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Introduction:

LEA: Corcoran Joint Unified School District: Local Control and Accountability Plan **Contact (Name, Title, Email, Phone Number):** Richard Merlo, Superintendent,
rmerlo@corcoranunified.com, (559) 992-8888 **LCAP Year:** 2015-2016

Local Control and Accountability Plan and Annual Update Template

Welcome to the Corcoran Unified School District. Corcoran, California is a cohesive, small town in an agricultural area of Kings County. Corcoran’s population is approximately 23,000 people, which includes approximately 12-13,000 inmates being housed in the two California state prisons located in the outlying area. The prisons and corporate farming support the local economy. Corcoran is a diverse learning community united in a single purpose—realizing its full potential through quality education. The district consists of approximately 3,300 students with 85% Hispanic, 80% Socioeconomically disadvantaged, and 30% English Language Learners. Students in the district reflect 90% free/reduced lunch, 40% of the parents did not earn a high school diploma, and 95% of students do not have Internet access at home. Educational opportunities in Corcoran include a state-funded Preschool, a K-12 program, and an academic adult school to assist people in obtaining a high school diploma level. College of the Sequoias and West Hills Community College are available for Corcoran students to pursue additional educational choices.

The District believes nothing can compete with the positive influences of highly effective teachers and schools. The District refuses to accept low expectations and mediocrity for all students including low-income and underprivileged students. Corcoran Unified School District is an academic setting where children are educated through a collaborative effort among parents, faculty, staff, students, and the community.

Corcoran Unified School District's Vision is to become a destination district where people are drawn to Corcoran due to the quality, reputation and accomplishments of our schools; while our Corcoran Unified School District's Mission states, "We are relentless in creating an environment for all to improve mind, character and body." The 'all' in the Mission statement refers to every employee as well as every student.

The District is pleased to offer every child access to high-tech educational tools via the One2One Technology Learning Program. The District has the privilege of being one of just over 100 schools in the nation to have an Apple Distinguished Technology Program. The CUSD schools are united in our effort to provide high-quality educational programs, which promote student success. We aspire to give all our students a solid academic and social foundation that will send them out into the world feeling confident and well prepared.

The Corcoran community has a reputation for working with one another toward goals that benefit the entire community. Our vision of becoming a “destination district” is becoming a reality thanks to our staff members who work hard to create a positive environment that encourages innovation and personal growth, resulting in a culture of excellence for our students.

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>District and administrative site staff met with various groups seeking input on the eight priorities of the LCAP. Three parent meetings led by the superintendent, director of curriculum, director of categorical programs and the chief business officer were held at various school sites in the district along with special meetings that were held in the Technology Learning Center for parents and community members. Parental engagement and input in the planning process was crucial as we discussed the district's programs and services that are currently available. We asked all stakeholders to prioritize and voice what they felt were the most essential services for all of our students and additional programs that they felt were needed. All meetings were held in English and Spanish with a translator available to answer questions and provide assistance as needed. Information at all meetings reflected state priorities, the purposes of the funding, including the supplemental and concentration funds, and how parents could help facilitate this goal setting process with the district. Parents, students, staff and community members filled out surveys prioritizing their highest goals for student achievement.</p> <p>The superintendent, director of categorical programs, the director of curriculum and instruction and the chief business officer held meetings at these various locations to discuss and receive input regarding the District's LCAP. Meeting dates were:</p> <ul style="list-style-type: none"> • March 27, 2014 - Community Forum at the Technology Learning Center • February 12, 2014 - Bret Harte Elementary Staff • February 5, 201 - John C Fremont Elementary Staff • February 26, 2014 - Mark Twain Elementary Staff • February 26, 2014 - John Muir Middle School Staff • February 5, 2014 - Corcoran High School Staff <p>The superintendent, director of categorical programs and/or the director of curriculum attended school site council (SSC) and English learner advisory committee (ELAC) meetings at each of the district's school sites. These meetings were held to help engage parents in the planning process and to elicit their input regarding current available programs and services and to prioritize them accordingly. Both SSC and ELAC members received information regarding student data and how students' achievement for all subgroups were progressing along with specific academic areas that needed additional</p>	<p>Survey results showed common concerns that produced the strongest trends to assist the district in developing the needs and goals for the district:</p> <ul style="list-style-type: none"> • Access to technology both at school and home. • Well maintained school sites that provide a safe environment for students and staff. • Expansion of the district's educational programs. • Instructional materials that are aligned to California Common Core State Standards. • Supplemental instructional services of English learners, students with disabilities, and low achieving students. • Communication between school and home. <p>Survey results from information provided by parents, staff, students, and the community members who attended SSC and ELAC meetings resulted in the following planning activities:</p> <ul style="list-style-type: none"> • Materials and services to support English learners in developing proficiency. • Supplemental instructional programs and additional services for English learners, students with disabilities, and students at-risk of not meeting grade level standards. • Professional development for staff to provide additional support for English learners, students with disabilities and at-risk students.

improvement. Both parent groups received information on their child's school/s and the district's programs and services that are provided. All ELAC members received information that specifically identified the achievement of English learners. ELAC members were provided information on the programs and services that are available for English learners.

On February 13, 2014 a meeting was held on to discuss the District LCAP and to receive input from stakeholders. Along with Multiple meetings were held for all District English Learner Advisory Committee (DELAC) members. DELAC members were also involved in this process with open discussion and requests for their input. Surveys were taken on iPads with translators available to help stakeholders and provide additional informational support. The results of the surveys from DELAC and input from parents and community members were used to help plan activities for the LCAP.

- March 4, 2014 - Teacher Union (CFA)
- March 11, 2015 Teacher Union (CFA)
- February 13, 2014 - Classified Union (CSEA)

LCAP was discussed with both of the district's certificated and classified bargaining units. These groups have provided input regarding the district's services and programs. Services and programs were prioritized according to each group's specific area of need.

Open board meetings and a community forum on the LCAP plan were held. These meetings were conducted over a period of time from November 2013 through April 2014.

Surveys were available on the district website for easy access for all stakeholders including students, parents, faculty, and community members. Surveys were sent out on paper and available online in English and Spanish, for anyone that could not attend meetings in person. All participants were asked to prioritize programs and services. Stakeholders were asked to provide input and/or ask questions that were specifically related to the survey questions and

Survey results showed common concerns that produced the strongest trends to assist the district in developing the needs and goals for the district:

- Recruitment and retention of highly qualified staff.
- Professional development and support on the implementation of California's Common Core State Standards.
- Professional development and support on how to provide instruction for English learners, students with disabilities, and at-risk students.
- Reinstating electives and other programs that were dropped due to lack of funding.

More opportunities for parental involvement as well as parent outreach were among the most critical needs for many stakeholders.

There were several concerns about student readiness for college and career and implementation of the new Common Core State Standards along with the quality of student's current academic programs.

Survey results from parents, staff, students, and community members helped with planning activities that included:

- Access to technology both at school and home.
- Well maintained school sites that provide a safe environment for students and staff.
- Expansion of the district's educational programs.

any other information regarding student progression toward grade level achievement.

- Instructional materials that are aligned to California Common Core State Standards.
- Supplemental instructional services of English learners, students with disabilities, and low achieving students.
- Communication between school and home.
- Access to technology both at school and home.

Information was requested and provided by representatives on the educational needs of foster youth regarding services and programs.

Information that was provided by representatives of foster youth resulted in the planning of activities which included:

- Monitoring of school placement for foster youth.
- Monitoring the progress of foster youth and providing interventions as needed.
- Access to and support for technology use in the classroom and at home.
- Professional development for teachers and staff outlining the unique needs of foster youth and how teachers can help.

Corcoran High School, John Muir Middle School and Mark Twain Elementary School conducted meetings with student leadership groups with assistance from district personnel.

Information that was provided by student representative groups helped with planning activities including:

- Extra curricular activities.
- Good teachers who care about students.
- Teachers finding ways to make learning fun for students.
- Continuing to provide technology to both school and home use.

As a result of the surveys and parent, staff, and community input the following items were incorporated into our LCAP for 2015-2016 school year reflects the need for these additional activities and resources:

- Professional development for certificated and classified staff will continue
- 1 additional counselor for K-5 and alternative education split 50/50
- Continuing improvement to facilities will continue
- Quality of staff will maintain at high levels
- Continuing improvement to campus climate and campus culture will continue
- Use of technology will continue to increase
- Increasing academic programs and resources will continue
- Extracurricular activities for students are being discussed for possible implementation
- Additional electives for middle and high school students are being discussed for possible implementation

All additional services and programs implemented into the LCAP for the 2015-2016 school year are prioritized according to input from all stakeholders.

Annual Update:

Online surveys were available on the district website for all stakeholders to complete. Surveys were presented to all parents and community members, staff, and students including district bargaining units. An explanation of the survey was presented to all stakeholders along with the opportunity to ask questions and a request to provide additional input. Several meetings were held at all school sites and at the Technology Learning Center for parents and community members. Technology devices were available at all meetings to allow stakeholders to take the survey and provide feedback. The superintendent, director of categorical programs, director of instructional curriculum and the chief business officer were all available to help and answer questions. Surveys were taken online using iPads that were available for everyone to use. The surveys were given in English and Spanish with translators available to provide assistance as needed. Additional space was allotted at the end of each question on the survey for comments. The last question on the survey asked stakeholders to list other services and supports they would like the district to consider when planning the LCAP.

LCAP meetings were held at each of the following school sites for the 2015-2016 planning:

- February 18, 2015 - Corcoran High School Staff
- April 15, 2015 - John Muir Middle School Staff
- April 29, 2014 - Mark Twain Elementary School Staff
- April 15, 2015 - John C Fremont Elementary School Staff
- March 25, 2015 - Bret Harte Elementary School Staff

Meeting were held to discuss and receive input from the following stakeholders:

- April 22, 2015 - Community Forum.
- March 11, 2015 - CFA (certificated union representatives).
- April 28, 2015 - CSEA (classified union representatives).

Annual Update:

Survey results showed common concerns that produced the strongest trends to assist the district in developing the needs and goals for the district:

- Access to technology both at school and home.
- Well maintained school sites that provide a safe environment for students and staff.
- Expansion of the district's educational programs.
- Instructional materials that are aligned to California Common Core State Standards.
- Supplemental instructional services for English learners, students with disabilities, and low achieving students.
- Communication between school and home.

The results of all surveys are available on the district webpage.

The DELAC meeting was held on April 30, 2015, along with meetings throughout April for all of the different stakeholder groups including ELAC, SSC and community members. An explanation of the survey was presented to all stakeholders along with the opportunity to ask questions and provide additional input to help develop the LCAP plan. Several meetings were held at all school sites and at the Technology Learning Center for parents of English learners on the English Learner Advisory Committee, School Site Council members, District English Learner Advisory Committee and community members. Surveys were taken online using iPads that were available for all to use. Stakeholders were provided with help and support. The surveys were given in English and Spanish with translators available to provide assistance as needed.

Student representative groups were given the opportunity to take the survey online using their technology devices during allotted class time and/or during their group meetings. Students discussed programs and services available with input of additional programs and/or services they would like added to the current curriculum.

Foster youth representatives provided information on the educational needs of foster youth regarding services and programs. This information was used to prioritize programs and services, which directly affect the academic progression of foster youth.

Responses to all surveys are compiled and analyzed according to the specific area of need that is addressed by all stakeholders. Areas of need on surveys are prioritized and included in the LCAP planning.

Survey results from parents and community members on DELAC, ELAC, SSC helped with planning activities that included:

- Well maintained school sites that provide a safe environment for students and staff.
- Expansion of the district's educational programs.
- Instructional materials that are aligned to California Common Core State Standards.
- Supplemental instructional services of English learners, students with disabilities, and low achieving students.
- Communication between school and home.
- Access to technology both at school and home.

Information that was provided by student representative groups helped with planning activities including:

- Extra curricular activities.
- Good teachers who care about students.
- Teachers finding ways to make learning fun for students.
- Continuing to provide technology to both school and home use.

Information that was provided by representatives of foster youth resulted in the planning of activities which included:

- Monitoring of school placement for foster youth.
- Monitoring the progress of foster youth and providing interventions as needed.
- Access to and support for technology use in the classroom and at home.
- Professional development for teachers and staff outlining the unique needs of foster youth and how they can help.

Survey results were calculated and prioritized according to the needs of all stakeholders. Results show that the district is following the guidelines that parents, staff, students, and community members felt were important and planning was implemented according to prioritization of all survey results.

