from this group regarding the metrics for the LCAP with an eye to define growth targets in the focus areas of the district.</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 timeline. Additionally, a review of quantitative and qualitative data was performed along with a review of the focus areas and programs. Feedback was recorded to be shared with the LCAP Advisory Committee and with the LCAP writing teams. Principal focus groups were called together on May 1, 2015 and May 4, 2015 to discuss and define growth targets in the focus areas of the district. Input was gathered and recommendations for consideration were outlined.</p>	<p>The LCAP Advisory Committee made the following recommendations for focus when revising the LCAP:</p> <ul style="list-style-type: none"> <li>• Increase support to schools by way of additional counselors and nurses</li> <li>• Support of First Best Instruction through the use of digital media</li> <li>• Expansion of the Reader By Nine Program</li> <li>• Expansion of the Parent Center to include programs for parent engagement</li> <li>• Provide meaningful professional development for certificated and classified staff</li> <li>• Expansion of STEM Programs</li> <li>• Continue efforts to expand AVID</li> </ul> <p>The 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"> <li>• An increase of students targeted to take Advanced Placement courses, additional training for teachers and tutorial support for students</li> <li>• Focusing on proficient readers by the end of third grade, a systematic approach to First Best Instruction, improved attendance and systematic intervention is needed.</li> </ul> <p>Focused support to decrease the numbers of Chronic Absentee students</p>

The Management Team in Corona-Norco Unified School District is comprised of all administrators, supervisors and managers in the district and meets monthly. During the meeting held on March 12, 2015, a presentation regarding the LCAP revision process was completed. The purpose of this presentation was to inform the Management Team of the components and focus areas in the LCAP based on the data study. A review of quantitative and qualitative data was performed and discussion centered on the current focus areas and feedback was gathered. This feedback was submitted to the LCAP writing teams for consideration.

Outreach to students about LCAP is a very important part of our work with the revision process for the plan. The process can be divided into two parts, the first to gather information about what was implemented in the 14/15 LCAP from a student's point of view and the second to collect ideas from students regarding what should be considered as the revision process continues. The initial meetings were scheduled with each high school in the district, including the continuation schools, on 10/3/14, 10/9/14, 10/16/14, 10/24/14, and 12/3/14. During the meetings we reviewed the approved LCAP and garnered insight from the students as to where they saw implementation of actions written into the document. Additionally, students were asked to give us feedback on the implementation of these actions and areas we should consider for the future. Approximately 100 students from all backgrounds were involved in these meetings. The second group of meetings with students focused on input for the 15/16 LCAP began during second semester. These meetings occurred on 3/24/15, 4/13/15, 4/24/15, 5/6/15 and 5/21/15. A short PowerPoint was presented with data about the district to the group and students were 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 Wednesday, February 25, 2015 via email, text message, and Message Broadcast sources. Both items were also posted on the opening page of the District website. On Wednesday, March 4, 2015 and Tuesday, March 10, 2015, reminder messages were sent out thanking those that had taken the survey and reminding others that the survey would close on March 13, 2015.

School teams participated in workshops that provided information and training in the new format for the Single Plans for Student Achievement (SPSA). The new SPSA format is designed to align all the work at the school sites with the district goals as set forth by the LCAP. At the same time, feedback was gathered on the quantitative goals for the district.

The members of our Management Team expressed agreement in the setting of specific CNUSD improvement goals particularly in the areas of:

- Reduction of numbers of students who are chronically absent
- Increasing the numbers of students who complete a-g courses
- Increasing student proficiency as measured by the CAASPP
- Increasing numbers of students enrolled in CTE courses
- Increasing numbers of students who are enrolled in the Advanced Placement courses

Student recommendations were focused and well-articulated. They include:

- Additional support in college and career to help make good decisions
- 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 3,000 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

School teams agreed with setting meaningful, attainable district goals to support continuous improvement,

The LCAP draft was presented to the District English Language Advisory Committee (DELAC) on May 15, 2015. This Committee discussed the Actions and Services related to the District Goals. Several members of the DELAC were part of the LCAP Steering Committee and presented regarding the work of the LCAP Steering Committee and answered questions regarding the process. 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 24, 2015.

The LCAP draft was presented to the District Advisory Committee on May 28, 2015. 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 Steering Committee discussed the information gathered at the meetings regarding the group's priorities for the district. Feedback was gathered and the responses to the comments and questions were mailed to the committee on June 24, 2015.

The responses from the DELAC included:

- Making sure that the schools have the funding that is needed to support English Learners
- Expansion of the Career Technical Education programs and provide information to parents about these programs
- Continue to provide Professional Development to teachers, especially in strategies to support English Learners.
- 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:

- Discussion from the group and feedback gathered supported the new quantitative LCAP metrics
- Members stated support for the expansion of AVID and CTE
- Expansion of the planned counseling program was discussed and the parents were in favor of this action

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, additional sessions for Professional Development were arranged to support the implementation of the new ELA/ELD standards and framework. Work will continue to refine our approach to this.</p> <p>Recommendations to be implemented as expressed by the groups mentioned above are:</p> <ul style="list-style-type: none"> <li>• Increase support to schools by way of additional counselors and nurses</li> <li>• Support of First Best Instruction through the use of digital media</li> <li>• Expansion of the Reader By Nine Program</li> <li>• Expansion of the Parent Center to include programs for parent engagement</li> <li>• Provide meaningful professional development for certificated and classified staff</li> <li>• Expansion of STEM Programs</li> <li>• Continue efforts to expand AVID</li> <li>• With the increase of students targeted to take Advanced Placement courses, additional training for teachers and tutorial support for students</li> <li>• Ensuring a safe school and classroom environment through the construction of school fencing and addition of surveillance cameras</li> <li>• More focus on the Arts</li> </ul> <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 schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

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

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

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

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

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

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

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

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

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

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

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

**Guiding Questions:**

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school

climate)?

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

<p>GOAL:</p>	<p>Goal 1: Increase the quality and rigor of the core curriculum and Instruction implementing Common Core State Standards.</p>		<p>Related State and/or Local Priorities:                  1 <u>x</u> 2 <u>x</u> 3 ___ 4 <u>x</u> 5 ___ 6 ___ 7 ___ 8 ___                  COE only: 9 ___ 10 ___                  Local : CNUSD Strategic Plan Goals 1, 2, 4, 5 and 6</p>																																
<p>Identified Need :</p>	<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><b>State Assessment Results</b> 2014/15 results - baseline</p> <p><b>Cohort Graduation Rate</b> <i>Baseline</i></p> <table border="0"> <thead> <tr> <th></th> <th style="text-align: center;"><u>11/12</u></th> <th style="text-align: center;"><u>12/13</u></th> <th style="text-align: center;"><u>13/14</u></th> </tr> </thead> <tbody> <tr> <td>• Overall - 91%</td> <td style="text-align: center;">91.9%</td> <td style="text-align: center;">91.9%</td> <td style="text-align: center;">92.3%</td> </tr> <tr> <td>• English Learners -74.7%</td> <td style="text-align: center;">75.7%</td> <td style="text-align: center;">75.7%</td> <td style="text-align: center;">72.5%*</td> </tr> <tr> <td>• Low Income students – 86.7%</td> <td style="text-align: center;">87.5%</td> <td style="text-align: center;">87.5%</td> <td style="text-align: center;">88.6%</td> </tr> <tr> <td>• Foster Youth – N/A</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> </tr> </tbody> </table> <p><b>Cohort Dropout Rate</b> <i>Baseline-</i></p> <table border="0"> <tbody> <tr> <td>• Overall – 5.1%</td> <td style="text-align: center;">4.5%</td> <td style="text-align: center;">4.4%</td> </tr> <tr> <td>• English Learners – 18.4%</td> <td style="text-align: center;">16%</td> <td style="text-align: center;">19.3%*</td> </tr> <tr> <td>• Low Income students – 7.4%</td> <td style="text-align: center;">7%</td> <td style="text-align: center;">6.7%</td> </tr> <tr> <td>• Foster Youth – N/A</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> </tr> </tbody> </table> <p><b>Appropriate Teacher Assignment</b> (based on Williams visit data) 13/14 - 98% 14/15 - 100%</p> <p><b>Student Access to Core Materials</b> (based on Williams visit data) 13/14 - 100% 14/15 - 100%</p> <p><b>Facilities in Good Repair</b> (based on Williams visit data) 13/14 - 100% 14/15 - 100%</p> <p><b>English Learner Reclassification Rate</b> 13/14 - 19.9% 14/15 - 15.9 %</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>11/12</u>	<u>12/13</u>	<u>13/14</u>	• Overall - 91%	91.9%	91.9%	92.3%	• English Learners -74.7%	75.7%	75.7%	72.5%*	• Low Income students – 86.7%	87.5%	87.5%	88.6%	• Foster Youth – N/A	N/A	N/A	N/A	• Overall – 5.1%	4.5%	4.4%	• English Learners – 18.4%	16%	19.3%*	• Low Income students – 7.4%	7%	6.7%	• Foster Youth – N/A	N/A	N/A
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<p>Goal Applies to:</p>	<p>Schools: LEA and School Wide</p> <p>Applicable Pupil Subgroups:</p>	<p>All                  Low Income (LI)                  English Learner (EL)                  Foster Youth (FY)                  Students with Disabilities (SWD)</p>																																	



**LCAP Year 1: 2015-16**

Expected Annual Measurable Outcomes:

**Student Achievement**

*CAASPP Assessments – Benchmark year 14/15*

Data is expected in Summer 2015

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*

Baseline –	<u>11/12</u>	<u>12/13</u>	<u>13/14</u>
Overall	44.7%	48.2%	49.1%
Hispanic	37.5%	39.5%	38.8%
RFEP	N/A	N/A	N/A
English Learner	N/A	1.4%	5.4%
Low Income	35.9%	38.8%	39.8%
Foster Youth	N/A	N/A	N/A
African American	45.9%	48.1%	51.2%

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*

Baseline –	<u>11/12</u>	<u>12/13</u>	<u>13/14</u>
Overall	3,753	3,933	4,089
Hispanic	1,484	1,523	1,615
RFEP	771	848	1,013
Low Income	1,233	1,392	1,500
Foster Youth	N/A	N/A	N/A
African American	281	288	275

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*

Baseline –	<u>11/12</u>	<u>12/13</u>	<u>13/14</u>
Overall	2,578	2,770	2,947
Hispanic	985	1,025	1,081
RFEP	586	617	760
Low Income	858	959	1,069
Foster Youth	N/A	N/A	N/A
African American	161	170	168

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)*

Baseline –	<u>12/13</u>	<u>13/14</u>
Overall	52.8%	55.1%

Improvement Goal to increase achievement

Overall – Meet or exceed county levels of achievement

*API Score – Suspended*

*EL Reclassification Rate –*

Baseline – 12.9%

Improvement Goal to increase achievement

Meet or exceed county levels of achievement

*EI Progress toward English Proficiency –*

Baseline – 62.1%

Improvement Goal to increase achievement

Meet or exceed state target

*EAP –*

Baseline – Data is expected in Summer 2015

Improvement Goal to increase achievement

Based on Benchmark

**Basic Services**

Baseline – 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 transitioning into implementation of 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><b>Goal 1. 1. 1</b> Highly Qualified Teachers will provide CCSS based instruction daily. Teachers will provide CCSS based instruction daily and support services.</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>	\$229,101,472 (LCFF)
<p><b>Goal 1. 1. 2</b> All students will have sufficient textbooks and instructional materials.</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>	\$2,048,323 (LCFF)
<p><b>Goal 1. 1. 3</b> Maintenance and Operations will provide service to the schools that will keep the facilities safe and in good repair.</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>	\$20,013,977(LCFF)
<p><b>Goal 1. 1. 4</b> Certificated management personnel will provide support to academic programs, school safety and smooth operations at the school sites.</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>	\$22,218,447 (LCFF)
<p><b>Goal 1. 1. 5</b> 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	<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>	\$61,699,290 (LCFF)

<p><b>Goal 1. 1. 6</b> 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. 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>	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)
<p><b>Goal 1. 1. 7</b> 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>	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>	\$1,827,097 (LCFF)
<p><b>Goal 1. 1. 8</b> 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>	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)
<p><b>Goal 1. 1. 9</b> Provide PD &amp; 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.</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) _____	\$500,000 (LCFF)
<p><b>Goal 1. 1. 10</b> 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>	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) _____	\$450,000 (LCFF) \$250,000 for VMWare (LCFF)

<p><b>Goal 1. 1. 11</b> 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 &amp; research based strategic and intensive interventions.</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) <input type="checkbox"/> SWD	\$550,000 (LCFF)
<p><b>Goal 1. 1. 12</b> Provide intensive support to beginning teachers through the implementation of BTSA program.</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) _____	\$751,713(LCFF)
<p><b>Goal 1. 1. 13</b> Continue to provide additional opportunities for students who are credit deficient and with impacted schedules to graduate high school through summer school.</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)
<p><b>Goal 1. 1. 14</b> 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) _____	\$120,088 (LCFF)
<p><b>Goal 1. 1. 15</b> 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) <input type="checkbox"/> SWD	\$1,242,363 (LCFF)

<p><b>Goal 1. 1. 16</b> 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.</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>\$50,000 (LCFF)</p>
<p><b>Goal 1. 1. 17</b> Provide support for the Art programs at schools through additional monies to buy supplies.</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>\$100,000 (LCFF)</p>

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:

**Student Achievement**

*CAASPP Assessments – Benchmark year 14/15*

Data is expected in Summer 2015

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*

Baseline –	<u>11/12</u>	<u>12/13</u>	<u>13/14</u>
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Hispanic	37.5%	39.5%	38.8%
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English Learner	N/A	1.4%	5.4%
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African American	45.9%	48.1%	51.2%

Improvement Goal to increase achievement

- Overall – 2% increase
- Hispanic – 3% increase
- English Learner – 3% increase
- RFEP – 3% increase
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- African American – 3% increase

*AP Participation in classes*

Baseline –	<u>11/12</u>	<u>12/13</u>	<u>13/14</u>
Overall	3,753	3,933	4,089
Hispanic	1,484	1,523	1,615
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*Participation in AP tests*

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Low Income	858	959	1,069
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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)*

Baseline –	<u>12/13</u>	<u>13/14</u>
Overall	52.8%	55.1%

Improvement Goal to increase achievement

Overall – Meet or exceed county levels of achievement

*API Score – Suspended*

*EL Reclassification Rate -*

Baseline – 12.9%

Improvement Goal to increase achievement

Meet or exceed county levels of achievement

*EI Progress toward English Proficiency –*

Baseline – 62.1%

Improvement Goal to increase achievement

Meet or exceed state target

*EAP –*

Baseline – Data is expected in Summer 2015

Improvement Goal to increase achievement

Based on Benchmark

**Basic Services**

Baseline – 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 transitioning into implementation of 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><b>Goal 1. 2. 1</b> Highly Qualified Teachers will provide CCSS based instruction daily. Teachers will provide CCSS based instruction daily and support services.</p>	<p>LEA Wide</p>	<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>	<p>\$229,101,472 (LCFF)</p>
<p><b>Goal 1. 2. 2</b> All students will have sufficient textbooks and instructional materials.</p>	<p>LEA Wide</p>	<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>	<p>\$8,048,323 (LCFF)</p>
<p><b>Goal 1. 2. 3</b> Maintenance and Operations will provide service to the schools that will keep the facilities safe and in good repair.</p>	<p>LEA Wide</p>	<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>	<p>\$20,013,977 (LCFF)</p>
<p><b>Goal 1. 2. 4</b> Certificated management personnel will provide support to academic programs, school safety, and smooth operations at the school sites.</p>	<p>LEA Wide</p>	<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>	<p>\$22,218,447 (LCFF)</p>
<p><b>Goal 1. 2. 5</b> Classified staff will provide services to support the programs at the district and school sites to ensure a quality program for students.</p>	<p>LEA Wide</p>	<p><input 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>	<p>\$61,699,290 (LCFF)</p>