Corcoran Unified School District has made the following progress on our LCAP toward meeting the plans and goals that were set for the 2014-2015:

- Professional development was provided for staff including:
- New teacher orientation
- Classroom management

- New Teacher technology training
- English Language Development Standards training
- Common Core Standards training
- Kagan Professional Development strategies training
- Additional trainings and follow-ups as needed
- Technology use and training by coaches
- Decrease class size K-3
- 1 COS counselor
- 4 new intervention teachers
- Refurbishing exterior of Bret Harte Elementary and replace windows
- Refurbishing exterior of Mark Twain Elementary and replace windows

Additional resources implemented for the 2014-2015 school year include:

- 1 District Parent Liaison was hired by the district to help with parent involvement and help increase communication between schools, district and home.
- Parent Link communication system calls home twice a day with information for parents regarding their children's attendance and other important information from sites and/or the district.
- CUSD Portal app allows parents to check their child's attendance, grades and assignments any time throughout the day or night and keep in constant communication with their child's teacher/s.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL 1:	Students will receive a broad and rigorously academic educational program that builds towards college and career readiness.	Related State and/or Local Priorities: 1 _ 2 <u>X</u> 3 _ 4 <u>X</u> 5 _ 6 _ 7 <u>X</u> 8 <u>X</u> COE only: 9 _ 10 _ Local : Specify
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Identified Need :	<p>There is a need to prepare students to become college and career ready.</p> <ul style="list-style-type: none"> • Students require the knowledge and skills needed for entry-level work and college freshmen coursework to be successful, whether pursuing a career or a college education. • College and career ready means that our students have the knowledge and skills necessary for success in postsecondary education and economically viable career pathways in a 21st century economy. <p>Metrics State Priority 2:</p> <ul style="list-style-type: none"> • Implementation of Common Core Standards • English learners Access to the California State Standards and English Language Development (ELD) Standards to gain proficiency <p>Metrics State Priority 4:</p> <ul style="list-style-type: none"> • State Assessments • EL's making Progress towards English proficiency • EL Reclassification Rate • API • AP Exam pass rate(Corcoran High School) • EAP Exam (Corcoran High School) • Percentage of students who have completed A-G requirements (Corcoran High School) • CTE Programs of study (Corcoran High School) <p>Metric State Priority 7:</p> <ul style="list-style-type: none"> • Broad Course of Study Grades 1-6 English mathematics, social science, science, visual and performing arts, health, physical education • Broad Course of Study Grades 7-12 English, Social Science, foreign language, physical education, science, mathematics, visual performing arts, applied arts CTE <p>Metric State Priority 8:</p> <ul style="list-style-type: none"> • Pupil Outcomes
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Goal Applies to:	<table border="1" style="width: 100%;"> <tr> <td style="width: 20%;">Schools:</td> <td>All schools</td> </tr> <tr> <td>Applicable Pupil Subgroups:</td> <td> All Low Income Students English Learner Students Hispanic Black/African American </td> </tr> </table>	Schools:	All schools	Applicable Pupil Subgroups:	All Low Income Students English Learner Students Hispanic Black/African American
Schools:	All schools				
Applicable Pupil Subgroups:	All Low Income Students English Learner Students Hispanic Black/African American				

White
 Students with Disabilities
 Migrant
 Foster Youth

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:

- Implementation of CA Standards:
 - all students will take the benchmark assessments that are aligned to CA standards as measured by School City data reports.
 - English learners Access to the California State Standards and English Language Development (ELD) Standards to gain proficiency benchmarks, ELD pre and post assessments , CELDT as measured by level or scale score
- State Assessments:
- All students will take the CAASPP as measured by state reports
- EL's making Progress towards English proficiency
- CELDT as measured by level or scale score
- EL Reclassification Rate:
- Maintain or increase classification rate as compared to 2014-2015 as measured by the district reclassification rate
- API
- Set a baseline for API scores as measured by API state report
- AP Exam pass rate(Corcoran High School)
- Maintain or increase as compared to 2014-2015 as measured by CALPADS
- EAP Exam (Corcoran High School)
- All students who take the CAASPP also take the EAP as measured by state reports
- Percentage of students who have completed A-G requirements
- Increase (47.3)% of students that have completed A-G requirements as measured by CALPADS
- CTE Programs of study
- Increase % of students enrolling in CTE courses as measured by enrollment data
- Broad Course of Study Grades 1-6
- Students will have access to required courses as measured by enrollment data
- English, mathematics, social science, science, visual and performing arts, health, physical education
- Broad Course of Study Grades 7-12
- English, Social Science, foreign language, physical education, science, mathematics, visual performing arts, applied arts CTE- Maintain enrollment of students in the required courses as measured by master schedule
- Students will have access to required courses as measured by enrollment data
- Pupil Outcomes:
- Middle of year and end of year benchmark assessments as measured by School City Reports

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
(1.1) Professional Development is provided by: A. KCOE 65 @ \$750/day \$48,750	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	(1.1) Professional Development: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental

<ul style="list-style-type: none"> • Common core PD/Content integration/Coaching <p>B. Kagan Cooperative Learning Strategies Professional Development training for all district staff: \$26,000</p> <ul style="list-style-type: none"> • Day 2 & 3 of training • 50 participants - 6 sites • books and supplies <p>C. Catapult-Literacy in the Content Area for Common Core:</p> <ul style="list-style-type: none"> • 5 days of training for 25 teachers • 6 days of job-embedded coaching • 2 days of leadership training • training materials for 25 teachers, 12 school leaders: \$74,912 <p>(1.2) 3 FTE Coaches / 3 Resource Teachers = 6 FTE:</p> <ul style="list-style-type: none"> • Continuing to provide additional professional development to integrate curriculum/technology with common core state standards. <p>(1.3) Classified Professional Development:</p> <ul style="list-style-type: none"> • 140 Classified paraprofessionals will receive professional development training for 1 day provided by contractor Laura Schulkind • classified service, essential role in promoting safety: \$3,300 		<ul style="list-style-type: none"> _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u> 	<p>\$149,662</p> <hr/> <p>(1.2) Coaches / Resource Teachers: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental \$507,688</p> <hr/> <p>(1.2) Coaches / Resource Teachers: Resource 0332 3000-3999: Employee Benefits Supplemental \$144,484</p> <hr/> <p>(1.3) Classified Professional Development: Resource 0315 5000-5999: Services And Other Operating Expenditures Supplemental \$3,300</p>
<p>1.1) Technology Lease with Apple:</p> <ul style="list-style-type: none"> • Will continue to provide laptops and iPads to help engage and support students in the goal towards college and career readiness • Lease agreement with Apple (Year 2 of 4) will include: • 780 iPads for John Muir Middle School students • \$124,344 <p>(1.2) Technology: \$62,500 lease payment (Year 1 of 4)</p> <ul style="list-style-type: none"> • Corcoran High School • MacBook Airs 250 laptops 	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u> 	<p>(1.1, 1.2 1.5, 2.0) Technology: Resource 0332 7000-7439: Other Outgo Supplemental \$314,386</p> <hr/> <p>(1.3, 1.4, 1.6, 1.7,1.9) Technology: Resource 0332 4000-4999: Books And Supplies Supplemental \$212,013</p> <hr/> <p>(1.8, 2.1) Technology: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental \$78,816</p>

<p>(1.3) Technology: \$43,000</p> <ul style="list-style-type: none"> Will purchase 40 teacher laptops <p>(1.4) Technology: \$ 40,000</p> <ul style="list-style-type: none"> Will purchase 35 classroom projectors <p>(1.5) Technology: \$62,500</p> <ul style="list-style-type: none"> will purchase 100 iPads for teachers participating in Pearson Learning Pilot Program (ELA/ELD and Math) <p>(1.6) Technology:</p> <ul style="list-style-type: none"> Materials and supplies will be purchased for the following: Apple iPad cases: 880- \$35,200 Apple iPad keyboards: 780- \$35,200 Apple MacBook Airs cases: \$10,000 <p>(1.7) Technology:</p> <ul style="list-style-type: none"> Will purchase materials and supplies \$18,613 cords, cables, bulbs, chargers, hard drives, monitors <p>(1.8) Technology:</p> <ul style="list-style-type: none"> Continuing Travel and conferences: \$32,421 Continuing other operating costs: \$9,900 <p>(1.9) Technology:</p> <ul style="list-style-type: none"> Will purchase Stem robotics software and devices: \$30,000 <p>(2.0) Technology:</p> <ul style="list-style-type: none"> Continue Trevron lease wireless access (Year 2 of 3): \$65,042 <p>(2.1) Technology:</p> <ul style="list-style-type: none"> Continuing WiFi Access for all students: \$36,495 			
<p>(1.1) Decrease Class Size K-5:</p> <ul style="list-style-type: none"> Maintaining total of 12 FTE <p>K-: 24-23.75 1st: maintain 2nd: 24.4-24.3</p>	<p>School-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</p>	<p>(1.1) Decrease Class Size: Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental \$748,612</p> <p>(1.1) Decrease Class Size: Resource 0332 3000-3999: Employee Benefits Supplemental \$123,388</p> <p>(1.2) New Intervention: Resource 0332 1000-1999:</p>

<p>3rd: 25.2-23.5 4th: 26-25.3 5th: 27.2-25.8</p> <p>(1.2) New Intervention Teachers (4) FTE:</p> <ul style="list-style-type: none"> Will continue to provide interventions for low income students, English learners, and foster youth who are performing 2-3 grade levels below their current grade in reading and math. Will continue to provide targeted intervention for struggling students that need additional support in all academic areas. Work all day to provide students with a minimum of 30 minutes per day, 5 days a week, of additional reading support by classroom teachers and/or trained paraprofessionals. <p>(1.3) Existing Instructional Aides - (3) 0.72 hours</p> <ul style="list-style-type: none"> Will continue to provide additional reading and math support in conjunction with interventions teachers to students who are at-risk of not achieving grade level standards. <p>(1.4) Continuing new Instructional Aides (6) 0.44 hours</p> <ul style="list-style-type: none"> Will continue to provide additional help and support for students in the new intervention classes. <p>(1.5) Continuing Intervention Aides: (4) 0.72 hours</p> <ul style="list-style-type: none"> Will continue to provide additional help and support for students in the new intervention classes. 		<p>English proficient _ Other Subgroups: (Specify) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u></p>	<p>Certificated Personnel Salaries Supplemental \$299,991</p> <p>(1.2) New Intervention Teachers: Resource 0332 3000-3999: Employee Benefits Supplemental \$91,029</p> <p>(1.3) Existing Instructional Aides: Resource 0332 2000-2999: Classified Personnel Salaries Supplemental \$21,935</p> <p>(1.3) Instructional Aides: Resource 0332 3000-3999: Employee Benefits Supplemental \$5,565</p> <p>(1.4) New Instructional Aides: Resource 0332 2000-2999: Classified Personnel Salaries Supplemental \$64,248</p> <p>(1.4) New Instructional Aides: Resource 0332 3000-3999: Employee Benefits Supplemental \$13,806</p> <p>(1.5) Continuing Intervention Aides; Resource 0332 2000-2999: Classified Personnel Salaries Supplemental \$70,585</p> <p>(1.5) Continuing Intervention Aides: Resource 0332 3000-3999: Employee Benefits Supplemental \$15,528</p>
<p>(1) COS Counselor: 1 FTE</p> <ul style="list-style-type: none"> CUSD has an MOU with COS to provide students and parents with information regarding college and career readiness allowing all concerned to be prepared for the 21st century job market. 	<p>School Wide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u></p>	<p>(1) Counselor (COS): Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental \$34,281</p> <p>(1) Counselor (COS): Resource 0332 3000-3999: Employee Benefits Supplemental \$3,219</p>

<p>(1.1) K-5 PE Teacher : 1 FTE</p> <ul style="list-style-type: none"> Will provide a variety of enrichment/educational and cultural activities for students. <p>(1.2) New Instructional Aide-PE: 1 0.72</p> <ul style="list-style-type: none"> Will assist PE teacher with a variety of enrichment activities during PE. 	<p>School-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) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u></p>	<p>(1.1) K-5 PE Teacher: Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental \$55,802</p> <p>(1.1) K-5 PE Teacher: Resource 0332 3000-3999: Employee Benefits Supplemental \$9,198</p> <p>(1.2) New Instructional Aide-PE: Resource 0332 2000-2999: Classified Personnel Salaries Supplemental \$12,442</p> <p>(1.2) New Instructional Aide-PE: Resource 0332 3000-3999: Employee Benefits Supplemental \$3,307</p>
<p>(1.1) English Language Development Teachers: 2 FTE</p> <ul style="list-style-type: none"> John Muir Middle School: 1 teacher Corcoran High School: 1 teacher Will continue to provide additional support for English Learners Will continue to provide additional instructional strategies for students to help them become proficient and meet grade level standards. 	<p>School-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) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u></p>	<p>(1.1) English Language Development Teachers Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental \$157,737</p> <p>(1.1) English Language Development Teachers Resource 0332 3000-3999: Employee Benefits Supplemental \$45,522</p>
<p>(1.1) Instructional Materials:</p> <ul style="list-style-type: none"> Provide additional materials to assist with the implementation of Common Core State Standards. Content area: Reading Grades Kindergarten - 8th Replacement and renewal of current text books: K-12 <p>(1.2) Imagine Learning:</p> <ul style="list-style-type: none"> Onsite license address needs for language and literacy K-5 	<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) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u></p>	<p>(1.1) Instructional Materials: Resource 0332 4000-4999: Books And Supplies Supplemental \$149,788</p> <p>(1.2) Imagine Learning: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental \$50,212</p>
<p>(1) Additional High School Ag Teacher: 1 FTE</p> <ul style="list-style-type: none"> Additional Ag Teacher to help lower class sizes and provide additional opportunities for students to participate in enrichment activities. 	<p>School-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</p>	<p>(1) High School Ag Teacher: Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental \$55,802</p> <p>(1) High School Ag Teacher: Resource 0332 3000-3999: Employee Benefits Supplemental \$9,198</p>

Other Subgroups:
(Specify)
Black/African American
Hispanic White Students
with Disabilities Migrant

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:

- Implementation of CA Standards:
 - all students will take the benchmark assessments that are aligned to CA standards as measured by School City data reports.
 - English learners Access to the California State Standards and English Language Development (ELD) Standards to gain proficiency benchmarks, ELD pre and post assessments , CELDT as measured by level or scale score
- State Assessments:
- All students will take the CAASPP as measured by state reports
- EL's making Progress towards English proficiency
- CELDT as measured by level or scale score
- EL Reclassification Rate:
- Maintain or increase classification rate as compared to 2014-2015 as measured by the district reclassification rate
- API
- Set a baseline for API scores as measured by API state report
- AP Exam pass rate(Corcoran High School)
- Maintain or increase as compared to 2014-2015 as measured by CALPADS
- EAP Exam (Corcoran High School)
- All students who take the CAASPP also take the EAP as measured by state reports
- Percentage of students who have completed A-G requirements
- Increase (47.3)% of students that have completed A-G requirements as measured by CALPADS
- CTE Programs of study
- Increase % of students enrolling in CTE courses as measured by enrollment data
- Broad Course of Study Grades 1-6
- Students will have access to required courses as measured by enrollment data
- English, mathematics, social science, science, visual and performing arts, health, physical education
- Broad Course of Study Grades 7-12
- English, Social Science, foreign language, physical education, science, mathematics, visual performing arts, applied arts CTE- Maintain enrollment of students in the required courses as measured by master course offerings
- - Students will have access to required courses as measured by enrollment data
- Pupil Outcomes:
- Middle of year and end of year benchmark assessments as measured by School City Reports

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
(1.1) Professional Development will continue to be provided by:	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	(1.1) Professional Development: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental

<p>A. KCOE 65 @ \$750/day \$48,750</p> <ul style="list-style-type: none"> • Common core PD/Content integration/Coaching <p>B. Kagan Cooperative Learning Strategies Professional Development training for all district staff: \$26,000</p> <ul style="list-style-type: none"> • Day 4 & 5 of training • 50 participants - 6 sites • books and supplies <p>C. Catapult-Literacy in the Content Area for Common Core:</p> <ul style="list-style-type: none"> • 5 days of training for 25 teachers • 6 days of job-embedded coaching • 2 days of leadership training • training materials for 25 teachers, 12 school leaders: \$74,912 <p>(1.2) 3 FTE Coaches / 3 Resource Teachers = 6 FTE:</p> <ul style="list-style-type: none"> • Will continue to provide additional professional development to integrate curriculum/technology with common core state standards. <p>(1.3) Classified Professional Development: \$3,500</p> <ul style="list-style-type: none"> • Continue to provide 140 Classified paraprofessionals with professional development training for 1 day provided by contractor Laura Schulkind- (Day 2) • classified service, essential role in promoting safety 		<p>_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u></p>	<p>\$149,662</p> <p>(1.2) Coaches / Resource Teachers: Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental \$512,688</p> <p>(1.2) Resource Teachers: Resource 0332 3000-3999: Employee Benefits Supplemental \$144,484</p> <p>(1.3) Classified Professional Development: Resource 0315 5000-5999: Services And Other Operating Expenditures Supplemental \$3,500</p>
<p>(1.1) Technology Lease with Apple:</p> <ul style="list-style-type: none"> • Will continue to provide laptops and iPads to help engage and support students in the goal towards college and career readiness • Lease agreement with Apple (Year 2 of 4) will include: • 780 iPads for John Muir Middle School students • \$124,344 <p>(1.2) Technology: \$62,500 lease payment (Year 1 of 4)</p> <ul style="list-style-type: none"> • Corcoran High School • MacBook Airs 250 laptops <p>(1.3) Technology: \$43,000</p> <ul style="list-style-type: none"> • Will purchase 40 teacher laptops 	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u></p>	<p>(1.1, 1.2, 1.5, 2.0, 2.1) Technology: Resource 0332 7000-7439: Other Outgo Supplemental \$434,386</p> <p>(1.3, 1.4, 1.6, 1.7, 1.9) Technology: Resource 0332 4000-4999: Books And Supplies Supplemental \$212,013</p> <p>(1.8, 2.1) Technology: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental \$78,816</p> <p>(2.2) Technology Certified Salaries: Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental \$116,403</p> <p>(2.2) Technology Certified Benefits: Resource 0332 3000-3999: Employee Benefits Supplemental \$24,478</p> <p>(2.3) Technology Classified Salaries: Resource 0332 2000-2999: Classified Personnel Salaries Supplemental \$209,725</p> <p>(2.3) Technology Classified Benefits: Resource 0332 3000-3999: Employee Benefits Supplemental \$99,577</p>

<p>(1.4) Technology: \$ 40,000</p> <ul style="list-style-type: none"> • Will purchase 35 classroom projectors <p>(1.5) Technology: \$62,500</p> <ul style="list-style-type: none"> • will purchase 100 iPads for teachers participating in Pearson Learning Pilot Program (ELA/ELD and Math) <p>(1.6) Technology:</p> <ul style="list-style-type: none"> • Materials and supplies will be purchased for the following: • Apple iPad cases: 880- \$35,200 • Apple iPad keyboards: 780- \$35,200 • Apple MacBook Airs cases: \$10,000 <p>(1.7) Technology:</p> <ul style="list-style-type: none"> • Will purchase materials and supplies \$18,613 • cords, cables, bulbs, chargers, hard drives, monitors <p>(1.8) Technology:</p> <ul style="list-style-type: none"> • Continuing Travel and conferences: \$32,421 • Continuing other operating costs: \$9,900 <p>(1.9) Technology:</p> <ul style="list-style-type: none"> • Will purchase Stem robotics software and devices: \$30,000 <p>(2.0) Technology:</p> <ul style="list-style-type: none"> • Continue Trevron lease wireless access- (Year 2 of 3): \$65,042 <p>(2.1) Technology:</p> <ul style="list-style-type: none"> • Purchases will include: • 250 iPads for Mark Twain Elementary students- (Year 1 of 3 year lease): \$60,000 • 250 iPads for Fremont students- (Year 1 of 3 year lease): \$60,000 <p>(2.2) Technology:</p> <ul style="list-style-type: none"> • supporting instructional technology services for students • Technology Certificated Salaries: 1 FTE • Salary for direct of technology: \$140,881 			
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<p>(2.3) Technology: 5 FTE</p> <ul style="list-style-type: none"> Technology Classified Salaries: \$309,302 			
<p>(1.1) Decrease Class Size K-5:</p> <ul style="list-style-type: none"> Maintaining total of 12 FTE <p>K-: 24-23.75 1st: maintain 2nd: 24.4-24.3 3rd: 25.2-23.5 4th: 26-25.3 5th: 27.2-25.8</p> <p>(1.2) New Intervention Teachers (4) FTE:</p> <ul style="list-style-type: none"> Will continue to provide interventions for low income students, English learners, and foster youth who are performing 2-3 grade levels below their current grade in reading and math. Will continue to provide targeted intervention for struggling students that need additional support in all academic areas. Work all day to provide students with a minimum of 30 minutes per day, 5 days a week, of additional reading support by classroom teachers and/or trained paraprofessionals. <p>(1.3) Existing Instructional Aides - (3) 0.72 hours</p> <ul style="list-style-type: none"> Will continue to provide additional reading and math support in conjunction with interventions teachers to students who are at-risk of not achieving grade level standards. <p>(1.4) Continuing new Instructional Aides (6) 0.44 hours</p> <ul style="list-style-type: none"> Will continue to provide additional help and support for students in the new intervention classes. <p>(1.5) Continuing Intervention Aides: (4) 0.72 hours</p> <ul style="list-style-type: none"> Will continue to provide additional help and support for students in the new intervention classes. 	<p>LEA Wide</p>	<p>X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u></p>	<p>(1.1) Decrease Class Size: Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental \$758,612</p> <p>(1.1) Decrease Class Size: Resource 0332 3000-3999: Employee Benefits Supplemental \$123,388</p> <p>(1.2) New Intervention: Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental \$304,991</p> <p>(1.2) New Intervention: Resource 0332 3000-3999: Employee Benefits Supplemental \$91,029</p> <p>(1.3) Existing Instructional Aides: Resource 0332 2000-2999: Classified Personnel Salaries Supplemental \$22,435</p> <p>(1.3) Instructional Aides: Resource 0332 3000-3999: Employee Benefits Supplemental \$5,565</p> <p>(1.4) New Instructional Aides: Resource 0332 2000-2999: Classified Personnel Salaries Supplemental \$65,248</p> <p>(1.4) New Instructional Aides: Resource 0332 3000-3999: Employee Benefits Supplemental \$13,806</p> <p>(1.5) Continuing Intervention Aides; Resource 0332 2000-2999: Classified Personnel Salaries Supplemental \$72,585</p> <p>(1.5) Continuing Intervention Aides; Resource 0332 3000-3999: Employee Benefits Supplemental \$15,528</p>

<p>1.1 COS Counselor: 0.50 FTE</p> <ul style="list-style-type: none"> Maintain COS Counselor CUSD has an MOU with COS to provide students and parents with information regarding college and career readiness allowing all concerned to be prepared for the 21st century job market. <p>1.2 Pathways Trust: 1 FTE</p> <ul style="list-style-type: none"> Increase resources to Enhance Career Technical Educational pathways for students. Certificated salary for Career Technical Educational Coach (CTE) 	<p>School 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) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u></p>	<p>(1.1) Counselor (COS): Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental \$34,781</p> <p>(1.1) Counselor (COS): Resource 0332 3000-3999: Employee Benefits Supplemental \$3,219</p> <p>Pathways Trust 1000-1999: Certificated Personnel Salaries Supplemental \$82,000</p> <p>Pathways Trust 3000-3999: Employee Benefits Supplemental \$22,727</p>
<p>(1.1) Farm Maintenance Worker: 1 FTE</p> <ul style="list-style-type: none"> To provide support for all students who belong to the Future Farmers of America and/or who are enrolled in farm related courses. These students, with the help of the advisor, help with all of the duties that are associated with the Ag Farm. 	<p>School-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) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u></p>	<p>(1.1) Farm Maintenance Worker: Resource 0332 2000-2999: Classified Personnel Salaries Supplemental \$36,000</p> <p>(1.1) Farm Maintenance Worker: Resource 0332 3000-3999: Employee Benefits Supplemental \$14,000</p>
<p>(1.1) English Language Development Teachers: 2 FTE</p> <ul style="list-style-type: none"> John Muir Middle School: 1 teacher Corcoran High School: 1 teacher Will continue to provide additional support for English Learners Will continue to provide additional instructional strategies for students to help them become proficient and meet grade level standards. 	<p>School-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) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u></p>	<p>(1.1) English Language Development Teachers Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental \$162,737</p> <p>(1.1) English Language Development Teachers Resource 0332 3000-3999: Employee Benefits Supplemental \$45,375</p>
<p>1) High School Ag Teacher: 1 FTE</p> <ul style="list-style-type: none"> Maintain cost of additional Ag Teacher to help lower class sizes and provide additional opportunities for 	<p>School-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>(1) High School Ag Teacher: Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental \$56,802</p> <p>(1) High School Ag Teacher: Resource 0332 3000-3999:</p>