<p><b>Goal 1. 2. 6</b> 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)
<p><b>Goal 1. 2. 7</b> 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>	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>	\$2,477,097 (LCFF)
<p><b>Goal 1. 2. 8</b> Provide PD &amp; 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.</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) _____	\$500,000 (LCFF)
<p><b>Goal 1. 2. 9</b> 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) _____	\$450,000 (i.e., My Access, Discovery Media, Turnitin.com) \$250,000 (VMWare) (LCFF)
<p><b>Goal 1. 2. 10</b> 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 &amp; research based strategic and intensive 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>	\$700,000 (LCFF)



<p><b>Goal 1. 2. 11</b> Provide intensive support to beginning teachers through the implementation of BTSA program.</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) _____	\$751,713 (LCFF)
<p><b>Goal 1. 2. 12</b> Continue to provide additional opportunities for students who are credit deficient and with impacted schedules to graduate high school through summer school.</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)
<p><b>Goal 1. 2. 13</b> 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) _____	\$120,088 (LCFF)
<p><b>Goal 1. 2. 14</b> 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)
<p><b>Goal 1. 2. 15</b> 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)

<p><b>Goal 1. 2. 16</b> Partner with a research firm to create and write grants to support the instructional program that support rigorous instruction in CCSS based lessons and that support differentiation that assists SWD, EL, LI, and FY.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <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>	<p>\$38,000 (LCFF)</p>
<p><b>Goal 1. 2. 17</b> Provide support for the Art programs at schools through additional monies to buy supplies.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <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>	<p>\$100,000 (LCFF)</p>

**LCAP Year 3: 2017/18 :**

Expected Annual Measurable Outcomes:

**Student Achievement**

*CAASPP Assessments – Benchmark year 14/15*

Data is expected in Summer 2015

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*

Baseline –	<u>11/12</u>	<u>12/13</u>	<u>13/14</u>
Overall	44.7%	48.2%	49.1%
Hispanic	37.5%	39.5%	38.8%
RFEP	N/A	N/A	N/A
English Learner	N/A	1.4%	5.4%
Low Income	35.9%	38.8%	39.8%
Foster Youth	N/A	N/A	N/A
African American	45.9%	48.1%	51.2%

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*

Baseline –	<u>11/12</u>	<u>12/13</u>	<u>13/14</u>
Overall	3,753	3,933	4,089
Hispanic	1,484	1,523	1,615
RFEP	771	848	1,013
Low Income	1,233	1,392	1,500
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Improvement Goal to increase achievement

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

*Participation in AP tests*

Baseline –	<u>11/12</u>	<u>12/13</u>	<u>13/14</u>
Overall	2,578	2,770	2,947
Hispanic	985	1,025	1,081
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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)*

Baseline –	<u>12/13</u>	<u>13/14</u>
Overall	52.8%	55.1%

Improvement Goal to increase achievement

Overall – Meet or exceed county levels of achievement level

*API Score – Suspended*

*EL Reclassification Rate –*

Baseline – 12.9%

Improvement Goal to increase achievement

Meet or exceed county levels of achievement

*EL Progress toward English Proficiency –*

Baseline – 62.1%

Improvement Goal to increase achievement

Meet or exceed state target

*EAP –*

Baseline – Data is expected in Summer 2015

Improvement Goal to increase achievement

Based on Benchmark

**Basic Services**

Baseline - 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 transitioning into implementation of 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><b>Goal 1. 3. 1</b> Highly Qualified Teachers will provide CCSS based instruction daily. Teachers will provide CCSS based instruction daily and support services.</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>	\$229,101,472 (LCFF)
<p><b>Goal 1. 3. 2</b> All students will have sufficient textbooks and instructional materials.</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>	\$2,048,323(LCFF)
<p><b>Goal 1. 3. 3</b> Schools will continue to be in good repair with deferred maintenance.</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>	\$2,000,000 (LCFF)
<p><b>Goal 1. 3. 4</b> Maintenance and Operations will provide service to the schools that will keep the facilities safe and in good repair.</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>	\$22,013,977 (LCFF)
<p><b>Goal 1. 3. 5</b> Certificated management personnel will provide support to academic programs, school safety, and smooth operations at the school sites.</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>	\$22,218,447 (LCFF)

<p><b>Goal 1. 3. 6</b> Classified staff will provide services to support the programs at the district and at 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) _____	\$61,699,290(LCFF)
<p><b>Goal 1. 3. 7</b> 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) _____	\$2,000,000(LCFF)
<p><b>Goal 1. 3. 8</b> Provide and support the implementation of CCSS standards based instruction. Continue to build out the coaching services to the schools with 60% or more UDC. Hire additional coaches.</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>	\$2,477,097(LCFF)
<p><b>Goal 1. 3. 9</b> Provide PD &amp; 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.</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) _____	\$500,000(LCFF)
<p><b>Goal 1. 3. 10</b> 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>	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) _____	\$450,000(LCFF) \$250,000(LCFF)

<p><b>Goal 1. 3. 11</b> 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 8<sup>th</sup> grade in math by providing timely and research based strategic and intensive interventions.</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>	\$700,000(LCFF)
<p><b>Goal 1. 3. 12</b> Provide intensive support to beginning teachers through the implementation of BTSA program.</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) _____	\$751,713(LCFF)
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<p><b>Goal 1. 3. 14</b> 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) _____	\$120,088(LCFF)
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<p><b>Goal 1. 3. 16</b> 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.</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)
<p><b>Goal 1. 3. 17</b> Partner with a research firm to create and write grants to support the instructional program that support rigorous instruction in CCSS based lessons and that supports differentiation that assists SWD, EL, LI, and FY.</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) _____	\$38,000(LCFF)
<p><b>Goal 1. 3. 18</b> 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)

<b>GOAL:</b>	<b>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</b>		<b>Related State and/or Local Priorities:</b>																																							
			<b>1 <u>x</u> 2 <u>x</u> 3 ___ 4 <u>x</u> 5 ___ 6 ___ 7 ___ 8 ___</b>																																							
			<b>COE only: 9 ___ 10 ___</b>																																							
<b>Identified Need :</b>	<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><b>State Assessment Results</b> 2014/15 results - baseline</p> <p><b>Cohort Graduation Rate</b> <i>Baseline</i></p> <table border="0"> <thead> <tr> <th></th> <th style="text-align: center;"><u>11/12</u></th> <th style="text-align: center;"><u>12/13</u></th> <th style="text-align: center;"><u>13/14</u></th> </tr> </thead> <tbody> <tr> <td>• Overall - 91%</td> <td style="text-align: center;">91.9%</td> <td style="text-align: center;">92.3%</td> <td style="text-align: center;">92.3%</td> </tr> <tr> <td>• English Learners -74.7%</td> <td style="text-align: center;">75.7%</td> <td style="text-align: center;">72.5%*</td> <td style="text-align: center;">72.5%*</td> </tr> <tr> <td>• Low Income students – 86.7%</td> <td style="text-align: center;">87.5%</td> <td style="text-align: center;">88.6%</td> <td style="text-align: center;">88.6%</td> </tr> <tr> <td>• Foster Youth – N/A</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> </tr> </tbody> </table> <p><b>Cohort Dropout Rate</b> <i>Baseline-</i></p> <table border="0"> <thead> <tr> <th></th> <th style="text-align: center;"><u>11/12</u></th> <th style="text-align: center;"><u>12/13</u></th> <th style="text-align: center;"><u>13/14</u></th> </tr> </thead> <tbody> <tr> <td>• Overall – 5.1%</td> <td style="text-align: center;">4.5%</td> <td style="text-align: center;">4.4%</td> <td style="text-align: center;">4.4%</td> </tr> <tr> <td>• English Learners – 18.4%</td> <td style="text-align: center;">16%</td> <td style="text-align: center;">19.3%*</td> <td style="text-align: center;">19.3%*</td> </tr> <tr> <td>• Low Income students – 7.4%</td> <td style="text-align: center;">7%</td> <td style="text-align: center;">6.7%</td> <td style="text-align: center;">6.7%</td> </tr> <tr> <td>• Foster Youth – N/A</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> </tr> </tbody> </table> <p><b>Appropriate Teacher Assignment</b> (based on Williams visit data) 13/14 - 98% 14/15 - 100%</p> <p><b>Student Access to Core Materials</b> (based on Williams visit data) 13/14 - 100% 14/15 - 100%</p> <p><b>Facilities in Good Repair</b> (based on Williams visit data) 13/14 - 100% 14/15 - 100%</p> <p><b>English Learner Reclassification Rate</b> 13/14 - 19.9% 14/15 - 15.9 %</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>11/12</u>	<u>12/13</u>	<u>13/14</u>	• Overall - 91%	91.9%	92.3%	92.3%	• English Learners -74.7%	75.7%	72.5%*	72.5%*	• Low Income students – 86.7%	87.5%	88.6%	88.6%	• Foster Youth – N/A	N/A	N/A	N/A		<u>11/12</u>	<u>12/13</u>	<u>13/14</u>	• Overall – 5.1%	4.5%	4.4%	4.4%	• English Learners – 18.4%	16%	19.3%*	19.3%*	• Low Income students – 7.4%	7%	6.7%	6.7%	• Foster Youth – N/A	N/A	N/A	N/A
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<b>Goal Applies to:</b>	<b>Schools:</b> LEA and School Wide  <b>Applicable Pupil Subgroups:</b>	All Low Income (LI) English Learner (EL) Foster Youth (FY) Students with Disabilities (SWD)																																								



**LCAP Year 1: 2015-16 :**

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**Student Achievement**

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Overall – Meet or exceed county levels of achievement

**API Score – Suspended**

**EL Reclassification Rate -**

Baseline – 12.9%

Improvement Goal to increase achievement

Meet or exceed county levels of achievement

**EI Progress toward English Proficiency –**

Baseline – 62.1%

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Meet or exceed state target

**EAP –**

Baseline – Data is expected in Summer 2015

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Based on Benchmark

**Basic Services**

Baseline – 100% for each area below

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*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 transitioning into implementation of 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><b>Goal 2. 1. 1</b> 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)
<p><b>Goal 2. 1. 2</b> 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>	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) _____	\$200,000 (LCFF)
<p><b>Goal 2. 1. 3</b> 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 type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$1,500,000 (LCFF)
<p><b>Goal 2. 1. 4</b> 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)
<p><b>Goal 2. 1. 5</b> 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)

<p><b>Goal 2. 1. 6</b> 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 Counselors and monitoring included in previous budgets)
<p><b>Goal 2. 1. 7</b> 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><b>Goal 2. 1. 8</b> 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 Development.</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)
<p><b>Goal 2. 1. 9</b> 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 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 (Title I PD)
<p><b>Goal 2. 1. 10</b> 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.</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>	\$1,571,312 (Title I PD, Title II and Title III) \$499,979(LCFF)

<p><b>Goal 2. 1. 11</b> Continue to provide Instructional Assistants for students needing additional support including primary language support.</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) _____	\$1,376,317 (LCFF)
<p><b>Goal 2. 1. 12</b> 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>	\$19,509,304 (LCFF)
<p><b>Goal 2. 1. 13</b> 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>	\$1,076,982 (LCFF)
<p><b>Goal 2. 1. 14</b> 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.</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><b>Goal 2. 1. 15</b> 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.</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 type="checkbox"/> Other Subgroups:(Specify) _____	\$2,400,379 (LCFF)

<p><b>Goal 2. 1. 16</b> 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 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) _____	\$1,447,323 (LCFF)
<p><b>Goal 2. 1. 17</b> 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>	\$2,102,385(LCFF)
<p><b>Goal 2. 1. 18</b> 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>	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) _____	\$853,000 (LCFF)
<p><b>Goal 2. 1. 19</b> 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>	\$1,391,093 (LCFF)
<p><b>Goal 2. 1. 20</b> Expand the Puente program to Eleanor Roosevelt High School 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)

<b>Goal 2. 1. 21</b> 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) _____	\$221,150 (LCFF)
<b>Goal 2. 1. 22</b> Provide additional opportunities for students to graduate high school through Adult Education programs with concurrent enrollment.	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) _____	\$147,000 (LCFF)
<b>Goal 2. 1. 23</b> Provide additional support for Corona High School in the area of the Arts through the purchase of additional band instruments.	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>	\$116,886 (LCFF)
<b>Goal 2. 1. 24</b> Provide additional support to schools for After School Programs that support supplemental services for English Learners, Low Income students, and Foster Youth	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>	\$15,000 (LCFF)
<b>Goal 2. 1. 25</b> Convene a committee to examine grading systems in CNUSD with an eye to reduce the number of D's and F's.	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) _____	\$5,000 (LCFF)

<b>Goal 2. 1. 26</b> Provide support at A-G audits at high schools.	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) _____	\$40,000 (LCFF)
<b>Goal 2. 1. 27</b> Additional after school tutoring will be provided to support student achievement.	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)
<b>Goal 2. 1. 28</b> Convene a committee to analyze, discuss, and implement programs to support the academic achievement for Long Term English Learners.	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)

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:

**Student Achievement**

*CAASPP Assessments – Benchmark year 14/15*

Data is expected in Summer 2015

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*

Baseline –	<u>11/12</u>	<u>12/13</u>	<u>13/14</u>
Overall	44.7%	48.2%	49.1%
Hispanic	37.5%	39.5%	38.8%
RFEP	N/A	N/A	N/A
English Learner	N/A	1.4%	5.4%
Low Income	35.9%	38.8%	39.8%
Foster Youth	N/A	N/A	N/A
African American	45.9%	48.1%	51.2%

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*

Baseline –	<u>11/12</u>	<u>12/13</u>	<u>13/14</u>
Overall	3,753	3,933	4,089
Hispanic	1,484	1,523	1,615
RFEP	771	848	1,013
Low Income	1,233	1,392	1,500
Foster Youth	N/A	N/A	N/A
African American	281	288	275

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*

Baseline –	<u>11/12</u>	<u>12/13</u>	<u>13/14</u>
Overall	2,578	2,770	2,947
Hispanic	985	1,025	1,081
RFEP	586	617	760
Low Income	858	959	1,069
Foster Youth	N/A	N/A	N/A
African American	161	170	168

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)*

Baseline –	<u>12/13</u>	<u>13/14</u>
Overall	52.8%	55.1%

Improvement Goal to increase achievement

Overall – Meet or exceed county levels of achievement

*API Score – Suspended*

*EL Reclassification Rate –*

Baseline – 12.9%

Improvement Goal to increase achievement

Meet or exceed county levels of achievement

*EL Progress toward English Proficiency –*

Baseline – 62.1%

Improvement Goal to increase achievement

Meet or exceed state target

*EAP –*

Baseline – Data is expected in Summer 2015

Improvement Goal to increase achievement

Based on Benchmark

**Basic Services**

Baseline – 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 transitioning into implementation of 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><b>Goal 2. 2. 1</b> 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)
<p><b>Goal 2. 2. 2</b> 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>	\$200,000 (LCFF)
<p><b>Goal 2. 2. 3</b> 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>	\$1,500,000 (LCFF)
<p><b>Goal 2. 2. 4</b> 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.