<p>students to participate in enrichment activities.</p>		<p><input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u></p>	<p>Employee Benefits Supplemental \$9,198</p>
<p>1.1) Instructional Materials:</p> <ul style="list-style-type: none"> Continue to provide additional materials to assist with the implementation of Common Core State Standards. Content area: Reading Grades Kindergarten - 8th Replacement and renewal of current text books: K-12 <p>(1.2) Imagine Learning:</p> <ul style="list-style-type: none"> Onsite license address needs for language and literacy 	<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) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u></p>	<p>(1.1) Instructional Materials: Resource 0332 4000-4999: Books And Supplies Supplemental \$369,788</p> <p>(1.2) Imagine Learning: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental \$50,212</p>
<p>(1.1) K-5 PE Teacher: 1 FTE</p> <ul style="list-style-type: none"> Maintain and provide a variety of enrichment/educational and cultural activities for students. <p>(1.2) New Instructional Aide-PE: 1 0.72</p> <ul style="list-style-type: none"> Maintain and provide continuing assistance for PE teacher with a variety of enrichment activities during PE instruction. 	<p>School-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) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u></p>	<p>(1.1) PE Teacher: Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental \$56,802</p> <p>(1.1) PE Teacher: Resource 0332 3000-3999: Employee Benefits Supplemental \$9,198</p> <p>(1.2) New Instructional Aide-PE: Resource 0332 2000-2999: Classified Personnel Salaries Supplemental \$12,642</p> <p>(1.2) New Instructional Aide-PE: Resource 0332 3000-3999: Employee Benefits Supplemental \$3,355</p>

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:

- Implementation of CA Standards:
 - all students will take the benchmark assessments that are aligned to CA standards as measured by School City data reports.
 - English learners Access to the California State Standards and English Language Development (ELD) Standards to gain proficiency benchmarks, ELD pre and post assessments , CELDT as measured by level or scale score
- State Assessments:
 - All students will take the CAASPP as measured by state reports
- EL's making Progress towards English proficiency
 - CELDT as measured by level or scale score
- EL Reclassification Rate:
 - Maintain or increase classification rate as compared to 2014-2015 as measured by the district reclassification rate
- API
 - Set a baseline for API scores as measured by API state report
- AP Exam pass rate(Corcoran High School)
 - Maintain or increase as compared to 2014-2015 as measured by CALPADS
- EAP Exam (Corcoran High School)
 - All students who take the CAASPP also take the EAP as measured by state reports
 - Percentage of students who have completed A-G requirements
 - Increase (47.3)% of students that have completed A-G requirements as measured by CALPADS
- CTE Programs of study
 - Increase % of students enrolling in CTE courses as measured by enrollment data
- Broad Course of Study Grades 1-6
 - Students will have access to required courses as measured by enrollment data
- English, mathematics, social science, science, visual and performing arts, health, physical education
- Broad Course of Study Grades 7-12
 - English, Social Science, foreign language, physical education, science, mathematics, visual performing arts, applied arts CTE- Maintain enrollment of students in the required courses as measured by master course offerings
 - - Students will have access to required courses as measured by enrollment data
- Pupil Outcomes:
 - Middle of year and end of year benchmark assessments as measured by School City Reports

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
(1.1) Professional Development will continue to be provided by: A. KCOE 65 @ \$750/day \$48,750 • Common core PD/Content integration/Coaching B. Kagan Cooperative Learning Strategies Professional Development training for all district staff: \$26,000 • Day 6 & 7 of training	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	(1.1) Professional Development: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental \$160,000 (1.2) Coaches / Resource Teachers: Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental \$522,688 (1.2) Resource Teachers: Resource 0332 3000-3999: Employee Benefits Supplemental \$144,484

<ul style="list-style-type: none"> • 50 participants - 6 sites • books and supplies <p>C. Catapult-Literacy in the Content Area for Common Core:</p> <ul style="list-style-type: none"> • 5 days of training for 25 teachers • 6 days of job-embedded coaching • 2 days of leadership training • training materials for 25 teachers, 12 school leaders: \$74,912 <p>(1.2) 3 FTE Coaches / 3 Resource Teachers = 6 FTE:</p> <ul style="list-style-type: none"> • Will continue to provide additional professional development to integrate curriculum/technology with common core state standards. <p>(1.3) Classified Professional Development: \$3,900</p> <ul style="list-style-type: none"> • Continue to provide 140 Classified paraprofessionals with professional development training for 1 day provided by contractor Laura Schulkind- (Day 3) • classified service, essential role in promoting 		<p>(Specify) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u></p>	<p>(1.3) Classified Professional Development: Resource 0315 3000-3999: Employee Benefits Supplemental \$3,900</p>
<p>1.1) Technology Lease with Apple:</p> <ul style="list-style-type: none"> • Will continue to provide laptops and iPads to help engage and support students in the goal towards college and career readiness • Lease agreement with Apple (Year 3 of 4) will include: • 780 iPads for John Muir Middle School students • \$124,344 <p>(1.2) Technology: \$62,500 lease payment (Year 2 of 4)</p> <ul style="list-style-type: none"> • Corcoran High School • MacBook Airs 250 laptops <p>(1.3) Technology: \$43,000</p> <ul style="list-style-type: none"> • Will purchase 40 teacher laptops <p>(1.4) Technology: \$ 40,000</p> <ul style="list-style-type: none"> • Will purchase 35 classroom projectors <p>(1.5) Technology: \$62,500</p> <ul style="list-style-type: none"> • will purchase 100 iPads for teachers participating in 	<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) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u></p>	<p>(1.8, 2.1) Technology: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental \$124,344</p> <p>(1.1, 1.2, 1.5, 2.0, 2.1) Technology: Resource 0332 7000-7439: Other Outgo Supplemental \$595,000</p> <p>(2.2) Technology Certified Salaries: Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental \$118,403</p> <p>(2.2) Technology Certified Salaries: Resource 0332 3000-3999: Employee Benefits Supplemental \$24,478</p> <p>(2.3)Technology Classified Salaries: Resource 0332 3000-3999: Employee Benefits Supplemental \$213,725</p> <p>(2.3)Technology Classified Salaries: Resource 0332 2000-2999: Classified Personnel Salaries Supplemental \$99,577</p>

Pearson Learning Pilot Program (ELA/ELD and Math)

(1.6) Technology:

- Materials and supplies will be purchased for the following:
- Apple iPad cases: 880- \$35,200
- Apple iPad keyboards: 780- \$35,200
- Apple MacBook Airs cases: \$10,000

(1.7) Technology:

- Will purchase materials and supplies \$18,613
- cords, cables, bulbs, chargers, hard drives, monitors

(1.8) Technology:

- Continuing Travel and conferences: \$32,421
- Continuing other operating costs: \$9,900

(1.9) Technology:

- Will purchase Stem robotics software and devices: \$30,000

(2.0) Technology:

- Continue Trevron lease wireless access (Year 3 of 3): \$65,042

(2.1) Technology:

- Purchases will include:
- 250 iPads for Mark Twain Elementary students(Year 1 of 3 year lease): \$60,000
- 250 iPads for Fremont students (Year 2 of 3 year lease): \$60,000

(2.2) Technology:

- supporting instructional technology services for students
- Technology Certificated Salaries: 1 FTE
- Salary for direct of technology: \$140,881

(2.3) Technology: 5 FTE

- Technology Classified Salaries: \$309,302
- Salaries for classified technology support personnel.

<p>(1.1) Decrease Class Size K-5:</p> <ul style="list-style-type: none"> Maintaining total of 12 FTE <p>K-: 24-23.75 1st: maintain or decrease 2nd: 24.4-24.3 3rd: 25.2-23.5 4th: 26-25.3 5th: 27.2-25.8</p> <p>(1.2) New Intervention Teachers (4) FTE:</p> <ul style="list-style-type: none"> Will continue to provide interventions for low income students, English learners, and foster youth who are performing 2-3 grade levels below their current grade in reading and math. Will continue to provide targeted intervention for struggling students that need additional support in all academic areas. Work all day to provide students with a minimum of 30 minutes per day, 5 days a week, of additional reading support by classroom teachers and/or trained paraprofessionals. <p>(1.3) Existing Instructional Aides - (3) 0.72 hours</p> <ul style="list-style-type: none"> Will continue to provide additional reading and math support in conjunction with interventions teachers to students who are at-risk of not achieving grade level standards. <p>(1.4) Continuing new Instructional Aides (6) 0.44 hours</p> <ul style="list-style-type: none"> Will continue to provide additional help and support for students in the new intervention classes. <p>(1.5) Continuing Intervention Aides: (4) 0.72 hours</p> <ul style="list-style-type: none"> Will continue to provide additional help and support for students in the new intervention classes. 	<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) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u></p>	<p>(1.1) Decrease Class Size: Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental \$998,992</p> <p>(1.1) Decrease Class Size: Resource 0332 3000-3999: Employee Benefits Supplemental \$163,008</p> <p>(1.2) New Intervention: Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental \$314,991</p> <p>(1.2) New Intervention: Resource 0332 3000-3999: Employee Benefits Supplemental \$92,029</p> <p>(1.3) Existing Instructional Aides: Resource 0332 2000-2999: Classified Personnel Salaries Supplemental \$23,435</p> <p>(1.3) Existing Instructional Aides: Resource 0332 3000-3999: Employee Benefits Supplemental \$5,565</p> <p>(1.4) New Instructional Aides: Resource 0332 2000-2999: Classified Personnel Salaries Supplemental \$78,690</p> <p>(1.4) New Instructional Aides: Resource 0332 3000-3999: Employee Benefits Supplemental \$18,113</p> <p>(1.5) Continuing Intervention Aides; Resource 0332 2000-2999: Classified Personnel Salaries Supplemental \$73,585</p> <p>(1.5) Continuing Intervention Aides; Resource 0332 3000-3999: Employee Benefits Supplemental \$16,528</p>
<p>1.1 COS Counselor: 0.50 FTE</p> <ul style="list-style-type: none"> Maintain COS Counselor CUSD has an MOU with COS to provide students and parents with information regarding college and career readiness allowing all concerned to be 	<p>School 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</p>	<p>(1.1) Counselor (COS): Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental \$35,281</p> <p>(1.1) Counselor (COS): Resource 0332 3000-3999: Employee Benefits Supplemental \$3,219</p> <p>Pathways Trust 1000-1999: Certificated Personnel Salaries</p>

<p>prepared for the 21st century job market.</p> <p>1.2 Pathways Trust: 1 FTE</p> <ul style="list-style-type: none"> • Increase resources to Enhance Career Technical Educational pathways for students. • Certificated salary for Career Technical Educational Coach (CTE) 		<p>English proficient _ Other Subgroups: (Specify) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u></p>	<p>Supplemental \$83,000</p> <hr/> <p>Pathways Trust 3000-3999: Employee Benefits Supplemental \$23,727</p>
<p>(1.1) Farm Maintenance Worker: 1 FTE</p> <ul style="list-style-type: none"> • To provide support for all students who belong to the Future Farmers of America and/or who are enrolled in farm related courses. • These students, with the help of the advisor, help with all of the duties that are associated with the Ag Farm. 	<p>School-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u></p>	<p>(1.1) Farm Maintenance Worker: Resource 0332 2000-2999: Classified Personnel Salaries Supplemental \$37,000</p> <hr/> <p>(1.1) Farm Maintenance Worker: Resource 0332 3000-3999: Employee Benefits Supplemental \$14,000</p>
<p>(1.1) English Language Development Teachers: 2 FTE</p> <ul style="list-style-type: none"> • John Muir Middle School: 1 teacher • Corcoran High School: 1 teacher • Will continue to provide additional support for English Learners • Will continue to provide additional instructional strategies for students to help them become proficient and meet grade level standards. 	<p>School-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u></p>	<p>(1.1) English Language Development Teachers Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental \$167,737</p> <hr/> <p>(1.1) English Language Development Teachers Resource 0332 3000-3999: Employee Benefits Supplemental \$45,522</p>
<p>1) High School Ag Teacher: 1 FTE</p> <ul style="list-style-type: none"> • Maintain cost of additional Ag Teacher to help lower class sizes and provide additional opportunities for students to participate in enrichment activities. 	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u></p>	<p>(1) High School Ag Teacher: Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental \$57,802</p> <hr/> <p>(1) High School Ag Teacher: Resource 0332 3000-3999: Employee Benefits Supplemental \$9,198</p>