<p><b>Goal 2. 2. 5</b> 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)
<p><b>Goal 2. 2. 6</b> 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.
<p><b>Goal 2. 2. 7</b> 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><b>Goal 2. 2. 8</b> Continue the refinement of the Implementation ELA/ ELD standards.</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)
<p><b>Goal 2. 2. 9</b> 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)

<p><b>Goal 2. 2. 10</b> 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"/> <u>ALL</u> <input checked="" type="checkbox"/> <u>Low Income pupils</u> <input checked="" type="checkbox"/> <u>English Learners</u> <input checked="" type="checkbox"/> <u>Foster Youth</u> <input checked="" type="checkbox"/> <u>Redesignated fluent English proficient</u> <input checked="" type="checkbox"/> <u>Other Subgroups:(Specify) <u>SWD</u></u>	<p>\$1,571,312 (Title I PD, Title II and Title III)  \$499,979(LCFF)</p>
<p><b>Goal 2. 2. 11</b> Continue to provide Instructional Assistants for students needing additional support including primary language support.</p>	School Level	<input type="checkbox"/> <u>ALL</u> <input checked="" type="checkbox"/> <u>Low Income pupils</u> <input checked="" type="checkbox"/> <u>English Learners</u> <input checked="" type="checkbox"/> <u>Foster Youth</u> <input checked="" type="checkbox"/> <u>Redesignated fluent English proficient</u> <input checked="" type="checkbox"/> <u>Other Subgroups:(Specify) <u>SWD</u></u>	<p>\$1,376,317 (LCFF)</p>
<p><b>Goal 2. 2. 12</b> 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"/> <u>ALL</u> OR: <input type="checkbox"/> <u>Low Income pupils</u> <input type="checkbox"/> <u>English Learners</u> <input type="checkbox"/> <u>Foster Youth</u> <input type="checkbox"/> <u>Redesignated fluent English proficient</u> <input checked="" type="checkbox"/> <u>Other Subgroups:(Specify) <u>SWD</u></u>	<p>\$19,509,304(LCFF)</p>
<p><b>Goal 2. 2. 13</b> 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"/> <u>ALL</u> OR: <input type="checkbox"/> <u>Low Income pupils</u> <input type="checkbox"/> <u>English Learners</u> <input type="checkbox"/> <u>Foster Youth</u> <input type="checkbox"/> <u>Redesignated fluent English proficient</u> <input checked="" type="checkbox"/> <u>Other Subgroups:(Specify) <u>SWD</u></u>	<p>\$1,076,982 (LCFF)</p>
<p><b>Goal 2. 2. 14</b> 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.</p>	LEA Wide	<input type="checkbox"/> <u>ALL</u> OR: <input type="checkbox"/> <u>Low Income pupils</u> <input type="checkbox"/> <u>English Learners</u> <input type="checkbox"/> <u>Foster Youth</u> <input type="checkbox"/> <u>Redesignated fluent English proficient</u> <input checked="" type="checkbox"/> <u>Other Subgroups:(Specify) <u>SWD</u></u>	<p>\$150,000 (LCFF)</p>

<p><b>Goal 2. 2. 15</b> 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.</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>\$2,400,379 (LCFF)</p>
<p><b>Goal 2. 2. 16</b> 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>	<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 type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$1,398,795 (LCFF)</p>
<p><b>Goal 2. 2. 17</b> 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>	<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>\$2,102,385(LCFF)</p>
<p><b>Goal 2. 2. 18</b> 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>	<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 type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$853,000 (LCFF)</p>
<p><b>Goal 2. 2. 19</b> 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>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>\$1,391,093 (LCFF)</p>



<p><b>Goal 2. 2. 25</b> Provide support at 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) _____	\$40,000 (LCFF)
<p><b>Goal 2. 2. 26</b> 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)
<p><b>Goal 2. 2. 27</b> 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)

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:

**Student Achievement**

*CAASPP Assessments – Benchmark year 14/15*

Data is expected in Summer 2015

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*

Baseline –	<u>11/12</u>	<u>12/13</u>	<u>13/14</u>
Overall	44.7%	48.2%	49.1%
Hispanic	37.5%	39.5%	38.8%
RFEP	N/A	N/A	N/A
English Learner	N/A	1.4%	5.4%
Low Income	35.9%	38.8%	39.8%
Foster Youth	N/A	N/A	N/A
African American	45.9%	48.1%	51.2%

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*

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

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*

Baseline –	<u>11/12</u>	<u>12/13</u>	<u>13/14</u>
Overall	2,578	2,770	2,947
Hispanic	985	1,025	1,081
RFEP	586	617	760
Low Income	858	959	1,069
Foster Youth	N/A	N/A	N/A
African American	161	170	168

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)*

Baseline –	<u>12/13</u>	<u>13/14</u>
Overall	52.8%	55.1%

Improvement Goal to increase achievement

Overall – Meet or exceed county levels of achievement

*API Score – Suspended*

*EL Reclassification Rate –*

Baseline – 12.9%

Improvement Goal to increase achievement

Meet or exceed county levels of achievement

*EI Progress toward English Proficiency –*

Baseline – 62.1%

Improvement Goal to increase achievement

Meet or exceed state target

*EAP –*

Baseline – Data is expected in Summer 2015

Improvement Goal to increase achievement

Based on Benchmark

**Basic Services**

Baseline - 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 transitioning into implementation of 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><b>Goal 2.3.1</b> 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)
<p><b>Goal 2.3.2</b> Assessments, such as PSAT, SAT, and Advanced Placement assessments, will be provided for students to better prepare to be college and career ready. Parent nights will 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>	\$200,000 (LCFF)
<p><b>Goal 2.3.3</b> Continue to expand AVID programs to support At-Risk students toward college readiness. Continue to expand elementary programs and monitor progress of students, particularly RFEP students.</p>	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>	\$1,500,000 (LCFF)
<p><b>Goal 2.3.4</b> 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.
<p><b>Goal 2.3.5</b> 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 (LCFF)



<p><b>Goal 2.3.6</b> 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) _____	<p>Cost for Safety and Violence counselors are posted in the Engagement section of the LCAP.</p>
<p><b>Goal 2.3.7</b> Additional academic support for Foster Youth students at elementary and intermediate schools through 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) _____	<p>\$20,000 (Title I)</p>
<p><b>Goal 2.3.8</b> Continue to implement and monitor implementation of CCSS based ELA/ELD standards.</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) _____	<p>\$30,000 (Title III) \$30,000 (LCFF)</p>
<p><b>Goal 2.3.9</b> 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 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>\$100,000 (Title I PD)</p>
<p><b>Goal 2.3.10</b> 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 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>\$1,571,312 (Title I, Title II and Title III) \$499,000 (LCFF)</p>

<p><b>Goal 2.3.11</b> Continue to provide Instructional Assistants for students needing additional support including primary language support.</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) <input type="checkbox"/> SWD	\$1,376,317 (LCFF)
<p><b>Goal 2.3.12</b> 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) <input type="checkbox"/> SWD	\$19,509,304 (LCFF)
<p><b>Goal 2.3.13</b> 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) <input type="checkbox"/> SWD	\$1,076,982 (LCFF)
<p><b>Goal 2.3.14</b> 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.</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) <input type="checkbox"/> SWD	\$150,000 (LCFF)
<p><b>Goal 2.3.15</b> 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.</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) <input type="checkbox"/> SWD	\$2,400,379 (LCFF)

<p><b>Goal 2. 3. 16</b> 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>	<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 type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$1,447,323(LCFF)</p>
<p><b>Goal 2. 3. 17</b> 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>	<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>\$2,102,385(LCFF)</p>
<p><b>Goal 2. 3. 18</b> 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>	<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 type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$853,000(LCFF)</p>
<p><b>Goal 2. 3. 19</b> 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>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>\$1,391,093 (LCFF)</p>
<p><b>Goal 2. 3. 20</b> Expand the Puente Program.</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>\$20,000(LCFF)</p>

<p><b>Goal 2.3.21</b> Provide additional opportunities for students to graduate high school through Credit Recovery.</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>\$221,000(LCFF)</p>
<p><b>Goal 2.3.22</b> Provide additional opportunities for students to graduate high school through Adult Education programs with concurrent enrollment.</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>\$147,000(LCFF)</p>
<p><b>Goal 2.3.23</b> Provide additional support to schools for After School Programs that support supplemental services for English Learners, Low Income students, and Foster Youth.</p>	<p>School Level</p>	<p><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></p>	<p>\$15,000(LCFF)</p>
<p><b>Goal 2.3.24</b> Continue to implement programs that decrease the number of students who receive D's and F's.</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>\$100,000 (LCFF)</p>
<p><b>Goal 2.3.25</b> Provide support at 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>\$50,000(LCFF)</p>

<p><b>Goal 2. 3. 26</b> Continue to further implement programs that support the academic achievement for Long Term English Learners.</p>	<p>LEA Wide</p>	<p><input type="checkbox"/> ALL</p>	<p>\$100,000 (LCFF)</p>
		<p>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)_____</p>	

<p>GOAL:</p>	<p>Goal 3: Increase the number of students who complete CTE pathways through the completion of a capstone course.</p>		<p>Related State and/or Local Priorities:                  1__ 2__ 3__ 4__ 5__ 6__ 7_x 8_x                  COE only: 9__ 10__                  Local : CNUSD Strategic Plan Goals 1, 4 and 5</p>																	
<p>Identified Need :</p>	<p>CNUSD has a strong culture of providing multiple pathways for the students we serve.</p> <table border="1" data-bbox="375 444 1346 602"> <thead> <tr> <th></th> <th><b>12/13</b></th> <th><b>13/14</b></th> <th><b>14/15</b></th> </tr> </thead> <tbody> <tr> <td><i># of Industry Sectors</i></td> <td>6</td> <td>7</td> <td>7</td> </tr> <tr> <td><i># of Pathways</i></td> <td>10</td> <td>11</td> <td>14</td> </tr> <tr> <td><i># of Courses</i></td> <td>223</td> <td>204</td> <td>286</td> </tr> </tbody> </table> <p>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.</p>					<b>12/13</b>	<b>13/14</b>	<b>14/15</b>	<i># of Industry Sectors</i>	6	7	7	<i># of Pathways</i>	10	11	14	<i># of Courses</i>	223	204	286
	<b>12/13</b>	<b>13/14</b>	<b>14/15</b>																	
<i># of Industry Sectors</i>	6	7	7																	
<i># of Pathways</i>	10	11	14																	
<i># of Courses</i>	223	204	286																	
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>LEA and School Wide</p> <p>Applicable Pupil Subgroups:</p> <ul style="list-style-type: none"> <li>All</li> <li>Low Income (LI)</li> <li>English Learner (EL)</li> <li>Foster Youth (FY)</li> <li>Students with Disabilities (SWD)</li> <li>At-Risk Students</li> </ul>																		
<p><b>LCAP Year 1: 2015-16</b></p>																				
<p>Expected Annual Measurable Outcomes:</p>	<p>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.</p>																			

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><b>Goal 3. 1. 1</b> CNUUSD will develop a CTE metric as part of the CNUUSD 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 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.
<p><b>Goal 3. 1. 2</b> CNUUSD 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.</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)_____	Costs are included in other budgets.
<p><b>Goal 3. 1. 3</b> 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.
<p><b>Goal 3. 1. 4</b> 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 CNUUSD 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)_____	Approx. \$35,000 (LCFF)

<p><b>Goal 3. 1. 5</b> 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>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>\$13,125 (LCFF)</p>
<p><b>Goal 3. 1. 6</b> Monitor and support English Learner students, Low Income students, and Foster Youth students for enrollment and successful completion of capstone courses.</p>	<p>LEA 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>\$5,000 (LCFF)</p>



## LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	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.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><b>Goal 3. 2. 1</b> CNUUSD will refine a CTE metric as part of the CNUUSD 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 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.
<p><b>Goal 3. 2. 2</b> CNUUSD 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.</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) _____	Costs are included in other budgets.
<p><b>Goal 3. 2. 3</b> Provide support to counselors to ensure proper pathway placement prior to registration in order to enroll students in 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.
<p><b>Goal 3. 2. 4</b> 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 CNUUSD 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) _____	\$35,000 (LCFF)

<p><b>Goal 3. 2. 5</b> Provide professional development for CTE teachers in the following areas:</p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Industry</li> <li>• PBL and WBL</li> <li>• Externships</li> <li>• School site visits</li> <li>• Other areas identified throughout the year based on review of district and site data</li> </ul>	<p>LEA and School Level</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <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>	<p>\$13,125 (LCFF)</p>
<p><b>Goal 3. 2. 6</b> 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 and School Level</p>	<p><input type="checkbox"/> ALL</p> <hr/> <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>At-Risk Students</u></p>	<p>\$5,000 (LCFF)</p>

## LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	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 increase or maintain the CTE pathways.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<b>Goal 3. 3. 1</b> CNUSD will refine 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 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.
<b>Goal 3. 3. 2</b> 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.	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) _____	Costs are included in other budgets.
<b>Goal 3. 3. 3</b> Provide support to counselors to ensure proper pathway placement prior to registration in order to enroll students in 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.
<b>Goal 3. 3. 4</b> 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) _____	\$35,000

<p><b>Goal 3. 3. 5</b> Provide professional development for CTE teachers in the following areas:</p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Industry</li> <li>• PBL and WBL</li> <li>• Externships</li> <li>• School site visits</li> <li>• Other areas identified throughout the year based on review of district and site data</li> </ul>	<p>LEA and School Level</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <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>	<p>\$13,125</p>
<p><b>Goal 3. 3. 6</b> 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 and School Level</p>	<p><input type="checkbox"/> ALL</p> <hr/> <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 type="checkbox"/> Other Subgroups:(Specify)<u>At-Risk Students</u></p>	<p>\$5,000</p>

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__ 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 10 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.
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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

**LCAP Year 1: 2015-16**

Expected Annual Measurable Outcomes:		<b><i>12/13 number of students in CTE classes</i></b>	<b><i>13/14 number of students in CTE classes</i></b>	<b><i>14/15 number of in CTE classes students</i></b>
	Overall	<b>10,044</b>	<b>11,653</b>	<b>10,216</b>
	Hispanic	<b>5,310</b>	<b>6,022</b>	<b>5,236</b>
	African-American	<b>713</b>	<b>843</b>	<b>682</b>
	Low Income	<b>4,832</b>	<b>5,553</b>	<b>4,922</b>
	Foster Youth	<b>98</b>	<b>106</b>	<b>137</b>
	SWD	<b>1,475</b>	<b>1,688</b>	<b>1,467</b>
	EL	<b>668</b>	<b>728</b>	<b>662</b>
	RFEP	<b>2,085</b>	<b>2,541</b>	<b>2,279</b>
	Male	<b>5,871</b>	<b>6,948</b>	<b>6,050</b>
	Female	<b>4,173</b>	<b>4,705</b>	<b>4,166</b>
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
<b>Goal 4. 1. 1</b> 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 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)_____	\$145,000 (LCFF)
<b>Goal 4. 1. 2</b> Support and expand middle school/intermediate school career pathways, specifically for PLTW-Gateway and MESA.	LEA 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>	\$78,000 (LCFF)
<b>Goal 4. 1. 3</b> Pathway Support (equipment, supplies, and training).	LEA Wide 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)_____	\$223,785 (Perkins)
<b>Goal 4. 1. 4</b> Create the following: <ul style="list-style-type: none"> <li>• Six industry sector advisory committees</li> <li>• Two STEM/CTE academy advisory committees</li> <li>• One districtwide industry advisory committee with representatives from each committee listed above</li> <li>• Actively participate in Norco College and RCOE business and industry advisory committees</li> <li>• Retain the consulting services of a community business liaison</li> </ul>	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)_____	\$45,000 (LCFF)

<p><b>Goal 4. 1. 5</b> Staff to monitor and oversee CTE Programs. Add staffing to provide additional RCOE CTE (ROP) courses. Add Agricultural Chemistry teacher.</p>	<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>\$572,197 (LCFF)</p>
<p><b>Goal 4. 1. 6</b> 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.</p>
<p><b>Goal 4. 1. 7</b> Monitor and support English Learner, Low Income, and Foster Youth students for enrollment and successful completion of CTE courses.</p>	<p>LEA and School Level</p>	<p><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>At-Risk Students</u> _____</p>	<p>Costs are included in other budgets.</p>

LCAP Year 2: 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>
Overall	<b>10,044</b>	<b>11,653</b>	<b>10,216</b>
Hispanic	<b>5,310</b>	<b>6,022</b>	<b>5,236</b>
African-American	<b>713</b>	<b>843</b>	<b>682</b>
Low Income	<b>4,832</b>	<b>5,553</b>	<b>4,922</b>
Foster Youth	<b>98</b>	<b>106</b>	<b>137</b>
SWD	<b>1,475</b>	<b>1,688</b>	<b>1,467</b>
EL	<b>668</b>	<b>728</b>	<b>662</b>
RFEP	<b>2,085</b>	<b>2,541</b>	<b>2,279</b>
Male	<b>5,871</b>	<b>6,948</b>	<b>6,050</b>
Female	<b>4,173</b>	<b>4,705</b>	<b>4,166</b>

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

<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<b>Goal 4. 2. 1</b> 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 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) _____	\$145,000 (LCFF)
<b>Goal 4. 2. 2</b> Support and expand middle school/intermediate school career pathways, PLTW-Gateway, MESA, and Medical Sciences.	LEA 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>	\$78,400 (LCFF)



<p><b>Goal 4. 2. 3</b> Pathway Support (equipment, supplies, training).</p>	<p>LEA Wide 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>\$250,000 (Perkins)</p>
<p><b>Goal 4. 2. 4</b> Meet with the following committees a minimum of two times per year:</p> <ul style="list-style-type: none"> <li>• Six industry sector advisory committees</li> <li>• Two STEM/CTE academy advisory committees</li> <li>• One districtwide industry advisory committee with representatives from each committee listed above</li> <li>• Actively participate in Norco College and RCOE business and industry advisory committees</li> <li>• Retain the consulting services of a community business liaison</li> </ul>	<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>\$45,000 (LCFF)</p>
<p><b>Goal 4. 2. 5</b> Staff to monitor and oversee CTE Programs. Support 9.33 FTEs at 66% to teach RCOE CTE (ROP) courses.</p> <ul style="list-style-type: none"> <li>• RCOE CTE(ROP) Support Service Fee</li> <li>• Add two RCOE CTE (ROP) FTEs</li> <li>• Norco HS: Medical Pathway</li> <li>• Pollard HS: Child Care Pathway</li> <li>• Add three FTE (Corona HS – PLTW; Auburndale IS – Gateway; Raney IS – MESA)</li> </ul>	<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>\$1,269,122 (LCFF)</p>
<p><b>Goal 4. 2. 6</b> 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.</p>

<p><b>Goal 4. 2. 7</b> Monitor and support English Learner (including RFEP), Low Income, and Foster Youth students for enrollment and successful completion of CTE courses.</p>	<p>LEA and School Level</p>	<p><u>  </u> ALL  OR:  X <u>  </u> Low Income pupils  <u>  </u> English Learners  X <u>  </u> Foster Youth  X <u>  </u> Redesignated fluent English proficient  X <u>  </u> Other Subgroups:(Specify) <u>At-Risk Students</u></p>	<p>Costs are included in other budgets.</p>
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LCAP Year 3: 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>
	Overall	<b>10,044</b>	<b>11,653</b>	<b>10,216</b>
	Hispanic	<b>5,310</b>	<b>6,022</b>	<b>5,236</b>
	African-American	<b>713</b>	<b>843</b>	<b>682</b>
	Low Income	<b>4,832</b>	<b>5,553</b>	<b>4,922</b>
	Foster Youth	<b>98</b>	<b>106</b>	<b>137</b>
	SWD	<b>1,475</b>	<b>1,688</b>	<b>1,467</b>
	EL	<b>668</b>	<b>728</b>	<b>662</b>
	RFEP	<b>2,085</b>	<b>2,541</b>	<b>2,279</b>
	Male	<b>5,871</b>	<b>6,948</b>	<b>6,050</b>
	Female	<b>4,173</b>	<b>4,705</b>	<b>4,166</b>
	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
<b>Goal 4. 3. 1</b> 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 and School Level	X ALL	\$145,000
		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	

<p><b>Goal 4. 3. 2</b> Support and expand middle /intermediate school career pathways, PLTW-Gateway, MESA, and Medical Sciences.</p>	<p>LEA 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 type="checkbox"/> Other Subgroups:(Specify) <u>At-Risk Students</u></p>	<p>\$78,4000</p>
<p><b>Goal 4. 3. 3</b> Pathway Support (equipment, supplies, and training).</p>	<p>LEA and School Level</p>	<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>	<p>\$250,000 (Perkins)</p>
<p><b>Goal 4. 3. 4</b> Meet with the following committees a minimum of two times per year:</p> <ul style="list-style-type: none"> <li>• Six industry sector advisory committees</li> <li>• Two STEM/CTE academy advisory committees</li> <li>• One districtwide industry advisory committee with representatives from each committee listed above</li> <li>• Actively participate in Norco College and RCOE business and industry advisory committees</li> <li>• Retain the consulting services of a community business liaison</li> </ul>	<p>LEA and School Level</p>	<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>	<p>\$45,000</p>
<p><b>Goal 4. 3. 5</b> Identify staff to monitor and oversee CTE Programs.</p> <ul style="list-style-type: none"> <li>• Support 11.33 FTEs at 100% to teach RCOE CTE (ROP) courses</li> <li>• RCOE CTE(ROP) Support Service Fee</li> <li>• Add one RCOE CTE(ROP) FTEs</li> <li>• Roosevelt HS: Medical Pathway</li> <li>• Add one FTE (Corona HS – PLTW)</li> </ul>	<p>LEA and School Level</p>	<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>	<p>\$1,373,399 (LCFF)</p>

<p><b>Goal 4. 3. 6</b> Increase Articulation Agreements with colleges and universities.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <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>	<p>Costs are included in other budgets.</p>
<p><b>Goal 4. 3. 7</b> Monitor and support English Learner (including RFEP), Low Income, and Foster Youth students for enrollment and successful completion of CTE courses.</p>	<p>LEA and School Level</p>	<p><input type="checkbox"/> ALL</p> <hr/> <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 type="checkbox"/> Other Subgroups:(Specify) <u>At-Risk Students</u></p>	<p>Costs are included in other budgets.</p>

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 Goals 2 and 3

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

**LCAP Year 1: 2015-16**

Expected Annual Measurable Outcomes:	<p><b>Student Engagement</b></p> <p><i>School Attendance rates:</i> Baseline <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><i>Middle School Dropout rates:</i> Baseline <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><i>High School Dropout rates:</i> Baseline <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><i>High school graduation rates:</i> Baseline <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><i>Chronic Absentee rate:</i></p> <table border="1"> <tr> <td>Baseline</td> <td><u>12/13</u></td> <td><u>13/14</u></td> <td><u>14/15</u></td> </tr> <tr> <td>Overall</td> <td>10.4%</td> <td>10.3%</td> <td>9.7%</td> </tr> <tr> <td>Hispanic</td> <td>10.4%</td> <td>10.4%</td> <td>9.1%</td> </tr> <tr> <td>English Learners</td> <td>9.9%</td> <td>9.2%</td> <td>7.9%</td> </tr> <tr> <td>RFEP</td> <td>6.6%</td> <td>6.6%</td> <td>6.4%</td> </tr> <tr> <td>Low Income</td> <td>10.6%</td> <td>10.9%</td> <td>10.1%</td> </tr> <tr> <td>Foster Youth</td> <td>23.1%</td> <td>16.4%</td> <td>17.4%</td> </tr> <tr> <td>African American</td> <td>10.3%</td> <td>10.3%</td> <td>8.4%</td> </tr> <tr> <td>Special Education</td> <td>19.7%</td> <td>17.4%</td> <td>15.5%</td> </tr> </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><b>School Climate</b></p> <p><i>Suspension rates:</i> Baseline <u>12/13</u> <u>13/14</u> 2.9% 2.6%</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> 0.2% 0.1%</p> <p><u>Improvement Goal to increase achievement</u> Maintain or decrease current levels</p>	Baseline	<u>12/13</u>	<u>13/14</u>	<u>14/15</u>	Overall	10.4%	10.3%	9.7%	Hispanic	10.4%	10.4%	9.1%	English Learners	9.9%	9.2%	7.9%	RFEP	6.6%	6.6%	6.4%	Low Income	10.6%	10.9%	10.1%	Foster Youth	23.1%	16.4%	17.4%	African American	10.3%	10.3%	8.4%	Special Education	19.7%	17.4%	15.5%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><b>Goal 5. 1. 1</b> 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>	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>	\$70,000 (LCFF)
<p><b>Goal 5. 1. 2</b> Implement a systematic TK-12 Character Education Programs (Character Counts, Leader in Me, 40 Developmental Assets, etc.)</p>	School Level	<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>	\$60,000 (LCFF)
<p><b>Goal 5. 1. 3</b> Develop a tiered cohort process to implement Positive Behavior Intervention Support (PBIS), Restorative Practices, and Boys Town Districtwide for TK-12 over next 3 years. Train staff and administrators.</p> <ul style="list-style-type: none"> <li>• Implement academic Saturday School, TK - 12</li> <li>• Fund World Kindness Youth Conference Transportation for all CNUSD 4<sup>th</sup> Graders</li> </ul>	School Level	<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>	\$766,010 (LCFF)
<p><b>Goal 5. 1. 4</b> Provide ongoing Safety and Violence Prevention Counselors at the Five Comprehensive High Schools and Continuation High School.</p>	School Level	<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>	\$646,950 (LCFF)
<p><b>Goal 5. 1. 5</b> 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	<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>	\$877,000 (LCFF)

<p><b>Goal 5. 1. 6</b> Schools will develop and implement a Comprehensive School Safety Plan to ensure consistent protocols districtwide.</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>\$1,000 (LCFF)</p>
<p><b>Goal 5. 1. 7</b> Hire counselors, TK-12, to strengthen social/emotional skills, address chronic behavior and/or absenteeism, provide academic support and develop career plans.</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>\$1,105,000 (LCFF)</p>
<p><b>Goal 5. 1. 8</b></p> <ul style="list-style-type: none"> <li>• Hire/contract mental health workers for our most At-Risk students in need of home intervention</li> <li>• Hire/Contract mental health workers to provide home-school intervention in the areas of poor attendance and adverse social emotional behavior</li> <li>• Hire 1 additional School Nurse to support healthy physical and mental health of our students</li> <li>• Hire Aides and train to administer the Succeeding Together to Encourage Prosocial Skills (STEPS) for elementary schools K-6</li> <li>• 14 additional elementary sites</li> <li>• Materials</li> </ul>	<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>\$781,000 (LCFF)</p>
<p><b>Goal 5. 1. 9</b>  Provide support for UNITY programs in the district to support students in the area of socio-emotional growth.</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>\$45,000 (LEA MAA)</p>



LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<p><b>Student Engagement</b></p> <p><i>School Attendance rates:</i>                  Baseline      <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><i>Middle School Dropout rates:</i>                  Baseline      <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><i>High School Dropout rates:</i>                  Baseline      <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><i>High school graduation rates:</i>                  Baseline      <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><i>Chronic Absentee rate:</i></p> <table border="0"> <tr> <td>Baseline</td> <td><u>12/13</u></td> <td><u>13/14</u></td> <td><u>14/15</u></td> </tr> <tr> <td>Overall</td> <td>10.4%</td> <td>10.3%</td> <td>9.7%</td> </tr> <tr> <td>Hispanic</td> <td>10.4%</td> <td>10.4%</td> <td>9.1%</td> </tr> <tr> <td>English Learners</td> <td>9.9%</td> <td>9.2%</td> <td>7.9%</td> </tr> <tr> <td>RFEP</td> <td>6.6%</td> <td>6.6%</td> <td>6.4%</td> </tr> <tr> <td>Low Income</td> <td>10.6%</td> <td>10.9%</td> <td>10.1%</td> </tr> <tr> <td>Foster Youth</td> <td>23.1%</td> <td>16.4%</td> <td>17.4%</td> </tr> <tr> <td>African American</td> <td>10.3%</td> <td>10.3%</td> <td>8.4%</td> </tr> <tr> <td>Special Education</td> <td>19.7%</td> <td>17.4%</td> <td>15.5%</td> </tr> </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><b>School Climate</b></p> <p><i>Suspension rates:</i>                  Baseline      <u>12/13</u>      <u>13/14</u>                                           2.9%          2.6%</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>                                           0.2%          0.1%</p> <p><u>Improvement Goal to increase achievement</u>                  Maintain or decrease current levels</p>	Baseline	<u>12/13</u>	<u>13/14</u>	<u>14/15</u>	Overall	10.4%	10.3%	9.7%	Hispanic	10.4%	10.4%	9.1%	English Learners	9.9%	9.2%	7.9%	RFEP	6.6%	6.6%	6.4%	Low Income	10.6%	10.9%	10.1%	Foster Youth	23.1%	16.4%	17.4%	African American	10.3%	10.3%	8.4%	Special Education	19.7%	17.4%	15.5%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><b>Goal 5. 2. 1</b> 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>LEA Wide</p>	<p><u>X</u> ALL</p> <p>OR:</p> <p>__ Low Income pupils</p> <p>__ English Learners</p> <p>__ Foster Youth</p> <p>__ Redesignated fluent English proficient</p> <p>__ Other Subgroups:(Specify)_____</p>	<p>\$70,000 (LCFF)</p>

<p><b>Goal 5. 2. 2</b> Implement a systematic TK-12 Character Education Programs (Character Counts, Leader in Me, etc.)</p> <p>Fund World Kindness Youth Conference Transportation for all CNUSD 4<sup>th</sup> Graders</p>	<p>School Level</p>	<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>	<p>\$500,000 (LCFF)</p>
<p><b>Goal 5. 2. 3</b> Continue a tiered cohort process to implement Positive Behavior Intervention Supports (PBIS).</p> <ul style="list-style-type: none"> <li>Continue work with consultant and begin work with Cohort 2 schools. Train staff and administrators.</li> <li>Continue academic Saturday School (\$200,000)</li> </ul>	<p>School Level</p>	<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>	<p>\$1,015,000 (LCFF)</p>
<p><b>Goal 5. 2. 4</b> Provide ongoing Safety and Violence Prevention Counselors at the Five Comprehensive High Schools and Continuation High School.</p>	<p>School Level</p>	<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>	<p>\$646,950 (LCFF)</p>
<p><b>Goal 5. 2. 5</b> 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>	<p>School Level</p>	<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>	<p>\$877,000 (LCFF)</p>
<p><b>Goal 5. 2. 5</b> Schools will develop and implement a Comprehensive School Safety Plan to ensure consistent protocols, districtwide.</p>	<p>School Level</p>	<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>	<p>\$1,000 (LCFF)</p>