<p>1.1) K-5 PE Teacher: 1 FTE</p> <ul style="list-style-type: none"> Maintain and provide a variety of enrichment/educational and cultural activities for students. 	<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) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u></p>	<p>(1.1) PE Teacher: Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental \$57,802</p> <p>(1.1) PE Teacher: Resource 0332 3000-3999: Employee Benefits Supplemental \$9,198</p>
<p>11.1) Instructional Materials:</p> <ul style="list-style-type: none"> Continue to provide additional materials to assist with the implementation of Common Core State Standards. Content area: Reading Grades Kindergarten - 8th Replacement and renewal of current text books: K-12 <p>(1.2) Imagine Learning:</p> <ul style="list-style-type: none"> Onsite license address needs for language and literacy 	<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) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u></p>	<p>(1.1) Instructional Materials: Resource 0332 4000-4999: Books And Supplies Supplemental \$369,788</p> <p>(1.2) Imagine Learning: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental \$50,212</p>
<p>(1.1) Music Teacher: 1 FTE</p> <ul style="list-style-type: none"> Will provide a variety of enrichment/educational and cultural activities for students. <p>(1.2) John Muir Art Teacher: 1 FTE</p> <ul style="list-style-type: none"> Will provide a variety of enrichment/educational and cultural activities for students at the middle school. 	<p>School-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) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u></p>	<p>(1.1) Music Teacher: Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental \$55,802</p> <p>(1.1) Music Teacher: Resource 0332 3000-3999: Employee Benefits Supplemental \$9,198</p> <p>(1.2) John Muir Art Teacher: Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental \$55,802</p> <p>(1.2) John Muir Art Teacher: Resource 0332 3000-3999: Employee Benefits Supplemental \$9,198</p>

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

GOAL 2:	To ensure the continuing safety of all students and staff by providing a positive, clean, safe, healthy and nurturing school environment throughout the district.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	<p>There is a need to prepare students to become college and career ready.</p> <ul style="list-style-type: none"> • Students require the knowledge and skills needed for entry-level work and college freshmen coursework to be successful, whether pursuing a career or a college education. • College and career ready means that our students have the knowledge and skills necessary for success in postsecondary education and economically viable career pathways in a 21st century economy. <p>Metrics State Priority 1: Teachers are appropriately assigned and fully credentialed Every pupil has sufficient access to standards-aligned materials School facilities are maintained in good repair</p> <p>Metrics State Priority 5: School attendance rates Chronic absenteeism rates Middle school dropout rates High school dropout rates High school graduation rates</p> <p>Metrics State Priority 6: Pupil suspension rates Pupil expulsion rates Parents and teachers on the sense of safety and school connectedness (survey)</p>
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Goal Applies to:	<table border="1" style="width: 100%;"> <tr> <td style="width: 20%;">Schools:</td> <td>All</td> </tr> <tr> <td>Applicable Pupil Subgroups:</td> <td> All Low Income Students English Learner Students Hispanic Black/African American White Students with Disabilities Migrant Foster Youth </td> </tr> </table>	Schools:	All	Applicable Pupil Subgroups:	All Low Income Students English Learner Students Hispanic Black/African American White Students with Disabilities Migrant Foster Youth
Schools:	All				
Applicable Pupil Subgroups:	All Low Income Students English Learner Students Hispanic Black/African American White Students with Disabilities Migrant Foster Youth				

LCAP Year 1: 2015-2016

<p>Expected Annual Measurable Outcomes:</p>	<p>Metrics State Priority 1:</p> <ul style="list-style-type: none"> Teachers are appropriately assigned and fully credentialed in the subjects area for the pupils they teach: 100% of teachers will be highly qualified or enrolled in an intern program as measured by CALPADS report. Every pupil has sufficient access to standards-aligned instructional materials: 100% of students will have access to board adopted instructional materials as measured by quarterly Williams Reports. School Facilities are maintained in Good Repair: All schools will receive an overall score of Good or Exemplary as measured by the Facilities Inspection Tool (FIT). <p>Metrics State Priority 5:</p> <ul style="list-style-type: none"> Attendance Rates: The district's school attendance rate will maintain or increase from 2015-16 rate of 94%. Chronic Absenteeism Rates: Decrease truancy rates as measured by CALPADS reports and referrals to SARB. Middle School Dropout Rates: Decrease the rate of middle school dropouts as measured by CALPADS report. High School Dropout Rates: Decrease the rate of high school dropouts as measured by CALPADS report. High School Graduation Rates: Increase high school graduation rates as measured by CALPADS report. <p>Metrics State Priority 6:</p> <ul style="list-style-type: none"> Suspension Rates: Decrease suspension rates as measured by CALPADS report. Expulsion Rates: Decrease expulsion rates as measured by CALPADS report. Other Local Measures of pupils, parents and teachers on the sense of safety and school connectedness
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.1 Facility Master Plan:</p> <ul style="list-style-type: none"> John Muir Middle School exterior of all buildings on campus refurbished and new windows installed. Corcoran High School exterior of all of the building on campus refurbished and new windows installed. Bret Harte Elementary interior classrooms on campus modernized. Bret Harte Elementary cafeteria installation of HVAC system. John C. Fremont Elementary interior classrooms on campus modernized. John C. Fremont Elementary cafeteria installation of HVAC system. <p>a. Facility Master Plan (0332);</p> <ul style="list-style-type: none"> \$150,000 of the \$2.2 mil PO: John Muir and Corcoran High School exterior <p>b. Facility Master Plan -(cop FD4010)</p> <ul style="list-style-type: none"> \$351,000: COP payment for items listed above 	<p>LEA Wide</p>	<p>X All</p> <p>OR:</p> <ul style="list-style-type: none"> Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u> 	<p>1.1 Facility Master Plan: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental \$150,000</p> <p>1.2 Facility Master Plan -(Resource cop FD4010 7000-7439: Other Outgo Supplemental \$351,000</p> <p>1.3 Facility Master Plan: Resource FD1400 6000-6999: Capital Outlay Supplemental \$350,000</p> <p>1.4 Facility Master Plan: Resource 8150 5000-5999: Services And Other Operating Expenditures Supplemental \$500,000</p>

<p>c. Facility Master Plan (FD1400) deferred maintenance</p> <ul style="list-style-type: none"> \$350,000 \$100,000 replacing cafeteria flooring \$50,000 district office remodel \$100,000 fencing for Bret Harte and Corcoran High School \$75,000 concrete work at Corcoran High School, John Muir \$25,000 shade covers for Fremont <p>d. Facility Master Plan (8150) ongoing restricted maintenance to maintain safe and secure environment</p> <ul style="list-style-type: none"> \$500,000 to repair and refurbish, (broken faucets, faulty wiring, toilets, drinking fountains, AC units maintenance etc.) 			
<p>2.2 Campus Security: 1 at 0.72 hours</p> <ul style="list-style-type: none"> Campus Security personnel have been hired for John Muir Middle School. <p>a. Campus Security: 1 FTE</p> <ul style="list-style-type: none"> Corcoran High School has hired one Campus Security person for their site. <p>b. Crossing Guard (Mark Twain): (1) 0.44 hours</p> <ul style="list-style-type: none"> One at 0.44 additional Crossing Guard was hired for Mark Twain Middle School (MT) to ensure the safety of students before and after school. 	<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) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u></p>	<p>1.1 Campus Security: Resource 0332 2000-2999: Classified Personnel Salaries Supplemental \$33,6</p> <p>1.1 Campus Security: Resource 0332 3000-3999: Employee Benefits Supplemental \$8,223</p> <p>1.2 Campus Security: Resource 0332 2000-2999: Classified Personnel Salaries Supplemental \$38,297</p> <p>1.2 Campus Security: Resource 0332 3000-3999: Employee Benefits Supplemental \$21,719</p> <p>1.3 Crossing Guard (MT): Resource 0000 5000-5999: Services And Other Operating Expenditures Supplemental \$8,000</p>
<p>2.3 Positive Behavioral Interventions and Supports (PBIS)</p> <ul style="list-style-type: none"> Will continue to increase coaching opportunities will be provided for teachers to enhance Positive Behavioral Interventions and Supports instruction (PBIS) allowing students the opportunity to learn behavioral expectations in a safe and secure learning environment. District wide positive interventions and supports for students that are struggling with behavior. 	<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) <u>Black/African American</u> <u>Hispanic White Students</u></p>	<p>Positive Behavioral Interventions and Supports: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental \$37,500</p>

<ul style="list-style-type: none"> • Bret Harte Elementary • John C. Fremont Elementary • Mark Twain Elementary • John Muir Middle School • Corcoran High School • Kings Lake Education Center's Alternative Education Programs • Year 1 of Positive Behavior Interventions and Supports training (5 days with teams and 5 days with coaches and administrators) was provided for all sites in the district. • Site team trainings for 6 sites • Incentives for sites to continue with program • Assemblies • Awards for students 		<p><u>with Disabilities Migrant</u></p>	
<p>2.4 Capturing Kids Hearts 2 day contract:</p> <ul style="list-style-type: none"> • Professional development provided to 40 staff to help enhance staff to student interactions in a more positive and helpful way. 	<p>LEA-wide</p>	<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u></p>	<p>Capturing Kids Hearts: Resource 0315 5000-5999: Services And Other Operating Expenditures Supplemental \$26,300</p>
<p>2.5 Renaissance Learning:</p> <ul style="list-style-type: none"> • STAR reading to monitor adequate reading levels for grades K-12 	<p>LEA-Wide</p>	<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u></p>	<p>Renaissance Learning: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental \$17,094</p>

<p>2.6 Standards Plus Reading and Math Program: Mark Twain Elementary (4th/5th grades)</p> <ul style="list-style-type: none"> • Extend Learning opportunities for students. • Additional reading and math resources (worksheets) for students to supplement and review standards as they are taught. 	<p>School-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) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u></p>	<p>Standards Plus: Resource 0332 4000-4999: Books And Supplies Supplemental \$21,173</p>
<p>2.7 John Muir Sixth Grade Camp: \$60,000</p> <ul style="list-style-type: none"> • Will provide students with outdoor instructional opportunity that is reflective of the sixth grade common core standards. • time cards for teachers • 2 @ daily rate • cost of camp 	<p>School-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) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u></p>	<p>John Muir Sixth Grade Camp: Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental \$10,800</p> <p>John Muir Sixth Grade Camp Resource 0332 3000-3999: Employee Benefits Supplemental \$2,375</p> <p>John Muir Sixth Grade Camp: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental \$46,825</p>
<p>2.8 John Muir Summer School:</p> <ul style="list-style-type: none"> • Will provide students at the middle school who are failing classes are provided the opportunity to make up the classes they failed during summer school. • 6 weeks of summer school • AM and PM sessions • 4 hours per day • 8 teachers 	<p>School-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) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u></p>	<p>JM Summer School Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental \$21,462</p> <p>JM Summer School Resource 0332 3000-3999: Employee Benefits Supplemental \$3,537</p>
<p>2.9 John Muir Middle School Intervention:</p> <ul style="list-style-type: none"> • Will continue to provide additional materials and supplies (books) to supplement intervention program at John Muir Middle School. 	<p>School-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</p>	<p>John Muir Middle School Intervention Resource 0332 4000-4999: Books And Supplies Supplemental \$14,000</p>

Other Subgroups:
(Specify)
Black/African American
Hispanic White Students
with Disabilities Migrant

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:

- Metrics State Priority 1:
- Teachers are appropriately assigned and fully credentialed in the subjects area for the pupils they teach: 100% of teachers will be highly qualified or enrolled in an intern program as measured by CALPADS report.
 - Every pupil has sufficient access to standards-aligned instructional materials: 100% of students will have access to board adopted instructional materials as measured by quarterly Williams Reports.
 - School Facilities are maintained in Good Repair: All schools will receive a overall score of Good or Exemplary as measured by the Facilities Inspection Tool (FIT).
- Metrics State Priority 5:
- Attendance Rates: The district's school attendance rate will maintain or increase from 2015-16 rate of 94%.
 - Chronic Absenteeism Rates: Decrease truancy rates as measured by CALPADS reports and referrals to SARB.
 - Middle School Dropout Rates: Decrease the rate of middle school dropouts as measured by CALPADS report.
 - High School Dropout Rates: Decrease the rate of high school dropouts as measured by CALPADS report.
 - High School Graduation Rates: Increase high school graduation rates as measured by CALPADS report.
- Metrics State Priority 6:
- Suspension Rates: Decrease suspension rates as measured by CALPADS report.
 - Expulsion Rates: Decrease expulsion rates as measured by CALPADS report.
 - Other Local Measures of pupils, parents and teachers on the sense of safety and school connectedness

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.1 Facility maintenance and repair continue to be ongoing as identified through a long term Implementation of Facility Master Plan Year 2 and needs identified through the Facilities Inspection Tool.</p> <p>Facility Master Plan:</p> <ul style="list-style-type: none"> Will have completed John Muir Middle School exterior refurbishment of all buildings on campus and new windows installed. Will have completed Corcoran High School exterior refurbishment of all buildings on campus and new windows installed. Will have completed Harte Elementary interior of the classrooms on campus modernized. 	<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) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u></p>	<p>Facility Master Plan: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental \$150,000</p> <p>Facility Master Plan -(Resource cop FD4010 5000-5999: Services And Other Operating Expenditures Supplemental \$351,000</p> <p>Facility Master Plan: Resource FD1400 5000-5999: Services And Other Operating Expenditures Supplemental \$500,000</p> <p>Facility Master Plan: Resource 8150 5000-5999: Services And Other Operating Expenditures Supplemental \$500,000</p>