<p><b>Goal 5. 2. 6</b> Hire 4 additional counselors, TK-12, to strengthen social/emotional skills, address chronic behavior and/or absenteeism, provide academic support, and develop career plans.</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>\$1,105,000 (LCFF)</p>
<p><b>Goal 5. 2. 7</b></p> <ul style="list-style-type: none"> <li>• Hire/contract mental health workers for our most At-Risk students in need of home intervention</li> <li>• Hire/Contract mental health workers to provide home-school intervention in the areas of poor attendance and adverse social emotional behavior</li> <li>• The additional School Nurse will continue to support the physical and mental health of our students</li> <li>• Maintain Aides and continue training to administer the Succeeding Together to Encourage Prosocial Skills (STEPS) for elementary schools K-6</li> <li>• Supplemental Materials</li> </ul>	<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>\$781,000 (LCFF)</p>
<p><b>Goal 5. 2. 8</b>  Provide support for UNITY programs in the district to support students in the area of socio-emotional growth.</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>\$45,000 (LEA MAA)</p>

**LCAP Year 3: 2017-18 :**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p><b>Student Engagement</b></p> <p><i>School Attendance rates:</i>                  Baseline      <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><i>Middle School Dropout rates:</i>                  Baseline      <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><i>High School Dropout rates:</i>                  Baseline      <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><i>High school graduation rates:</i>                  Baseline      <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><i>Chronic Absentee rate:</i>                  Baseline      <u>12/13</u>    <u>13/14</u>    <u>14/15</u>                  Overall        10.4%    10.3%    9.7%                  Hispanic       10.4%    10.4%    9.1%                  English Learners 9.9%    9.2%    7.9%                  RFEP            6.6%    6.6%    6.4%                  Low Income    10.6%    10.9%    10.1%                  Foster Youth   23.1%    16.4%    17.4%                  African American 10.3%    10.3%    8.4%                  Special Education 19.7%    17.4%    15.5%</p> <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><b>School Climate</b></p> <p><i>Suspension rates:</i>                  Baseline–      <u>12/13</u>    <u>13/14</u>                                      2.9%      2.6%</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>                                      0.2%      0.1%</p> <p><u>Improvement Goal to increase achievement</u>                  Maintain or decrease current levels</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><b>Goal 5. 3. 1</b> 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>LEA Wide</p>	<p><u>X</u> ALL                  OR:                  ___ Low Income pupils                  ___ English Learners                  ___ Foster Youth                  ___ Redesignated fluent English proficient                  ___ Other Subgroups:(Specify)_____</p>	<p>\$70,000(LCFF)</p>

<p><b>Goal 5. 3. 2</b> Continue Implementation a systematic TK-12 Character Education Programs (Character Counts, Leader in Me, etc.).</p> <p>Fund World Kindness Youth Conference transportation for all CNUSD 4<sup>th</sup> Graders.</p>	<p>School Level</p>	<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>	<p>\$500,000 (LCFF)</p>
<p><b>Goal 5. 3. 3</b> Identify PBIS cohort 2 (15 -20 schools k-12) to continue implementation of Positive Behavior Intervention/Supports (PBIS).</p> <ul style="list-style-type: none"> <li>• Continue work with consultant and begin work with Cohort 3 schools. Train staff and administrators.</li> <li>• Continue academic Saturday school.</li> </ul>	<p>School Level</p>	<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>	<p>\$1,015,000 (LCFF)</p>
<p><b>Goal 5. 3. 4</b> Provide ongoing Safety and Violence Prevention Counselors at the Five Comprehensive High Schools and Continuation High School.</p>	<p>School Level</p>	<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>	<p>\$646,950 (LCFF)</p>
<p><b>Goal 5. 3. 5</b> 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>	<p>School Level</p>	<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>	<p>\$877,000 (LCFF)</p>

<p><b>Goal 5.3.6</b> 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)_____	\$1,000 (LCFF)
<p><b>Goal 5.3.7</b> Maintain 10 counselors (previously hired for TK-12) to strengthen social/emotional skills, address chronic behavior and/or absenteeism, provide academic support, and develop career plans.</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)_____	\$1,105,000 (LCFF)
<p><b>Goal 5.3.8</b></p> <ul style="list-style-type: none"> <li>• Hire/contract mental health workers for our most At-Risk students in need of home intervention</li> <li>• Hire/Contract mental health workers to provide home-school intervention in the areas of poor attendance and adverse social emotional behavior</li> <li>• The additional School Nurse will continue to support the physical and mental health of our students</li> <li>• Maintain Aides and continue training to administer the Succeeding Together to Encourage Prosocial Skills (STEPS) for elementary schools K-6</li> <li>• Supplemental Materials</li> </ul>	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)_____	\$781,000 (LCFF)
<p><b>Goal 5.3.9</b> Provide support for UNITY programs in the district to support students in the area of socio-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)

GOAL:	Goal 6: Establish home-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 Goals 3 and 7	
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, 76% 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		
<b>LCAP Year 1: 2015-16 :</b>				
Expected Annual Measurable Outcomes:	<b>School Climate</b> <i>Parent/Student Satisfaction and School Climate Surveys to gather input to support district decisions.</i> Data is expected in Summer, 2015. Baseline will be set then. <u>Improvement Goal to increase achievement</u> Maintain or increase satisfaction based on Baseline			
	<b>Parent Involvement</b> <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> Baseline – 3,600 parents <u>Improvement Goal to increase achievement</u> Maintain or increase satisfaction based on Baseline			
<b>Actions/Services</b>		Scope of Service	<b>Pupils to be served within identified scope of service</b>	Budgeted Expenditures
<b>Goal 6. 1. 1</b> 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.		LEA Wide	X ALL	\$5,000 (LCFF)
			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

<p><b>Goal 6. 1. 2</b> 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>	<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>\$5,000 (LCFF)</p>
<p><b>Goal 6. 1. 3</b> Establish a centralized Parent Center for parents to access the following:</p> <ul style="list-style-type: none"> <li>• College and Career Pathways</li> <li>• Academic Support</li> <li>• Interventions</li> <li>• Parent Information Workshops/Training</li> <li>• Support for parental involvement</li> <li>• Mentorship Resources/Programs</li> </ul> <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"> <li>• Coordinator</li> <li>• Bilingual TSA</li> <li>• Clerical support</li> <li>• Lease of building to be utilized as actual Parent Center</li> <li>• Parent Training Resources/Programs and Website development</li> </ul>	<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>\$812,000 (LCFF)</p>
<p><b>Goal 6. 1. 4</b> 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>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) _____</p>	<p>\$5000 (LCFF)</p>
<p><b>Goal 6. 1. 5</b> Continue District Advisory Council (DAC) to seek parent input and promote communication for all schools.</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 included in other budgets.</p>



**LCAP Year 2: 2016-17**

<p>Expected Annual Measurable Outcomes:</p>	<p><b>School Climate</b>  <i>Parent/Student Satisfaction and School Climate Surveys to gather input to support district decisions.</i>                  Data is expected in Summer, 2015. Baseline will be set then.  <u>Improvement Goal to increase achievement</u>                  Maintain or increase satisfaction based on Baseline</p> <p><b>Parent Involvement</b>  <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>                  Baseline – 3,600 parents  <u>Improvement Goal to increase achievement</u>                  Maintain or increase satisfaction based on Baseline</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><b>Goal 6. 2. 1</b> 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.</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>\$5,000 (LCFF)</p>
<p><b>Goal 6. 2. 2</b> 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>	<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>\$5,000 (LCFF)</p>

<p><b>Goal 6. 2. 3</b> Establish a centralized Parent Center for parents to access the following:</p> <ul style="list-style-type: none"> <li>• College and Career Pathways</li> <li>• Academic Support</li> <li>• Interventions</li> <li>• Parent Information Workshops/Training</li> <li>• Support for parental involvement</li> <li>• Mentorship Resources/Programs</li> </ul> <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"> <li>• Coordinator</li> <li>• Bilingual TSA</li> <li>• Clerical support</li> <li>• Lease of building to be utilized as actual Parent Center</li> <li>• Parent Training Resources/Programs and Website development</li> </ul>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <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>	<p>\$812,000 (LCFF)</p>
<p><b>Goal 6. 2. 4</b> 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>LEA Wide</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" 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>	<p>\$5000 (LCFF)</p>
<p><b>Goal 6. 2. 5</b> Continue District Advisory Council (DAC) to seek parent input and promote communication for all schools.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <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>	<p>Conduct six meetings annually.</p> <p>\$0</p>

**LCAP Year 3: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p><b>School Climate</b>  <i>Parent/Student Satisfaction and School Climate Surveys to gather input to support district decisions.</i>                      Data is expected in Summer, 2015. Baseline will be set then.  <u>Improvement Goal to increase achievement</u>                      Maintain or increase satisfaction based on Baseline</p> <p><b>Parent Involvement</b>  <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>                      Baseline – 3,600 parents  <u>Improvement Goal to increase achievement</u>                      Maintain or increase satisfaction based on Baseline</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><b>Goal 6. 3. 1</b> 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.</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>\$5,000 (LCFF)</p>
<p><b>Goal 6. 3. 2</b> 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>	<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>\$5,000 (LCFF)</p>

<p><b>Goal 6. 3. 3</b> Establish a centralized Parent Center for parents to access the following:</p> <ul style="list-style-type: none"> <li>• College and Career Pathways</li> <li>• Academic Support</li> <li>• Interventions</li> <li>• Parent Information Workshops/Training</li> <li>• Support for parental involvement</li> <li>• Mentorship Resources/Programs</li> <li>• Personnel to run the Parent Center and implementation of the Parent Center location</li> </ul>	<p>LEA Wide</p>	<p><u>X</u> ALL</p> <hr/> <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>	<p>\$812,000 (LCFF)</p>
<p><b>Goal 6. 3. 4</b> 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>LEA Wide</p>	<p><u>  </u> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p>X 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>	<p>\$5000 (LCFF)</p>
<p><b>Goal 6. 3. 5</b> Continue District Advisory Council (DAC) to seek parent input and promote communication for all schools.</p>	<p>LEA Wide</p>	<p><u>X</u> ALL</p> <hr/> <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>	<p>Conduct six meetings annually.</p> <p>\$0</p>

### Annual Update

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

**Guiding Questions:**

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific 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__ 2__ 3__ 4_x 5__ 6__ 7__ 8_x
			COE only: 9__ 10__
		Local : CNUSD Strategic Plan Goals 1, 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)	

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>State Assessment Results to measure implementation of Common Core State Standards and student achievement. Baseline Year</p> <p>Cohort Graduation Rate goal was to meet or exceed state goal. Baseline 12/13</p> <ul style="list-style-type: none"> <li>• Overall – 91.9%</li> <li>• English Learners - 75.7%</li> <li>• Low Income – 87.5%%</li> </ul> <p>Cohort Dropout Rate was to meet or exceed state goal. Baseline 12/13</p> <ul style="list-style-type: none"> <li>• Overall – 4.5%</li> <li>• English Learners - 16.2%</li> <li>• Low Income – 7.1%</li> </ul> <p>CNUSD goal for Appropriate Teacher Assignment (based on Williams visit data) was to meet or exceed district levels. 13/14 - 98%</p> <p>CNUSD goal for Student Access to Core Materials (based on Williams visit data) was to meet or exceed district levels. 13/14 - 100%</p> <p>CNUSD goal for Facilities in Good Repair (based on Williams visit data). 13/14 - 100%</p> <p>CNUSD goal for English Learner Reclassification Rate will maintain or exceed district levels of reclassification. 13/14 - 19.9%</p> <p>API was suspended for 14/15.</p> <p>CNUSD goal for a-g completion was to maintain or increase a-g completion rates. 12/13 – 48.2%</p> <p>CNUSD goal for EL progress toward English Proficiency (CELDT) was to meet or exceed state goal. 13/14 – 60.1%</p> <p>CNUSD goal for AP pass rates was to maintain or improve the percentage of students who pass with a 3 or higher. 2013 – 52.8%</p> <p>EAP results for 14/15 are expected in August 2015.</p>	<p><b>Actual Annual Measurable Outcomes:</b></p>	<p>Baseline data is expected in summer of 2015. District teams will analyze the data to gauge student achievement and implementation of CCSS.</p> <p>CNUSD exceeded the state goal for cohort graduation rate goal. Growth – 13/14</p> <ul style="list-style-type: none"> <li>• Overall – 92.3%</li> <li>• English Learners - 72.5%*</li> <li>• Low Income – 88.6%</li> </ul> <p>CNUSD exceeded the state goal for cohort dropout rate goal. Growth – 13/14</p> <ul style="list-style-type: none"> <li>• Overall – 4.4%%</li> <li>• English Learners - 19.3%*</li> <li>• Low Income – 6.7%</li> </ul> <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> <p>CNUSD increased the numbers of appropriate teacher assignments. 14/15 - 100%</p> <p><i>CNUSD maintained the student access to core materials.</i> 14/15 - 100%</p> <p>CNUSD maintained the level of facilities in good repair. 14/15 - 100%</p> <p>CNUSD did not meet the goal as expressed. 14/15 - 15.9 %</p> <p>CNUSD increased a-g completion rates. 13/14 – 49.1%</p> <p>CNUSD met the goal for EL progress toward English Proficiency. 14/15 – 62.1%</p> <p>CNUSD met the AP pass rate goal. 2014 – 55.1%</p> <p>The baseline for EAP will be set after analysis of 14/15 results.</p>
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LCAP Year: 2014-15				
Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
<b>Goal 1:</b> Teachers will provide CCSS based instruction daily and support services.		\$222,459,566 (LCFF)	CNUSD teachers provided CCSS based instruction on a daily basis. This statement is based on walk through protocol data.	\$222, 457, 691
Scope of service:	LEA Wide		Scope of service:	LEA Wide
X_ALL			X_ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
<b>Goal 1:</b> All students will have sufficient textbooks and instructional materials.		\$4,612,000 (LCFF)	Based on teacher survey data and Williams reports, students had sufficient textbooks and instructional materials.	\$2,048,323
Scope of service:	LEA Wide		Scope of service:	LEA Wide
X_ALL			X_ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
<b>Goal 1:</b> Maintenance and Operations will provide service to the schools that will keep the facilities safe and in good repair.		\$15,260,668 (LCFF)	The Williams reports comment on the safety of the school facilities and that facilities are in good repair.	\$19,374,615
Scope of service:	LEA Wide		Scope of service:	LEA Wide
X_ALL			X_ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

<b>Goal 1:</b> Certificated management personnel will provide support to academic programs, school safety and smooth operations at the school sites.		\$20,524,540 (LCFF)	Schools were provided support through certificated management personnel for academic programs, school safety, and smooth operations of the school sites.	\$21,560,841
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)_____	
<b>Goal 1:</b> Classified staff will provide services to support the programs at the district and school sites to ensure a quality program for students.		\$48,580,999 (LCFF)	A quality program was ensured at the district and at the schools through the support of classified staff.	\$59,355,566
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><b>Goal 1:</b> Provide teachers with up to 30 hours of PD.</p>	<p>\$2,300,000 (CCSS funding) \$660,000 (Title I PD funding)</p>	<p>Teachers were afforded the opportunity to participate in different options for Professional Development. Beginning in July 2014 trainings outside the work day/year (CNUSD Symposiums) were held and training was offered during the academic year, as well. Additional professional development opportunities were offered on Saturdays and after school. From July 2014 up to May 30, 2015, 442 different Professional Development opportunities were offered and 3,012 teachers attended these sessions. As teachers can attend multiple PD offerings, the number of teachers who participated in PD numbered 1,657 which represents about 80% of our teaching staff. Using the walkthrough protocol information, indications of teacher implementation of CCSS are strong. Exit survey information from professional development workshops indicate that 95% of teachers reported that the training was relevant to them and 91% of teachers responded that the strategies to implement the new standards is clearer because of the workshop.</p>	<p>EST. \$2,000,000 (CCSS)</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><b>Goal 1:</b> Math teachers will be trained in Silicon Valley Math Coaching model training.</p>	<p>\$30,000 (LCFF)</p>	<p>Silicon Valley Math Coaching model training began in April 2014 and is ongoing. CAASPP data and survey data will be used to set the benchmark for evaluation in 15/16.</p>	<p>\$1,200.42</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 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><b>Goal 1:</b> Research different models of coaching. Train current TSAs in modeling program chosen. Pilot coaching program at one elementary, one intermediate and one high school with highest numbers of At-Risk Students. Additional Elementary Assistant Principals will support monitoring of student achievement and implementation of CCSS.</p>	<p>\$821,462 (LCFF)</p>	<p>CNUSD Educational Services Teams partnered with CNTA and met throughout the year to develop job description and program components for the instructional coaches. Additionally, the 8 CNUSD instructional coaches have been identified and hired. These coaches, along with the current district TSAs, site TSAs, SPED Program Specialists are participating in coaching trainings through RCOE and SVM I to prepare for implementation of the CNUSD instructional coaching program in 2015/16. CAASPP data and survey data will be used to set the benchmark for evaluation in 15/16.</p>	<p>\$233,2073</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)____SPED_____</p>		<p><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)____SPED_____</p>	
<p><b>Goal 1:</b> 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>\$150,000 (LCFF)</p>	<p>Work began to create and refine district benchmark assessments beginning with TK, Kinder, First grade, and Second grade. Assessments were created for Trimester 1, Trimester 2, and Trimester 3 through the work with teacher committees during our Symposiums. As this was part of the offerings for PD, the PD budget was used. Results from the district assessments in 15/16 will set the benchmark for these efforts</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><b>Goal 1:</b> Begin configuration of district Portal to support the implementation of CCSS. All Schools will have Wi-Fi installed to support the use of instructional technology. Incorporate the use of instructional technology into Professional Development.</p>		<p>\$4,650,000 (CCSS funding) \$500,000 (LCFF)</p>	<p>The CNUSD portal has begun to be configured and piloting of the portal was completed. The portal has now been opened to the community at large. Work will continue towards refinements. Mesh Wi-Fi has been completed at all schools. Updated teacher computers have been provided to teachers according to the refresh schedule. Costs were higher than anticipated.</p>	<p>\$4,650,000 CCSS \$732,577 LCFF</p>	
Scope of service:	LEA Wide		Scope of service:	LEA Wide	
X_ALL			X_ALL		
<p>OR:                  ___ Low Income pupils ___ English Learners                  ___ Foster Youth ___ Redesignated fluent English proficient                  ___ Other Subgroups:(Specify)_____</p>			<p>OR:                  ___ Low Income pupils ___ English Learners                  ___ Foster Youth ___ Redesignated fluent English proficient                  ___ Other Subgroups:(Specify)_____</p>		
<p><b>Goal 1:</b> Research different models for strategic and intensive interventions. Pilot interventions at schools. Gather data to determine the most effective models.</p>		<p>\$100,000 (LCFF)</p>	<p>The Reader by Nine Committee has met throughout the year to identify barriers to student reading proficiency by the end of third grade. The barriers feel into 3 areas – attendance, first best instruction, and systematic timely intervention. As the program was crafted, 8 schools piloted the program and will be complete with the pilot on May 29, 2014. Feedback and input has been gathered along the way from the pilot teachers to refine the program. Costs are ongoing. Preliminary data regarding post pilot Running Records implemented with students in the pilot program reports that 75% of the students in the pilot grew 5 or more Running Record levels in the 6 week pilot period.</p>	<p>\$18,568</p>	
Scope of service:	LEA Wide		Scope of service:	LEA Wide	
___ALL			___ALL		
<p>OR:                  X_Low Income pupils X_English Learners                  X_Foster Youth X_Redesignated fluent English proficient                  X_Other Subgroups:(Specify)_SPED_____</p>			<p>OR:                  X_Low Income pupils X_English Learners                  X_Foster Youth X_Redesignated fluent English proficient                  X_Other Subgroups:(Specify)_SPED_____</p>		
<p><b>Goal 1:</b> Continue to provide access to a telemetric computer program to support the improvement of writing skills in the classroom to a feeder pattern of schools (I.e. My Access). Continue to provide access to the Discovery Media assets to support instruction.</p>		<p>\$457,450 (i3, Title I) \$150,000 (LCFF)</p>	<p>Discovery Media assets continue to be a rich part of the CNUSD curriculum guides and are in use throughout the district. The My Access program is available at 20 schools in the district.</p>	<p>Title I &amp; i3: \$450, 450 LCFF: \$209,875</p>	
Scope of service:	School Level		Scope of service:	School Level	

X_ALL			X_ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
<b>Goal 1:</b> Continue BTSA program and augment program with an additional BTSA support provider.		\$372,728 (LCFF)	176 teachers are currently enrolled in Induction (formerly known as BTSA).	\$516,269
Scope of service:	LEA Wide		Scope of service:	LEA Wide
X_ALL			X_ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
<b>Goal 1:</b> Continue the provision of summer school.		\$1,260,000 (LCFF)	Summer school takes place in June 2015 to provide additional opportunities for credit recovery and extra classes for student with impacted scheduled. As the need was greater, additional monies were added. 5,000 students are enrolled in Summer School for 14/15.	EST.: \$1,460,00
Scope of service:	LEA Wide		Scope of service:	LEA Wide
X_ALL			X_ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
<b>Goal 1:</b> Provide additional support to coach the schools in data analysis.		\$120,000 (LCFF)	A data coach was identified and hired in July, 2014. The data coach has been working with schools to implement Common Formative Assessments and to analyze the data from these tests. She has been working with the TSAs and teacher teams to craft district benchmark assessments.	\$120,000
Scope of service:	School Level		Scope of service:	School Level
X_ALL			X_ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

<b>Goal 1:</b> Continue support for students to pass CAHSEE.		\$200,000 (LCFF)	CAHSEE support and materials have been provided to students who need additional opportunities to prepare for and pass the CAHSEE. The district reports a 93% pass rate in Math and a 91% pass rate in ELA.	\$63,905
Scope of service:	LEA wide		Scope of service:	LEA wide
X ALL			X ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____			OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
(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"> <li>• Based on data gathered from teacher surveys regarding professional development, workshops will be presented in 15/16 focusing on literacy in all content areas. Math is a focus for CNUUSD and expanded opportunities will be provided in content standards and math practice standards.</li> <li>• The instructional coaches were hired to begin work in July 2015. Planned was for 3 coaches to begin in July, 2014. Teams spent time collaborating and designing the coaching program for CNUUSD during 14/15. A more robust coaching program will be implemented as a result of these efforts.</li> <li>• Piloting CCSS benchmark assessments in TK, Kinder, First, and Second grade has given a strong base from which to work moving into 15/16. Planned was to move out assessments throughout the district in 14/15. Teacher teams will work together in June 2015 to develop CCSS based assessments for core academic areas to be implemented in 15/16.</li> <li>• CNUUSD portal has been rolled out to teachers and school sites. Rollout will continue through 15/16 with work continuing to configure and implement a district Accountability Framework that will serve as a touch point for all data in the district, including LCAP metrics progress.</li> <li>• The Reader by Nine Program was piloted at 8 schools which provided valuable feedback and input into the development of the program. Based on the positive preliminary results, the program will be implemented more quickly than had been planned in LCAP with all elementary schools focusing on grades 1 and 2 for execution of the program.</li> <li>• With the hiring of additional teachers, additional Induction support providers are in the process of being hired. This will add more Induction staff than was planned.</li> <li>• A need was identified to provide additional opportunities for students with impacted schedules to attend summer school. Additional monies were allocated to meet this need. Approximately 5,000 students attend summer school based on 14/15 attendance information.</li> <li>• Based on the data regarding the academic progress of Long Term English Learners, a committee will be convened in 15/16 to identify barriers to academic success and identify solutions to support the academic success for these students.</li> <li>• With the implementation of CCCSS, the numbers of students who are receiving Ds and Fs have increased. A committee will convene to study this and design an approach to support students not meeting standards in the classroom.</li> <li>• A reorganization of the state data points was completed to support the continuous program improvement in the district.</li> </ul>		

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_x 5__ 6__ 7__ 8_x
			COE only: 9__ 10__
			Local : CNUSD Strategic Plan Goals 1, 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)	

<p>Expected Annual Measurable Outcomes:</p>	<p>State Assessment Results to measure implementation of Common Core State Standards and student achievement Baseline Year</p> <p>Cohort Graduation Rate goal was to meet or exceed state goal. Baseline 12/13</p> <ul style="list-style-type: none"> <li>• Overall – 91.9%</li> <li>• English Learners - 75.7%</li> <li>• Low Income – 87.5%</li> </ul> <p>Cohort Dropout Rate was to meet or exceed state goal. Baseline 12/13</p> <ul style="list-style-type: none"> <li>• Overall – 4.5%</li> <li>• English Learners - 16.2%</li> <li>• Low Income – 7.1%</li> </ul> <p>CNUSD goal for Appropriate Teacher Assignment (based on Williams visit data) was to meet or exceed district levels. 13/14 - 98%</p> <p>CNUSD goal for Student Access to Core Materials (based on Williams visit data) was to meet or exceed district levels. 13/14 - 100%</p> <p>CNUSD goal for Facilities in Good Repair (based on Williams visit data) 13/14 - 100%</p> <p>CNUSD goal for English Learner Reclassification Rate will maintain or exceed district levels of reclassification. 13/14 - 19.9%</p> <p>API was suspended for 14/15.</p> <p>CNUSD goal for a-g completion was to maintain or increase a-g completion rates. 12/13 – 48.2%</p> <p>CNUSD goal for EL progress toward English Proficiency (CELDT) was to meet or exceed state goal. 13/14 – 60.1%</p> <p>CNUSD goal for AP pass rates was to maintain or improve the percentage of students who pass with a 3 or higher. 2013 – 52.8%</p> <p>EAP results for 14/15 are expected in August 2015.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Baseline data is expected in summer of 2015. District teams will analyze the data to gauge student achievement and implementation of CCSS.</p> <p>CNUSD exceeded the state goal for cohort graduation rate goal. Growth – 13/14</p> <ul style="list-style-type: none"> <li>• Overall – 92.3%</li> <li>• English Learners - 72.5%*</li> <li>• Low Income – 88.6%</li> </ul> <p>CNUSD exceeded the state goal for cohort dropout rate goal. Growth – 13/14</p> <ul style="list-style-type: none"> <li>• Overall – 4.4%</li> <li>• English Learners - 19.3%*</li> <li>• Low Income – 6.7%</li> </ul> <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> <p>CNUSD increased the numbers of appropriate teacher assignments. 14/15 - 100%</p> <p><i>CNUSD maintained the student access to core materials.</i> 14/15 - 100%</p> <p>CNUSD maintained the level of facilities in good repair. 14/15 - 100%</p> <p>CNUSD did not meet the goal as expressed. 14/15 - 15.9 %</p> <p>CNUSD increased a-g completion rates. 13/14 – 49.1%</p> <p>CNUSD met the goal for EL progress toward English Proficiency. 14/15 – 62.1%</p> <p>CNUSD met the AP pass rate goal. 2014 – 55.1%</p> <p>The baseline for EAP will be set after analysis of 14/15 results.</p>
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LCAP Year: 2014-15					
Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
<b>Goal 2:</b> PSAT and SAT assessments will be provided for all students to include Parent Night presentations.		\$200,000 (LCFF)	PSAT assessments were provided to 4,112 10 <sup>th</sup> grade students and to 3,574 11 <sup>th</sup> grade students. Parent nights were held at all 5 comprehensive high schools to share the results, help families to strategize next steps and to support students toward college readiness.		\$200,000
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>      </u> 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) <u>      </u> SWD		
<b>Goal 2:</b> Continue to implement designated ELD with fidelity.		\$0	Specified ELD times are set at every elementary school and monitored by school and district personnel. Additionally, at the intermediate schools and high schools, services to support language acquisition continue be support in specially designed classes.		Costs are included in other budgets.
Scope of service:	School Level		Scope of service:	School Level	
__ALL			__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>      </u>			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>      </u>		
<b>Goal 2:</b> Foster Youth students will meet together 5 times a year to receive safety information, gain information and access to tutoring and visit colleges.		\$10,000 (McKinney Vento)	Foster Youth students met 5 times to receive information regarding safety, tutoring, and college visits.		\$10,000
Scope of service:	Student Level		Scope of service:	Student Level	
__ALL			__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) <u>      </u>			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) <u>      </u>		



<p><b>Goal 2:</b> Safety and Violence Counselors will provide additional emotional and academic support to foster students.</p>	<p>Costs included in other programs.</p>	<p>Eight Safety and Violence counselors support the socio-emotional needs of the foster students</p>	<p>Costs included in other programs.</p>
<p>Scope of service: LEA Wide</p>		<p>Scope of service: LEA Wide</p>	
<p>__ALL</p>		<p>__ALL</p>	
<p>OR:                  __Low Income pupils __English Learners  <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient                  __Other Subgroups: (Specify)_____</p>		<p>OR:                  __Low Income pupils __English Learners  <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient                  __Other Subgroups: (Specify)_____</p>	
<p><b>Goal 2:</b> Increase AVID sections at each secondary school with extra sections. Develop a plan to implement AVID at select elementary schools. Monitor progress of students in AVID, particularly RFEP students.</p>	<p>\$900,000 (LCFF)</p>	<p>AVID sections were expanded at the 5 comprehensive high schools by 2 sections at each school. AVID sections at the intermediate were also expanded at 8 of the 10 intermediate or K-8 schools. Two that did not have AVID are enrolled in the AVID Summer Institute to prepare for opening their programs. Tutoring services were expanded with new streamlined process for hire. 6 elementary teams will participate in the AVID Summer Institute to prepare for their programs to open in 15/16. CAASPP data and survey data will be used to set the benchmark for evaluation in 15/16.</p>	<p>\$490,406</p>
<p>Scope of service: School Level</p>		<p>Scope of service: School Level</p>	
<p>__ALL</p>		<p>__ALL</p>	
<p><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><b>Goal 2:</b> Additional academic support for Foster Youth students at intermediate school through tutoring.</p>	<p>\$10,000 (Title I)</p>	<p>Additional academic support was provided through other programs for tutoring services at Sylvan. CAASPP data and survey data will be used to set the benchmark for evaluation in 15/16.</p>	<p>Costs included in other programs.</p>
<p>Scope of service: LEA Wide</p>		<p>Scope of service: LEA Wide</p>	
<p>__ALL</p>		<p>__ALL</p>	
<p>OR:                  __Low Income pupils __English Learners  <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient                  __Other Subgroups: (Specify)_____</p>		<p>OR:                  __Low Income pupils __English Learners  <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient                  __Other Subgroups: (Specify)_____</p>	