<ul style="list-style-type: none"> • Bret Harte Elementary's cafeteria installed new HVAC system installed. • Will have completed John C. Fremont Elementary interior of the classrooms on campus modernized. • John C. Fremont Elementary's cafeteria installed a new HVAC system installed. • Mark Twain: • replace 6 portables and modernization of classrooms. • John Muir: • modernization of classrooms and replace 4 portables. • Corcoran High School: • replace 6 portables. <p>School Facilities:</p> <ul style="list-style-type: none"> • All schools receive a score of "Good" or "Exemplary" on the California Facilities Inspection Tool (FIT) <p>a. Facility Master Plan (0332);</p> <ul style="list-style-type: none"> • \$150,000: Kings Lake refurbish exterior and replace 8 portables <p>b. Facility Master Plan -(cop FD4010)</p> <ul style="list-style-type: none"> • \$351,000: COP payment for items listed above <p>c. Facility Master Plan (FD1400) deferred maintenance</p> <ul style="list-style-type: none"> • \$500,000 • \$500,000 Mark Twain modernization of 22 classes • to Include: replace 6 portables, replace flooring, replace HVAC in Cafeteria <p>d. Facility Master Plan (8150) ongoing restricted maintenance to maintain safe and secure environment</p> <ul style="list-style-type: none"> • \$500,000 to repair and refurbish, (broken faucets, faulty wiring, toilets, drinking fountains, AC units maintenance etc.) 			
<p>2.2 Facility maintenance and repair continue to be ongoing as identified through a long term Implementation of Facility Master Plan Year 2 and needs identified through the Facilities Inspection Tool.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>(a) Campus Security: Resource 0332 2000-2999: Classified Personnel Salaries Supplemental \$34,158</p> <hr/> <p>(a) Campus Security: Resource 0332 3000-3999: Employee</p>

<p>Maintain Campus Security: a. - .72 FTE Campus Security personnel have been hired for John Muir Middle School. b. - 1 FTE Corcoran High School has hired one Campus Security person for their site, includes health and welfare benefits</p> <p>Maintain Crossing Guard (Mark Twain) c. - One additional Crossing Guard was hired for Mark Twain Middle School to ensure the safety of students before and after school.</p>		<p><u>English Learners</u> <u>Foster Youth</u> <u>Redesignated fluent English proficient</u> <u>Other Subgroups:</u> (Specify) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u></p>	<p>Benefits Supplemental \$8,676</p> <hr/> (c) Crossing Guard (MT): Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental \$8,000 <hr/> (b) Campus Security: Resource 0332 2000-2999: Classified Personnel Salaries Supplemental \$39,197 <hr/> (b) Campus Security: Resource 0332 3000-3999: Employee Benefits Supplemental \$21,719
<p>2.3 Positive Behavioral Interventions and Supports (PBIS)</p> <ul style="list-style-type: none"> Will continue to increase coaching opportunities will be provided for teachers to enhance Positive Behavioral Interventions and Supports instruction (PBIS) allowing students the opportunity to learn behavioral expectations in a safe and secure learning environment. District wide positive interventions and supports for students that are struggling with behavior. Bret Harte Elementary John C. Fremont Elementary Mark Twain Elementary John Muir Middle School Corcoran High School Kings Lake Education Center's Alternative Education Programs Year 2 of Positive Behavior Interventions and Supports training (5 days with teams and 5 days with coaches and administrators) was provided for all sites in the district. Site team trainings for 6 sites Incentives for sites to continue with program Assemblies Awards for students 	<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) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u></p>	<p>Positive Behavioral Interventions and Supports: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental \$37,500</p>

<p>2.4 Capturing Kids Hearts 2 day contract:</p> <ul style="list-style-type: none"> Continuing professional development provided to 40 staff to help enhance staff to student interactions in a more positive and helpful way. 	<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) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u></p>	<p>Capturing Kids Hearts: Resource 0315 5000-5999: Services And Other Operating Expenditures Supplemental \$26,300</p>
<p>2.5 Renaissance Learning:</p> <ul style="list-style-type: none"> Will continue to provide STAR reading to monitor adequate reading levels for grades K-12 	<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) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u></p>	<p>Renaissance Learning: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental \$17,094</p>
<p>2.6 Will continue to maintain and provide Standards Plus Reading and Math Program: Mark Twain Elementary (4th/5th grades)</p> <ul style="list-style-type: none"> Extend Learning opportunities for students. Additional reading and math resources (worksheets) for students to supplement and review standards as they are taught. 	<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) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u></p>	<p>Standards Plus: Resource 0332 4000-4999: Books And Supplies Supplemental \$21,173</p>
<p>2.7 John Muir Sixth Grade Camp: \$60,000</p> <ul style="list-style-type: none"> Will provide students with outdoor instructional opportunity that is reflective of the sixth grade common core standards. time cards for teachers 2 @ daily rate cost of camp 	<p>School-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</p>	<p>John Muir Sixth Grade Camp: Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental \$11,300</p> <p>John Muir Sixth Grade Camp: Resource 0332 3000-3999: Employee Benefits Supplemental \$3,375</p> <p>John Muir Sixth Grade Camp: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental</p>

		_ Other Subgroups: (Specify) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u>	\$46,825
2.8 John Muir Summer School: <ul style="list-style-type: none"> • Will maintain and provide students at the middle school who are failing classes are provided the opportunity to make up the classes they failed during summer school. • 6 weeks of summer school • AM and PM sessions • 4 hours per day • 8 teachers 	School-Wide	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u>	JM Summer School Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental \$21,962 JM Summer School Resource 0332 3000-3999: Employee Benefits Supplemental \$3,537
2.9 John Muir Middle School Intervention: <ul style="list-style-type: none"> • Will continue to maintain and provide additional materials and supplies (books) to supplement intervention program at John Muir Middle School. 	School-Wide	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u>	John Muir Middle School Intervention Resource 0332 4000-4999: Books And Supplies Supplemental \$14,000

LCAP Year 3: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>Metrics State Priority 1:</p> <ul style="list-style-type: none"> Teachers are appropriately assigned and fully credentialed in the subjects area for the pupils they teach: 100% of teachers will be highly qualified or enrolled in an intern program as measured by CALPADS report. Every pupil has sufficient access to standards-aligned instructional materials: 100% of students will have access to board adopted instructional materials as measured by quarterly Williams Reports. School Facilities are maintained in Good Repair: All schools will receive an overall score of Good or Exemplary as measured by the Facilities Inspection Tool (FIT). <p>Metrics State Priority 5:</p> <ul style="list-style-type: none"> Attendance Rates: The district's school attendance rate will maintain or increase from 2015-16 rate of 94%. Chronic Absenteeism Rates: Decrease truancy rates as measured by CALPADS reports and referrals to SARB. Middle School Dropout Rates: Decrease the rate of middle school dropouts as measured by CALPADS report. High School Dropout Rates: Decrease the rate of high school dropouts as measured by CALPADS report. High School Graduation Rates: Increase high school graduation rates as measured by CALPADS report. <p>Metrics State Priority 6:</p> <ul style="list-style-type: none"> Suspension Rates: Decrease suspension rates as measured by CALPADS report. Expulsion Rates: Decrease expulsion rates as measured by CALPADS report. Other Local Measures of pupils, parents and teachers on the sense of safety and school connectedness
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.1 Facility maintenance and repair continue to be ongoing as identified through a long term Implementation of Facility Master Plan Year 2 and needs identified through the Facilities Inspection Tool.</p> <p>Facility Master Plan:</p> <ul style="list-style-type: none"> Completed John Muir Middle School exterior refurbishment of all buildings on campus and new windows installed. Completed Corcoran High School exterior refurbishment of all buildings on campus and new windows installed. Completed Harte Elementary interior of the classrooms on campus modernized. Completed Bret Harte Elementary cafeteria installed new HVAC system installed. Completed John C. Fremont Elementary interior of the classrooms on campus modernized. Completed John C. Fremont Elementary cafeteria 	<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><u>Black/African American</u></p> <p><u>Hispanic White Students</u></p> <p><u>with Disabilities Migrant</u></p>	<p>Facility Master Plan (0332) 5000-5999: Services And Other Operating Expenditures Supplemental \$150,000</p> <hr/> <p>Facility Master Plan (COP FD4010) 7000-7439: Other Outgo Supplemental \$765,000</p> <hr/> <p>Facility Master Plan (FD1400) 6000-6999: Capital Outlay Supplemental \$500,000</p> <hr/> <p>Facility Master Plan (8150) 5000-5999: Services And Other Operating Expenditures Supplemental \$500,000</p>

<p>installed a new HVAC system installed.</p> <ul style="list-style-type: none"> • Mark Twain: • Replace 6 portables and modernization of classrooms. • John Muir: • Modernization of classrooms and replace 4 portables. • Corcoran High School: • Replace 6 portables. <ul style="list-style-type: none"> • Completed Kings Lake refurbish exterior and replace 8 portables • Completed Mark Twain modernization of 22 classes • Will have completed to replacing 6 portables, replace flooring and replaced HVAC in Cafeteria <p>a. Facility Master Plan (0332);</p> <ul style="list-style-type: none"> • \$25,000: District Office 1/2 HVAC replacement • \$125,000 CHS Band Room remodel, to include floors, ceilings, storage lockers and acoustics <p>b. Facility Master Plan -(cop FD4010)</p> <ul style="list-style-type: none"> • \$765,000: COP payment for items listed above and completed over last 2 years. Payments to continue over a 20 term <p>c. Facility Master Plan (FD1400) deferred maintenance</p> <ul style="list-style-type: none"> • \$500,000 • \$475,000 Mark Twain replace 6 portables • \$25,000 District Office 1/2 HVAC replacement <p>d. Facility Master Plan (8150) ongoing restricted maintenance to maintain safe and secure environment</p> <ul style="list-style-type: none"> • \$500,000 to repair and refurbish, (broken faucets, faulty wiring, toilets, drinking fountains, AC units maintenance etc.) 			
<p>2.2 Facility maintenance and repair continue to be ongoing as identified through a long term Implementation of Facility Master Plan Year 3 and needs identified through the Facilities Inspection Tool.</p> <p>Continue to Maintain Campus Security:</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</p>	<p>(b) Campus Security: Resource 0332 2000-2999: Classified Personnel Salaries Supplemental \$40,097</p> <p>(b) Campus Security: Resource 0332 3000-3999: Employee Benefits Supplemental \$21,719</p> <p>(c) Crossing Guard (MT): Resource 0000 2000-2999:</p>

<p>a. - .72 FTE Campus Security personnel have been hired for John Muir Middle School.</p> <p>b. - 1 FTE Corcoran High School has hired one Campus Security person for their site, includes health and welfare benefits</p> <p>Continue to Maintain Crossing Guard (Mark Twain)</p> <p>c. - One additional Crossing Guard was hired for Mark Twain Middle School to ensure the safety of students before and after school.</p>		<p>English proficient _ Other Subgroups: (Specify) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u></p>	<p>Classified Personnel Salaries Supplemental \$8,600</p> <p>(a) Campus Security: Resource 0332 2000-2999: Classified Personnel Salaries Supplemental \$34,658</p> <p>(a) Campus Security: Resource 0332 3000-3999: Employee Benefits Supplemental \$8,673</p>
<p>2.3 Positive Behavioral Interventions and Supports (PBIS)</p> <ul style="list-style-type: none"> • Will continue to increase coaching opportunities will be provided for teachers to enhance Positive Behavioral Interventions and Supports instruction (PBIS) allowing students the opportunity to learn behavioral expectations in a safe and secure learning environment. • District wide positive interventions and supports for students that are struggling with behavior. • Bret Harte Elementary • John C. Fremont Elementary • Mark Twain Elementary • John Muir Middle School • Corcoran High School • Kings Lake Education Center's Alternative Education Programs • Year 3 of Positive Behavior Interventions and Supports training (5 days with teams and 5 days with coaches and administrators) was provided for all sites in the district. • Site team trainings for 6 sites • Incentives for sites to continue with program • Assemblies • Awards for students 	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u></p>	<p>Positive Behavioral Interventions and Supports: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental \$37,500</p>
<p>2.4 Capturing Kids Hearts 2 day contract:</p> <ul style="list-style-type: none"> • Professional development provided to 40 staff to help enhance staff to student interactions in a more positive and helpful way. 	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth</p>	<p>Capturing Kids Hearts: Resource 0315 5000-5999: Services And Other Operating Expenditures Supplemental \$28,300</p>

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u>	
2.5 Renaissance Learning: <ul style="list-style-type: none"> STAR reading to monitor adequate reading levels for grades K-12 	LEA-Wide	X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u>	Renaissance Learning: Resource 0332 5700-5799: Transfers Of Direct Costs Supplemental \$19,094
2.6 Standards Plus Reading and Math Program: Mark Twain Elementary (4th/5th grades) <ul style="list-style-type: none"> Will continue to extend learning opportunities for students. Will continue to provide additional reading and math resources (worksheets) for students to supplement and review standards as they are taught. 	LEA Wide	X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u>	Standards Plus: Resource 0332 4000-4999: Books And Supplies Supplemental \$22,173
2.7 John Muir Sixth Grade Camp: \$60,000 <ul style="list-style-type: none"> Will continue to provide students with outdoor instructional opportunity that is reflective of the sixth grade common core standards. time cards for teachers 2 @ daily rate cost of camp 	School Wide	X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u>	John Muir Sixth Grade Camp: Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental \$11,800 <hr/> John Muir Sixth Grade Camp Resource 0332 3000-3999: Employee Benefits Supplemental \$2,375 <hr/> John Muir Sixth Grade Camp Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental \$48,225

<p>2.8 John Muir Summer School:</p> <ul style="list-style-type: none"> • Will continue to provide students at the middle school who are failing classes are provided the opportunity to make up the classes they failed during summer school. • 6 weeks of summer school • AM and PM sessions • 4 hours per day • 8 teachers 	<p>School 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) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u></p>	<p>JM Summer School Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental \$22,46</p> <hr/> <p>JM Summer School Resource 0332 3000-3999: Employee Benefits Supplemental \$3,537</p>
<p>2.9 John Muir Middle School Intervention:</p> <ul style="list-style-type: none"> • Will continue to provide additional materials and supplies (books) to supplement intervention program at John Muir Middle School. 	<p>School Wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u></p>	<p>John Muir Middle School Intervention Resource 0332 4000-4999: Books And Supplies Supplemental \$16,000</p>

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

GOAL 3:	Support parents, families and community members' engagement with the education of their child/ren and the students in the Corcoran Unified School District.		Related State and/or Local Priorities: 1 _ 2 _ 3 <u>X</u> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :	Need for increased communication between schools and parents, families and community members. Metrics State Priority 3: <ul style="list-style-type: none"> • Efforts to seek parent input in decision making at the district and each school site • Promotion of parental participation in programs for unduplicated pupils and individuals with special needs • Parent surveys 		
Goal Applies to:	Schools: <u>All</u> Applicable Pupil Subgroups:	All Low Income Students English Learner Students Hispanic Black/African American White Students with Disabilities Migrant Foster Youth	
LCAP Year 1: 2015-2016			
Expected Annual Measurable Outcomes:	Metrics State Priority 3: <ul style="list-style-type: none"> • Efforts to seek parent input in decision making at the district and each school site: Parent involvement at the district level to include: Parent involvement at each school site to include: School Site Council. 100% of scheduled committee meetings will take place as measured by agendas and minutes. • Promotion of parental participation in programs for unduplicated pupils and individuals with special needs: Parent involvement at the district level to include DELAC. Parent involvement at each school site to include: ELAC, and Special Education Committee. Parent involvement at each school site to include: School Site Council, , Supplemental Educational Service Meetings for Low Income pupils.100% of scheduled committee meetings will take place as measured by agendas and minutes. • Parent surveys: Increase number of responses received for Title I and LCAP surveys as compared to 2014-15 number of 535 as measured by district report. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Parent Link • Parent Link contract:	LEA-Wide	<u>X</u> All OR:	Parent Link Software Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental \$11,995

<ul style="list-style-type: none"> • Increase parent education on how to use the Parent Link Software. • Increase community involvement in CUSD for parents by providing them with the opportunity to access technology that allows them to view their child's grades, assignments and attendance any time of the day or night. • Increase communication between home and school by allowing parents/guardians full access to their child's daily academic and attendance records. 		<ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u> 	
<p>3.2 Parent Liaison: 1 FTE</p> <ul style="list-style-type: none"> • Continue to provide communication and outreach to parents and community members to increase educational opportunities for school engagement for all stakeholders. 	LEA- Wide	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u> 	<p>Parent Liaison: Resource 0332 2000-2999: Classified Personnel Salaries Supplemental \$37,090</p> <p>Parent Liaison Resource 0332 3000-3999: Employee Benefits Supplemental \$9,660</p>
<p>3.3 Foster Youth: 0.04 of 1 Staff</p> <ul style="list-style-type: none"> • to continue to monitor and support foster youth • Provide school supplies for Foster Youth students. • Assist foster youth with the availability of after-school programs and after-school tutoring 	LEA-Wide	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u> 	<p>Foster Youth Staff : Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental \$5,000</p>
<p>3.4 Student Data Tracking Software Aeries contract:</p> <ul style="list-style-type: none"> • To continue to increase the availability of student data to parents to help them become more involved in the education of their children and assist them in receiving meaningful and timely communication of their students' progress and achievement. 	LEA-Wide	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: 	<p>Student Data Tracking Software Contract Aeries: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental \$26,671</p>

		(Specify) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u>	
3.5 Webmaster: \$23,449 <ul style="list-style-type: none"> continuing maintenance of district website continuing contract with Webmaster to upload all information onto the district webpage along with individual sites. 	LEA-Wide	X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u>	Webmaster: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental \$23,449
3.6 Kings County Office of Ed Wi-Fi contract: <ul style="list-style-type: none"> Continue to provide WiFi services for students and parents 	LEA-Wide	X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u>	Kings County Office of Ed Wifi: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental \$72,990

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	<p>Metrics State Priority 3:</p> <ul style="list-style-type: none"> • Efforts to seek parent input in decision making at the district and each school site: Parent involvement at the district level to include: Parent involvement at each school site to include: School Site Council. 100% of scheduled committee meetings will take place as measured by agendas and minutes. • Promotion of parental participation in programs for unduplicated pupils and individuals with special needs: Parent involvement at the district level to include DELAC. Parent involvement at each school site to include: ELAC, and Special Education Committee. Parent involvement at each school site to include: School Site Council, , Supplemental Educational Service Meetings for Low Income pupils.100% of scheduled committee meetings will take place as measured by agendas and minutes. • Parent surveys: Increase number of responses received for Title I and LCAP surveys as compared to 2014-15 number of 535 as measured by district report.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.1 Parent Link</p> <ul style="list-style-type: none"> • Parent Link contract: • Increase parent education on how to use the Parent Link Software. • Increase community involvement in CUSD for parents by providing them with the opportunity to access technology that allows them to view their child's grades, assignments and attendance any time of the day or night. • Increase communication between home and school by allowing parents/guardians full access to their child's daily academic and attendance records. 	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> <p><u>Black/African American</u></p> <p><u>Hispanic White Students</u></p> <p><u>with Disabilities Migrant</u></p>	<p>Parent Link Software: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental \$11,995</p>
<p>3.2 Parent Liaison: 1 FTE</p> <ul style="list-style-type: none"> • Will continue to provide communication and outreach to parents and community members to increase educational opportunities for school engagement for all stakeholders. 	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> <p><u>Black/African American</u></p> <p><u>Hispanic White Students</u></p> <p><u>with Disabilities Migrant</u></p>	<p>Parent Liaison: Resource 0332 2000-2999: Classified Personnel Salaries Supplemental \$37,840</p> <hr/> <p>1 FTE Parent Liaison 3000-3999: Employee Benefits Supplemental \$9,660</p>
<p>3.3 Foster Youth: 0.04 of 1 Staff</p>	LEA Wide	<p><input checked="" type="checkbox"/> All</p>	<p>Foster Youth: Resource 0332 1000-1999: Certificated</p>

<ul style="list-style-type: none"> • Will to continue to monitor and support foster youth • Provide school supplies for Foster Youth students. • Assist foster youth with the availability of after-school programs and after-school tutoring 		<p>OR:</p> <ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Black/African American</u> <u>Hispanic White Students with Disabilities Migrant</u> 	<p>Personnel Salaries Supplemental \$5,000</p>
<p>3.4 Student Data Tracking Software Aeries contract:</p> <ul style="list-style-type: none"> • Will continue to increase the availability of student data to parents to help them become more involved in the education of their children and assist them in receiving meaningful and timely communication of their students' progress and achievement. 	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Black/African American</u> <u>Hispanic White Students with Disabilities</u> <u>MigrantBlack/African American Hispanic White Students with Disabilities Migrant</u> 	<p>Student Data Tracking Software Contract: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental \$27,671</p>
<p>3.5 Webmaster:</p> <ul style="list-style-type: none"> • continuing to provide maintenance of district website • continuing contract with Webmaster to upload all information onto the district webpage along with individual sites. 	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Black/African American</u> <u>Hispanic White Students with Disabilities</u> <u>MigrantBlack/African American Hispanic White Students with Disabilities Migrant</u> 	<p>Webmaster: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental \$24,449</p>

<p>3.6 Kings County Office of Ed Wi-Fi contract:</p> <ul style="list-style-type: none"> Will continuing Wi-Fi services for students and parents 	<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) <u>Black/African American</u> <u>Hispanic White Students with Disabilities</u> <u>MigrantBlack/African American Hispanic White Students with Disabilities</u> <u>Migrant</u></p>	<p>Kings County Office of Ed Wifi: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental \$72,990</p>
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LCAP Year 3: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>Metrics State Priority 3:</p> <ul style="list-style-type: none"> Efforts to seek parent input in decision making at the district and each school site: Parent involvement at the district level to include: Parent involvement at each school site to include: School Site Council. 100% of scheduled committee meetings will take place as measured by agendas and minutes. Promotion of parental participation in programs for unduplicated pupils and individuals with special needs: Parent involvement at the district level to include DELAC. Parent involvement at each school site to include: ELAC, and Special Education Committee. Parent involvement at each school site to include: School Site Council, Supplemental Educational Service Meetings for Low Income pupils.100% of scheduled committee meetings will take place as measured by agendas and minutes. Parent surveys: Increase number of responses received for Title I and LCAP surveys as compared to 2014-15 number of 535 as measured by district report.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.1 Parent Link</p> <ul style="list-style-type: none"> Parent Link contract: Will continue to Increase parent education on how to use the Parent Link Software. Will increase community involvement in CUSD for parents by providing them with the opportunity to access technology that allows them to view their child's grades, assignments and attendance any time of the day or night. Will increase communication between home and school by allowing parents/guardians full access to their child's daily academic and attendance records. 	<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) <u>Black/African American</u> <u>Hispanic White Students with Disabilities</u> <u>Migrant</u></p>	<p>Parent Link Software: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental \$11,995</p>

<p>3.2 Parent Liaison: 1 FTE</p> <ul style="list-style-type: none"> Continuing to maintain and to provide communication and outreach to parents and community members to increase educational opportunities for school engagement for all stakeholders. 	<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) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u></p>	<p>Parent Liaison Resource 0332 2000-2999: Classified Personnel Salaries Supplemental \$38,590</p> <hr/> <p>(1.1) Parent Liaison Resource 0332 3000-3999: Employee Benefits Supplemental \$9,660</p>
<p>3.3 Foster Youth: 0.04 of 1 Staff</p> <ul style="list-style-type: none"> Continuing to maintain and provide monitoring and support foster youth Will provide school supplies for Foster Youth students. Will assist foster youth with the availability of after-school programs and after-school tutoring 	<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) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u></p>	<p>Foster Youth: Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental \$5,000</p>
<p>3.4 Student Data Tracking Software Aeries contract:</p> <ul style="list-style-type: none"> Maintain contract with provider to increase the availability of student data to parents to help them become more involved in the education of their children. Will continue to increase the availability of student data to parents to help them become more involved in the education of their children and assist them in receiving meaningful and timely communication of their students' progress and achievement. 	<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) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u></p>	<p>Student Data Tracking Software Contract Aeries Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental \$28,671</p>
<p>3.5 Webmaster:</p> <ul style="list-style-type: none"> Will maintain and continue to provide maintenance of 	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>Webmaster: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental \$25,449</p>

<p>district website</p> <ul style="list-style-type: none">• continuing maintenance contract with Webmaster to upload all information onto the district webpage along with individual sites.	<ul style="list-style-type: none">_ English Learners_ Foster Youth_ Redesignated fluent English proficient_ Other Subgroups: (Specify) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u>	
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<p>3.6 Kings County Office of Ed Wi-Fi contract:</p> <ul style="list-style-type: none"> Will continue to provide WiFi services for students and parents 	<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) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u></p>	<p>Kings County Office of Ed Wifi 5000-5999: Services And Other Operating Expenditures Supplemental \$72,990</p>
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