<p><b>Goal 2:</b> Augment CCSS based ELA Curriculum guides with CCSS based ELD standards. Provide ELD standards Professional Development sessions and incorporate ELD standards into all ELA Professional Development.</p>	<p>\$15,000 (Title III)</p>	<p>Professional Development in ELA/ELD standards has been provided to principals, assistant principals, and managers. Professional Development has begun to be provided to teachers. Teacher teams have been engaged in revising the curriculum guides to reflect the ELA/ELD standards.</p>	<p>Costs for this have been expended out of the PD funding.</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 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) _____</p>		<p>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) _____</p>	
<p><b>Goal 2:</b> Continue to support walk through protocols (i.e. Look 2 Learn and Instructional Rounds) to support improvement of instruction. Additional schools will be trained in instructional rounds.</p>	<p>\$60,000 (Title I PD)</p>	<p>Professional Development for 5 schools has been provided in the pedagogy and details around Instructional Rounds. Training will be provided to additional schools in 15/16. Data from these rounds indicates that teachers are using CCSS in their classrooms and has helped us to determine topics for further training. CAASPP data and district benchmark data gathered in summer, 2015 will be used to benchmark this initiative and measure progress in the upcoming year.</p>	<p>\$60,000 (Title I PD)</p>
<p>Scope of service:</p>	<p>School Level</p>	<p>Scope of service:</p>	<p>School Level</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><b>Goal 2:</b> The educational process for At-Risk students will be supported with additional personnel to support instruction, model lessons, and coach.</p>	<p>\$1,571,312 (Title I PD, Title II and Title III)                  \$499,979 (LCFF)</p>	<p>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.</p>	<p>\$1,571,312 (Title I PD, Title II and Title III)                  LCFF: \$149,632</p>

Scope of service:	LEA Wide		Scope of service:	LEA Wide	
__ALL			__ALL		
OR: X_Low Income pupils X_English Learners X_Foster Youth X_Redesignated fluent English proficient X_Other Subgroups: (Specify) __SWD_____			OR: X_Low Income pupils X_English Learners X_Foster Youth X_Redesignated fluent English proficient X_Other Subgroups: (Specify) __SWD_____		
<b>Goal 2:</b> Bilingual aides will support EL students.		\$1,376,317 (LCFF)	Bilingual aides have been deployed to support English Learners in the classroom. Student number of English Learners has declined in our district so costs have diminished.		\$1,095,647
Scope of service:	School Level		Scope of service:	School Level	
__ALL			__ALL		
OR: __Low Income pupils X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____			OR: __Low Income pupils X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		
<b>Goal 2:</b> Instructional Assistants will support SWD students based on need.		\$10,892,346 (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.		\$18,886,064
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_____		
<b>Goal 2:</b> Students with Disabilities will be supported with supplemental personnel.		\$1,300,000 (LCFF)	Support personnel have been provided to support students with disabilities.		\$1,045,106

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) <u>SWD</u>			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups: (Specify) <u>SWD</u>		
<b>Goal 2:</b> 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	
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups: (Specify) <u>SWD</u>			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups: (Specify) <u>SWD</u>		
<b>Goal 2:</b> Continue to allocate to schools funding to address the specific needs of their At-Risk students, EL (including RFEP), LI, and Foster Youth.		\$1,900,379 (LCFF)	Allocations have been made to support specific needs of At-Risk students, EL (including RFEP), LI, and Foster Youth. To all 49 schools. These allocations have been used to provide intervention, support personnel, and supplemental materials and supplies, etc. CAASPP data and district benchmark data gathered in summer, 2015 will be used to benchmark this initiative and measure progress in the upcoming year.		\$1,900,379
Scope of service:	School Level		Scope of service:	School Level	
__ALL			__ALL		
X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) <u>SWD</u>			OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) <u>SWD</u>		
<b>Goal 2:</b> Support Personnel will continue to address the specific needs of EL students (including RFEP), Low Income and Foster Youth students.		\$1,407,323 (LCFF)	Support personnel has been deployed to support the specific needs of EL students (including RFEP), Low Income and, Foster Youth students.		\$752,143

Scope of service:	LEA Wide		Scope of service:	LEA Wide	
__ALL			__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>			<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>		
<b>Goal 2:</b> Up to 18.5 teachers are assigned to impacted schools.		\$1,097,570 (LCFF)	Class sizes were lowered at the most At-Risk impacted schools through the employment of 10 additional teachers.		\$2,073,133
Scope of service:	School Level		Scope of service:	School Level	
__ALL			__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>			<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>		
<b>Goal 2:</b> Explore the possibility of participating in the EOS program. If accepted, implementation of first year of the program will occur.		\$100,000 (LCFF)	Activities supporting the EOS program took place at every comprehensive high school to analyze the student enrollment practices for Advanced Placement Classes. Within this process, specific viable student candidates have been identified for enrollment in Advanced Placement Classes with an eye to increase diversity in our programs. CNUSD is early in the implementation and progress will be measured using enrollment data in AP courses and numbers of students taking AP assessments which will be available in 15/16.		\$48,700
Scope of service:	School Level		Scope of service:	School Level	
__ALL			__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>			<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>		

<b>Goal 2:</b> Additional FTEs 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.		\$1,500,000 (LCFF)	13 additional FTE’s were provided to high schools to support interventions.	\$1,382,207
Scope of service:	School Level		Scope of service:	School Level
__ALL			__ALL	
X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups : (Specify) __SWD			X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups : (Specify) __SWD	
(Goal 2) 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"> <li>PSAT assessments and SAT assessments were taken by almost 8,000 students in 10th and 11th grades. After analysis of testing information and testing results, it was decided to fund the PSAT assessments for 15/16 and to spend time designing the program to better meet the needs of the students. Additionally, with the increase of the Advanced Placement program in the district, there is a need to provide some support for the payment of AP exam fees.</li> <li>AVID sections expanded at all comprehensive high schools and 8 intermediate schools. 2 intermediate schools needed more time to plan for implementation of AVID and will implement in 15/16. Five elementary schools were planned to implement AVID in 15/16 and another school was added to support their program. As AVID costs have grown, additional funding was added so the expected level of funding was to be \$1,000,000 and will be \$1,500,000.</li> <li>Professional development opportunities in Instructional Rounds were provided for 5 schools in 14/15. Planned was to add another 5 schools in 15/16, but as the initial implementation of these practices is so promising in the support of At-Risk students, additional funding was allocated to include more schools in this professional development.</li> <li>Schools received funding allocations to allow for additional support of English Learners, Low Income students, and Foster Youth. Needs at the school site were identified and additional funding (an increase of \$500,000) will be allocated based on the Unduplicated Student Count at each school to provide intervention, professional development, and supplemental materials.</li> <li>With the efforts of the Equal Opportunity Schools initiative, an increase of students who have never taken Advanced Placement classes before will be seen. Focus was placed on English Learners, Low Income students, Foster Youth, and ethnic subgroups such as Hispanic and African American students to increase enrollment in AP classes. With this growth, additional supports need to be provided by way of a summer institute, tutoring, intervention, and additional teacher training. Funding will be provided for these supports.</li> <li>A reorganization of the state data points was completed to support the continuous program improvement in the district.</li> </ul>		

Original GOAL from prior year LCAP:	Goal 3: Increase the number of students who complete CTE capstone classes.			Related State and/or Local Priorities:	
				1__ 2_x 3__ 4__ 5__ 6__ 7_x 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) At-Risk Students			
Expected Annual Measurable Outcomes:	Technical Skills Attainment Measure Meet or exceed state goals		Actual Annual Measurable Outcomes:	Data for Technical Skills Attainment for 2014-2015 will be available September 2015. District teams will analyze the data to gauge student achievement.	
	District-Wide Program Completer Measure Baseline Year			Baseline data for district-wide program completer measures will be available September 2015. District teams will analyze the data to gauge student achievement.	
LCAP Year: 2014-15					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
<b>Goal 3: Develop Draft Scorecards/Dashboards.</b>		\$10,000 (LCFF)	A committee met and selected metrics to include on the CTE scorecard/dashboard. As district interactive scorecards and dashboards will continue under development in future years, the following metrics will be included: 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.		This funding was moved to goal 4 to support career pathways.
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)_____		

<b>Goal 3:</b> Schedule site meetings and establish process to review district and site data.		\$1,000 (LCFF)	Meetings were held on a regular basis with all secondary site administrators. Topics discussed include CTE, STEM, future needs and connections with feeder schools and post-secondary institutions. Current projects include collaboration between Corona HS, Raney IS and Auburndale IS: PLTW – Engineering and Medical; Roosevelt HS, River Heights IS and Ramirez IS: Law, Robotics and STEM; Centennial HS and El Cerrito MS: Computer Technology; and Santiago HS and El Cerrito MS: Business Technology. As a result of this collaboration, expansion of the STEM programs to an additional strand at Corona High School and STEM programs at Raney Intermediate and Auburndale Intermediate will be opened in 15/16.	This funding was moved to goal 4 to support career pathways.
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)_____	
<b>Goal 3:</b> Develop CTE Pathways Flowcharts (Participant, Concentrator, and Capstone) and provide to counselors.		\$2,000 (LCFF)	Industry sector pathways are being defined and/or refined. By the end of June 2015, all counselors will be provided with this information (these documents will be fluid based on changing industry needs).  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 a career pathway. This will allow counselors to pull their own student lists. The number of pathways increased from 11 in 13/14 to 14 in 14/15. The number of CTE courses increased from 204 in 13/14 to 286 in 14/15.	This funding was moved to goal 4 to support career pathways.
Scope of service:	School Level and Student Level		Scope of service:	School Level and Student 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)_____	
<b>Goal 3:</b> Annual License of Career Cruising for all Secondary Schools (Intermediate and High). Refine specificity of CNUSD CTE Pathways within Career Cruising.	\$30,983 (LCFF)	Licenses for Career Cruising were provided to all secondary schools. Anecdotal information demonstrates an increased awareness of the CTE focused courses and pathways on the part of parents and students.	\$30,983
Scope of service: School Level and Student Level		Scope of service: School Level and Student Level	
X_ALL		X_ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
<b>Goal 3:</b> 3 Professional Development Days for 35 CTE Teachers.	\$12,821 (LCFF)	CTE teachers participated in various literacy, Common Core, and industry-oriented professional development opportunities.	\$492
Scope of service: LEA and School Level		Scope of service: LEA and School Level	
X_ALL		X_ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
<b>Goal 3:</b> Pilot 5 Elementary Schools (ccSpark!).	\$2,500 (LCFF)	ccSpark! was piloted at five elementary schools. Elementary school staff reported that this program was not as effective as anticipated and the decision to consider a program change was made.	\$2,245
Scope of service: LEA and School Level		Scope of service: LEA and School Level	
X_ALL		X_ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

<b>Goal 3:</b> Monitor and support English Learner (including RFEP), Low Income and Foster Youth students for enrollment and successful completion of capstone courses.		Costs for this were included in other budgets	Meetings have been held with secondary site principals and Q will be used to data collection on capstone completion. Benchmarks will be set based on 15/16 data.	Costs for this were 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: <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 3) 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 programs, services, and metrics, the following adjustments will be made for Goal 3 moving forward: <ul style="list-style-type: none"> <li>• The metric will be changed to CTE Pathway Completer, and 2014-2015 will be used as a baseline.</li> <li>• Pathway programs of study will be completed and provided to all parties.</li> <li>• Career Cruising will be replaced by CaliforniaColleges.edu and provided to all secondary schools.</li> <li>• The professional development delivery structure will be redefined.</li> <li>• ccSpark will be eliminated.</li> <li>• Note: Some line items under Estimated Actual Annual Expenditures have a zero cost because this money was moved to Goal 4 to support career pathways.</li> </ul>		

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_x 3__ 4__ 5__ 6__ 7_x 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:	Metric: District Participation Rate in CTE courses Baseline Year Or District Course Taking Rate Baseline Year	Applicable Pupil Subgroups: All Low Income (LI) English Learner (EL) Foster Youth (FY) Students with Disabilities (SWD) At-Risk Students	Actual Annual Measurable Outcomes:	Baseline data for district participation rate in CTE courses will be available September 2015. District teams will analyze the data to gauge student achievement. This is the same data as the district course taking rate.
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
<b>Goal 4:</b> Convene CTE Focus Group. Identify Industry Councils, and establish 3 year plan.	\$5,000 (LCFF)	The entire district advisory committee is in the process of being restructured based upon the 15 industry sectors and pathways offered by the District. Advisory committee meetings were held for the Norco High School Agriculture Department and the Eastvale STEM Academy. Staff also participated in the Norco College and Riverside County Office of Education Advisory Committee activities. We contracted with a business partner liaison as a consultant to assist with this process. Data will be gathered and analyzed to determine progress in 15/16.	\$32,755	

Scope of service:	LEA and School Level		Scope of service:	LEA and School Level	
X_ALL			X_ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
<b>Goal 4:</b> Implement Project Lead The Way (PLTW) at Corona High School and plan for additional CTE Pathways.		\$20,000 (LCFF)	Corona HS PLTW-Engineering completed its first year with 70 students. MESA (Raney) and Gateway (Auburndale) will kick off their feeder programs in 15-16. Corona HS will also start the PLTW Biotechnology in 15-16. Two specialty servers were purchased to handle the heavy duty software required of an engineering program. 23 laptops and a cart were purchased to support the Gateway program. Data will be gathered an analyzed to determine progress in 15/16.		\$81,486.22
Scope of service:	LEA and School Level		Scope of service:	LEA and School Level	
X_ALL			__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 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)_____		
<b>Goal 4:</b> Establish 3 Advisory Committees and convene.		\$10,000 (LCFF)	The entire district advisory committee is in the process of being restructured based upon the 15 industry sectors and pathways offered by the District. Advisory committee meetings were held for the Norco High School Agriculture Department and the Eastvale STEM Academy. Staff also participated in the Norco College and Riverside County Office of Education Advisory Committee activities. We contracted with a business partner liaison as a consultant to assist with this process. Data will be gathered an analyzed to determine progress in 15/16.		\$8,998.44
Scope of service:	LEA and School Level		Scope of service:	LEA and School Level	
X_ALL			X_ALL		

OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
<b>Goal 4:</b> CTE Teachers convene with Industry Sector Advisory Committees 2 times per year. Establish Work Based Learning (WBL) opportunities.		\$5,000 (LCFF)	The entire district advisory committee is in the process of being restructured based upon the 15 industry sectors and pathways offered by the District. Advisory committee meetings were held for the Norco High School Agriculture Department and the Eastvale STEM Academy. Staff also participated in the Norco College and Riverside County Office of Education Advisory Committee activities. We contracted with a business partner liaison as a consultant to assist with this process. Data will be gathered and analyzed to determine progress in 15/16.		\$4,900
Scope of service:	LEA and School Level		Scope of service:	LEA and School Level	
X_ALL			X_ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
<b>Goal 4:</b> CTE Staff		\$155,038 (LCFF)	A Director of CTE was hired.		\$136,594
Scope of service:	LEA and School Level		Scope of service:	LEA and School Level	
X_ALL			X_ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
<b>Goal 4:</b> 3 Professional Development Days for CTE Teachers.		\$12,821 (LCFF)	Teachers participated in a variety of professional development activities sponsored by the school district, RCOE, the UC system and industry-sponsored events.		\$0 This funding was moved elsewhere in goal 4 to support career pathways.
Scope of service:	LEA and School Level		Scope of service:	LEA and School Level	
X_ALL			X_ALL		

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
<b>Goal 4:</b> Visit Model CTE Programs and Industry Plants.		\$15,000 (LCFF)	Teachers participated in a variety of professional development activities sponsored by the school district, RCOE, the UC system and industry-sponsored events.		\$0 This funding was moved elsewhere in goal 4 to support career pathways.
Scope of service:	LEA and School Level		Scope of service:	LEA and School Level	
X_ALL			X_ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
<b>Goal 4:</b> Increase Articulation Agreements with colleges and universities.		\$0	The number of articulated courses grew in 14/15 and is projected to continue growing for 15/16. There are now 16 articulated with the Riverside Community College District, including 7 new courses that will be offered beginning 2015-2016.		\$0
Scope of service:	LEA		Scope of service:	LEA	
X_ALL			X_ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
<b>Goal 4:</b> Monitor and support English Learner (including RFEP), Low Income and Foster Youth students for enrollment and successful completion of CTE courses.		\$0	Meetings have been held with secondary site principals and Q will be used to data collection on CTE participants. Benchmarks will be set based on 15/16 data.		\$0
Scope of service:	LEA and School Level		Scope of service:	LEA and School Level	
X_ALL			__ALL		

<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 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)_____</p>	
<p>(Goal 4) 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 progress and implementation, the following changes have been made moving forward:</p> <ul style="list-style-type: none"> <li>• The areas identified above as “advisory” committees will be streamlined.</li> <li>• Additional FTEs will be added for PLTW, Agriculture Chemistry, and RCOE-CTE courses.</li> <li>• Intermediate school pathway support will be given its own line item.</li> <li>• We will continue to contract with a Business liaison to assist with partnership development and pathway creation.</li> <li>• Funding allocations have been adjusted to meet the above changes.</li> </ul>		

<p>Original GOAL from prior year LCAP:</p>	<p>Goal 5: Implement measures at all schools to foster positive school environments and support students.</p>		<p>Related State and/or Local Priorities:                  1__ 2__ 3__ 4__ 5_x 6_x 7__ 8__                  COE only: 9__ 10__                  Local :CNUSD Strategic Plan Goals 2 and 3</p>	
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>LEA and School wide</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>Applicable Pupil Subgroups:</p>	<p>All                  Low Income (LI)                  English Learner (EL)                  Foster Youth (FY)                  Students with Disabilities (SWD)                  At-Risk Students</p>	<p>Actual Annual Measurable Outcomes:</p>	<p><i>CNUSD met the district goal for School Attendance.</i>                  Growth <u>13/14</u>                  96%</p> <p><i>CNUSD met the district goal for Middle School Dropout rate</i>                  Growth <u>13/14</u>                  0.0%</p> <p><i>CNUSD met the district goal for High School Dropout rate.</i>                  Growth <u>13/14</u>                  4.4%</p> <p><i>CNUSD met the district goal for High School Graduation rates.</i>                  Growth <u>13/14</u>                  92.3%</p> <p><i>CNUSD met the district goal for Chronic Absenteeism.</i>                  Growth <u>13/14</u>                  8.8%</p> <p><i>CNUSD met the district goal for Suspension rate.</i>                  Growth <u>13/14</u>                  2.6%</p> <p><i>CNUSD met the district goal for Expulsion rate.</i>                  Growth <u>13/14</u>                  0.1%.</p>

**Student Engagement**  
*School Attendance rate goal was to maintain or increase the School Attendance rate.*  
 Baseline 12/13  
 96%

*Middle School Dropout rate goal was to maintain or reduce the Middle School Dropout rate.*  
 Baseline 12/13  
 0.12%

*High School Dropout rates goal was to maintain or increase the High School Dropout rates.*  
 Baseline 12/13  
 4.5%

*High School Graduation rates goal was to maintain or increase the High School Graduation rates.*  
 Baseline 12/13  
 91.9%

*Chronic Absentee goal was to maintain or reduce Chronic Absentee Rate in the district.*  
 Baseline 12/13  
 10%

**School Climate**  
*Suspension rate goal was to maintain or reduce the suspension rate in the district.*  
 Baseline 12/13  
 2.9%

*Expulsion rate goal was to maintain or reduce the suspension rate in the district.*  
 Baseline 12/13  
 0.2%



LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
<b>Goal 5:</b> Provide the Data Attendance Tracking Tool (DATT) report to school sites monthly. Begin using the new SART/SARB protocol. Provide a substitute to hold SART meetings or home visits.		\$40,000 (LCFF)	District SARB meetings were expanded to 2 times per month. School sites implemented the new protocols outlined. Subs were provided to allow for teachers to attend site SART meetings. Chronic Absentee rates dropped from 10.3% in 13/14 to 9.7% in 14/15.	Subs for teachers to attend SART meetings \$23,226
Scope of service:	LEA wide	Scope of service:	LEA wide	
X_ALL		X_ALL		
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		
<b>Goal 5:</b> Explore a systematic TK-12 Character Education Program for all students.		\$5,000 (LCFF)	McKinley Elementary piloted "Leader in Me" and Garretson Elementary piloted "Character Counts."	Subs provided for training \$583
Scope of service:	School Level	Scope of service:	School Level	
X_ALL		X_ALL		
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		
<b>Goal 5:</b> Research a Positive Behavior Intervention System (PBIS) for all students. Expand access to the Pupil Intervention Program (PIP) for elementary schools. Pilot a program to build leadership and academic strengths for students. Train staff and administrators.		Provide subs and paid summer training for all staff \$103,934 (LCFF)	River Heights Intermediate School piloted Positive Behavior Interventions and Supports utilizing Boys Town strategies and implemented an incentive program using the HERO program. Classified and certificated staff were compensated for summer training and subs were provided for PBIS leadership team meetings. District suspension rates dropped from 2.9% to 2.6%. River Heights' data reports that there were no expulsion recommendations and the data reflected 13-1 positive feedback for students when comparing affirmations to discipline comments.	Subs and paid summer training provided for Classified and Certificated staff Purchased HERO program to capture data \$277,868
Scope of service:	School Level	Scope of service:	School Level	
X_ALL		X_ALL		

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
<b>Goal 5:</b> On-going salaries for 5.5 Counselors.		\$646,950 (LCFF)	Safety and Violence Prevention Counselors salaries provided for 5 Comprehensive HS and 1/2 Alternative. District suspension rates dropped from 2.9% to 2.6% and district expulsion rates dropped from 0.2% to 0.1%.		Salaries \$642,651
Scope of service:	School Level		Scope of service:		
X_ALL			X_ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
<b>Goal 5:</b> Continue funding for SRO's and increase number of SROs.		\$736,000 (LCFF)	Continued funding of SROs to cover high schools and middle school sites. Increased by 1. District suspension rates dropped from 2.9% to 2.6% and district expulsion rates dropped from 0.2% to 0.1%.		Salaries \$741,662
Scope of service:	School Level		Scope of service:	School Level for high school and Intermediate	
X_ALL			X_ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
<b>Goal 5:</b> Train site administration on how to develop and align safety protocols that provide action plans for safe and orderly environments. Each school will submit their plan for Board Approval.		\$2,000	Training for Safe School Plans was provided for all sites August 6-12, 2014 and new template binder provided for all sites.		Copies and materials \$1,979
Scope of service:	School Level		Scope of service:	LEA Wide	
X_ALL			X_ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

<p><b>Goal 5:</b> Develop a plan for increasing the number of counselors at our greatest at-risk schools to provide early intervention for students to attain academic and social/emotional success.</p>	<p>Costs for this included in other budgets.</p>	<p>Tentative Plan completed to hire 10 counselors to serve elementary and intermediate sites for the 2015/16 school year.</p>	<p>Costs for this included in other budgets.</p>
<p>Scope of service:</p>	<p>School Level</p>	<p>Scope of service:</p>	<p>School Level</p>
<p>X_ALL</p>		<p>X_ALL</p>	
<p>OR:                  ___ Low Income pupils ___ English Learners                  ___ Foster Youth ___ Redesignated fluent English proficient                  ___ Other Subgroups:(Specify)_____</p>		<p>OR:                  ___ Low Income pupils ___ English Learners                  ___ Foster Youth ___ Redesignated fluent English proficient                  ___ Other Subgroups:(Specify)_____</p>	
<p><b>Goal 5:</b> Develop a plan to contract/hire social workers to provide home-school intervention in the areas of poor attendance and behavior.</p>	<p>\$5,000 (LCFF)</p>	<p>Plans have been completed to contract Mental Health Workers for 2015/16 school year.</p>	<p>Costs for this included in other budgets.</p>
<p>Scope of service:</p>	<p>School Level</p>	<p>Scope of service:</p>	<p>School Level</p>
<p>X_ALL</p>		<p>X_ALL</p>	
<p>OR:                  ___ Low Income pupils ___ English Learners                  ___ Foster Youth ___ Redesignated fluent English proficient                  ___ Other Subgroups:(Specify)_____</p>		<p>OR:                  ___ Low Income pupils ___ English Learners                  ___ Foster Youth ___ Redesignated fluent English proficient                  ___ Other Subgroups:(Specify)_____</p>	
<p>(Goal 5) 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"> <li>• -\$478,000 Funding for social workers will be shifted to contract mental health workers to provide more intense therapeutic services to our most at risk students who exhibit high levels of disengaged behavior.</li> <li>• -\$176,000 will be added to hire one additional school nurse to support healthy physical and mental health of our students.</li> <li>• -\$180,000 for additional School Resource Officer was funded through Riverside Sheriff's office to provide coverage for our middle schools located in county territory. This will continue in 2015/16.</li> <li>• A reorganization of the state data points was completed to support the continuous program improvement in the district.</li> </ul>		

Original GOAL from prior year LCAP:	Goal 6: Establish home-school partnerships which build solid relationships between school and family.			Related State and/or Local Priorities:	
				1__ 2__ 3_x 4__ 5__ 6__ 7__ 8__	
				COE only: 9__ 10__	
				Local : CNUSD Strategic Plan Goals 3 and 7	
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:	Metrics:	Parent/Student Satisfaction and School Climate Surveys were administered to gather input to support district decisions. Results are expected shortly and 15/16 is the Baseline Year  The number of parents participating in parent/community partnership activities sets 15/16 as a baseline year.		Actual Annual Measurable Outcomes:	Parent surveys were conducted during the month of march 2015 for feedback on updating LCAP priorities. California Healthy Kids Survey also utilized for parent feedback. Increased school nursing and counseling support rose as priorities. Analysis of the results will occur when the information is received from the state.  3,600 parents and family members participated in parent/community partnership activities including surveys, educational workshops, volunteering at school sites and services provided by the Parent Involvement Department.
LCAP Year: 2014-15					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
<b>Goal 6:</b> District and schools sites hold parent nights to inform and offer ways to be involved.		\$5,000	Coordinator worked with sites on previously scheduled parent/student information nights at no cost to the LCAP budget. Planning is in progress for next school year.		Costs for this included in other budgets.
Scope of service:	LEA Wide		Scope of service:	School Level	
X_ALL			X_ALL		

OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
<b>Goal 6:</b> Conduct surveys; disaggregate data by district and by schools so that each can address specific needs.	\$5,000	Overall California Health Kids Survey results, which included parent specific questions added by Coordinator, for district and individual sites reviewed at November 2014 Board Meeting and district principals meeting for November. Contracted with West Ed to tabulate results. Data will be analyzed and benchmarks set when results are in during summer of 2015.	\$1,244
Scope of service: LEA Wide		Scope of service: LEA Wide	
X ALL		X ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
<b>Goal 6:</b> Explore and research effective Parent Center programs. Develop a plan for a centralized Parent Center. Hire personnel to plan and develop.	\$142,000 (LCFF)	Hired Coordinator and provided small budget for materials, part time clerical help and travel/parent center research. The planning process for the Parent Center began through collaboration of various groups of parents, administrators and others. Based on the input from these groups, the decision was made to move the timeline up one year to open the CNUSD Parent Center in 15/16.	Coordinator salary/benefits, Travel, materials and clerical help \$188,981
Scope of service: LEA Wide		Scope of service: LEA Wide	
X ALL		X ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
<b>Goal 6:</b> DELAC meetings to be held monthly and ELAC meetings to be held a minimum of four times annually.	\$10,000 (LCFF)	DELAC and ELAC meetings continue to be held regularly four times a year.	\$5,926
Scope of service: LEA wide		Scope of service:	
__ ALL		__ 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)_____		
Goal 6: Conduct DAC six meetings annually.		Costs for this included in other budgets.	Six meetings were conducted.		Costs for this included in other budgets.
Scope of service:	LEA Wide		Scope of service:		
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
(Goal 6) 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"> <li>• CNUSD Parent Engagement Coordinator was hired after the start of traditional schools.</li> <li>• Plans for the role of the Parent Center have been enhanced and moved up by a year.</li> <li>• Another \$600,000 has been infused into the budget to cover parent workshops, parent training, clerical staff, resources and materials, mentor program training, parent center building.</li> </ul>			

**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:	\$ 28,152,455
<p>Corona-Norco Unified School District estimates that the level of Unduplicated Pupils for the LCAP year will be 44.66%. Funding for LCFF Supplemental in the funding year 2015/16 is estimated to be \$28,152,455. This funding supports services and programs for English Learners, Low Income and Foster Youth students. These include 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. Implementation in the schools with 60% or more Unduplicated Count schools will occur this year. Equal opportunity Schools program was completed in 14/15 which is targeted to increase numbers of students in AP classes, particularly those who are in the At-Risk groups. Extra support is planned for the student new to AP. Additional counselors and support personnel will be used to foster the socio-emotional well-being of the Unduplicated Pupils. A Parent Center will open this year to support the inclusion of families in the support system and involvement in the students' education. 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. 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. 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>	

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.

7.42	%
<p>The Minimum Proportionality Percentage for 2014-15 is 7.42%. Services for the Unduplicated Pupils who are Low Income, English Learners, or Foster Youth have been increased or improved for 2015/16. 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. Additional personnel will be engaged in support for Low Income, English Learners and Foster Youth students such as Bilingual Aides, supplemental classroom teachers to reduce class size and to provide 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. A Family Involvement Coordinator will be hired to begin the process of devising and implementing a Parent Center to assist parents to access Academic Support for their students, College and Career Pathways and Parent Information Workshops. 9 additional counselors will be deployed to the schools to support the socio-emotional needs of students along with the expansion of the STEPS program. The Equal Opportunity Schools Program has identified students that are Low Income, English Learners, or Foster Youth students and who are potential AP/IB students. The schools are in process of enrolling these students into their first AP classes. 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>	

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

**LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX**

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

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

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the

total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).
- (b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).