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

Guiding Questions:

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

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

<p>Original GOAL 1 from prior year LCAP:</p>	<p>Increase the number of students on track towards proficiency for college and career readiness.</p> <p>Metrics:</p> <ul style="list-style-type: none"> • SBAC 2014-2015 • Graduation rate: 87% • 10th grade CAHSEE 74% ELA, 79% Math • UC/CSU Eligibility • Writing Benchmarks • District Benchmarks • CELDT • Instructional Material Sufficiency • Numbers of Highly Qualified Teachers 	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/></p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify</p>	
<p>Goal Applies to:</p>	<p>Schools: All</p> <hr/> <p>Applicable Pupil Subgroups:</p> <ul style="list-style-type: none"> All Low Income Students English Learner Students Re-designated Fluent English Speaking Students Foster Youth 		
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Establish Math and ELA Baseline – SBAC • Increase Graduation rates 90% • 10th grade CAHSEE (78% ELA & 83% Math) • Baseline determined District Benchmarks • Meet CELDT AMAO Goals 	<p>Actual Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • SBAC/CAASPP participation rate and attendance rates (in progress) • Graduation rates increased from 89.57% to 91.36% • CAHSEE pass rates for 10th grade students 2013-2014 decreased from 78% to 74% ELA and 83% to 76% Math • District Benchmarks decreased 1% for primary students (K-5) in ELA and increased 2% for 6-12 grades in ELA. • The district did not meet the AMAO goals. • UC/CSU Eligibility increased from 34% in 2012-2013 to 48% in 2013-2014 • Writing Benchmarks: increase to 25.61% from 20%+ from 2013-2014 school year • Instructional Material Sufficiency: district met all Williams requirements • CELDT: 5% increase in the number of students growing 1 or more levels • Numbers of highly qualified teachers: 100%

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
<p>1. Additional Professional Development to integrate curriculum/technology with common core state standards.</p> <ul style="list-style-type: none"> Professional development 	<p>Professional Development Resource 0315 5000-5999: Services And Other Operating Expenditures Supplemental \$30,000</p>	<p>1.1 - Kagan Cooperative Learning Strategies Professional Development training for all district staff:</p> <ul style="list-style-type: none"> Day 1 & 2 of training 50 participants - 6 sites books and supplies 	<p>(1. 1) Professional Development - Kagan Contract Resource 0315 5000-5999: Services And Other Operating Expenditures Supplemental \$26,000</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>-----</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)</p>		<p><input checked="" type="checkbox"/> All</p> <p>-----</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)</p>	
<p>2. For Low Income Pupils: Provide targeted intervention for low income students</p> <ul style="list-style-type: none"> Professional development to enhance pedagogy and intervention strategies 	<p>Professional Development Resource 0315 5000-5999: Services And Other Operating Expenditures Supplemental \$55,000</p>	<p>1.2 Catapult-Literacy in the Content Area for Common Core:</p> <ul style="list-style-type: none"> 5 days of training for 25 teachers 6 days of job-embedded coaching 2 days of leadership training training materials for 25 teachers, 12 school leaders 	<p>(1.2) Professional Development (Catapult) Resource 0315 5000-5999: Services And Other Operating Expenditures Supplemental \$74,912</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>-----</p> <p>OR:</p> <p><input checked="" 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</p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" 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>	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)					
3.1 & 3.2 For Low Income Pupils: Provide targeted intervention for low income students <ul style="list-style-type: none"> Technology to provide opportunities for use of technology for all of the above 	Technology: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental \$217,000	3.1 Technology: \$189,386 <ul style="list-style-type: none"> John Muir iPads (780) \$124,344 Trevron AP wireless access (1 of 3 year lease) 3.2 Technology \$95,614 <ul style="list-style-type: none"> Infrastructure needs (to allow access of student devices) \$25,300 iPad carts and locker storage for student devices : \$13,017 CompVu projectors for high school TLC: \$30,573 Classroom projectors high school: \$25,758 ***This total combines the \$217,000 of #3 and # 15 below.	3.1 Technology: Resource 0332 7000-7439: Other Outgo Supplemental \$189,386 3.2 Technology: Resource 0332 4000-4999: Books And Supplies Supplemental \$95,614				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA Wide</td> </tr> </table> _ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	LEA Wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA Wide</td> </tr> </table> _ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	LEA Wide	
Scope of Service	LEA Wide						
Scope of Service	LEA Wide						
4.1 For Low Income Pupils: Provide targeted intervention for low income students	Decrease class size Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental \$280,000	K-5 decrease class size: 4 FTE <ul style="list-style-type: none"> K: 25.2-24 1st: 22.8-22.7 2nd: 25.4-24.4 	Decrease class size Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental \$189,756				

<ul style="list-style-type: none"> Decrease class size 		3rd: 27.2-25.2 4th: 27.5-26 5th: 28.8-27.2	Decrease class size Resource 0332 3000-3999: Employee Benefits Supplemental \$78,385								
<table border="1"> <tr> <td style="width: 15%;">Scope of Service</td> <td>LEA-Wide</td> </tr> <tr> <td colspan="2"> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	LEA-Wide	All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<table border="1"> <tr> <td style="width: 15%;">Scope of Service</td> <td>LEA-Wide</td> </tr> <tr> <td colspan="2"> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	LEA-Wide	All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Scope of Service	LEA-Wide										
All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)											
Scope of Service	LEA-Wide										
All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)											
5.1 For Low Income Pupils: Provide targeted intervention for low income students <ul style="list-style-type: none"> New intervention teachers 	New intervention teachers Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental \$280,000	(4 positions) New intervention teachers <ul style="list-style-type: none"> 1 teacher per site (4) K-8 Increase of \$105,020: <ul style="list-style-type: none"> increased cost of pay raise teachers average salaries were in the highest pay scale 	5.1 New intervention teachers Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental \$293,991 5.1 New intervention teachers Resource 0332 3000-3999: Employee Benefits Supplemental \$91,029								
<table border="1"> <tr> <td style="width: 15%;">Scope of Service</td> <td>LEA-Wide</td> </tr> <tr> <td colspan="2"> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	LEA-Wide	All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<table border="1"> <tr> <td style="width: 15%;">Scope of Service</td> <td>LEA-Wide</td> </tr> <tr> <td colspan="2"> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	LEA-Wide	All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Scope of Service	LEA-Wide										
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6.1 For Low Income Pupils: Provide targeted intervention for low income students	New instructional aides Resource 0332 2000-2999: Classified Personnel Salaries Supplemental \$26,5000	New instructional aides: <ul style="list-style-type: none"> (2) 0.72 increase cost of pay raise 	6.1 New instructional aides Resource 0332 2000-2999: Classified Personnel Salaries Supplemental \$28,723								

<ul style="list-style-type: none"> New instructional aides (2) 0.72 hours 							
<table border="1"> <tr> <td style="width: 15%;">Scope of Service</td> <td>LEA-Wide</td> </tr> </table> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" 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>	Scope of Service	LEA-Wide		<table border="1"> <tr> <td style="width: 15%;">Scope of Service</td> <td>LEA-Wide</td> </tr> </table> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" 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>	Scope of Service	LEA-Wide	
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<p>7.1 For Low Income Pupils: Provide targeted intervention for low income students</p> <ul style="list-style-type: none"> Existing Instructional Aides: (3) @ 0.72 hours (6) @ 0.44 hours 	<p>Existing Instructional Aides Resource 0332 2000-2999: Classified Personnel Salaries Supplemental \$150,000</p>	<p>Existing Instructional Aides:</p> <ul style="list-style-type: none"> replacement aides were hired for 0.44 hours instead of 0.72 (4 aides moved to intervention aide positions) <p>An adjustment to the budget occurred due to an over-estimate of cost of personnel</p>	<p>7.1 Existing Instructional Aides Resource 0332 2000-2999: Classified Personnel Salaries Supplemental \$113,177</p>				
<table border="1"> <tr> <td style="width: 15%;">Scope of Service</td> <td>LEA-Wide</td> </tr> </table> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" 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>	Scope of Service	LEA-Wide		<table border="1"> <tr> <td style="width: 15%;">Scope of Service</td> <td>LEA-Wide</td> </tr> </table> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" 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>	Scope of Service	LEA-Wide	
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Scope of Service	LEA-Wide						
<p>8.1 For Low Income Pupils: Provide targeted intervention for low income students</p>	<p>Middle School Intervention Software Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental \$14,000</p>	<p>ELD professional development:</p> <ul style="list-style-type: none"> Training of best practices to ensure students make progress towards English fluency. 	<p>8.1 Middle School Intervention Software Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental \$14,000</p>				

<ul style="list-style-type: none"> Middle School Intervention Software 		<p>Software for students was purchased and this budget amount was not used to pay for teachers</p>					
<table border="1"> <tr> <td>Scope of Service</td> <td>LEA-Wide</td> </tr> </table> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" 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>	Scope of Service	LEA-Wide		<table border="1"> <tr> <td>Scope of Service</td> <td>LEA-Wide</td> </tr> </table> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" 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>	Scope of Service	LEA-Wide	
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<p>9.1 For English Learners: Provide targeted intervention for English learner students</p> <p>Ensure best practices for teaching English Language Development by providing professional development for all teachers and ELD/Literacy Coaches who will provide training, coaching and support to ELD teachers as well as all teachers to ensure students make progress towards English fluency.</p> <ul style="list-style-type: none"> ELD Professional Development 	<p>ELD Professional Development Resource 0315 5000-5999: Services And Other Operating Expenditures Supplemental \$5,000</p>	<p>Fresno County Office of Ed Partnership</p> <ul style="list-style-type: none"> 1 day pre service: 2 facilitators 3 days Coach the Coach Support 	<p>9.1 ELD Professional Development Resource 0315 5000-5999: Services And Other Operating Expenditures Supplemental \$4,750</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td>LEA-wide</td> </tr> </table> <hr/> <p><input type="checkbox"/> All</p> <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>	Scope of Service	LEA-wide		<table border="1"> <tr> <td>Scope of Service</td> <td>LEA-wide</td> </tr> </table> <hr/> <p><input type="checkbox"/> All</p> <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>	Scope of Service	LEA-wide	
Scope of Service	LEA-wide						
Scope of Service	LEA-wide						

<p>10.1 For English Learners: Provide targeted intervention for English Learner students</p> <p>Provide daily direct instruction in English Language Development to all English Learners by ensuring all sites have ELD Coaches to provide coaching for classroom teachers and instruction/support to students.</p>	<p>ELD Teachers 5000-5999: Services And Other Operating Expenditures Supplemental \$250,000</p>	<p>ELD teachers provide direct daily instruction which is included in their daily job duties resulting in \$0 added cost</p>	<p>10.1 ELD Teachers 5000-5999: Services And Other Operating Expenditures Supplemental \$0</p>								
<table border="1"> <tr> <td data-bbox="86 537 235 613">Scope of Service</td> <td data-bbox="235 537 562 613">LEA-wide</td> </tr> <tr> <td colspan="2" data-bbox="86 613 562 922"> <p><input type="checkbox"/> All</p> <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> </td> </tr> </table>	Scope of Service	LEA-wide	<p><input type="checkbox"/> All</p> <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>			<table border="1"> <tr> <td data-bbox="1031 537 1180 613">Scope of Service</td> <td data-bbox="1180 537 1520 613">LEA-wide</td> </tr> <tr> <td colspan="2" data-bbox="1031 613 1520 922"> <p><input type="checkbox"/> All</p> <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> </td> </tr> </table>	Scope of Service	LEA-wide	<p><input type="checkbox"/> All</p> <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>		
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<p>11.1 For Redesignated fluent English Proficient Pupils: Monitor to ensure student's proficiency in English continues using student's performance data Assist Redesignated English Learner students in the areas of academic college readiness personal/social development and career development. As needed provide students with access to English Learner interventions and support.</p> <ul style="list-style-type: none"> Site Staff 	<p>Zero dollars \$0</p>	<p>Teachers provide direct daily instruction and access to interventions and support which is included in their daily job duties resulting in \$0 added cost</p>	<p>Zero dollars \$0</p>								
<table border="1"> <tr> <td data-bbox="86 1360 235 1437">Scope of Service</td> <td data-bbox="235 1360 562 1437">LEA-Wide</td> </tr> </table>	Scope of Service	LEA-Wide		<table border="1"> <tr> <td data-bbox="1031 1360 1180 1437">Scope of Service</td> <td data-bbox="1180 1360 1520 1437">LEA-Wide</td> </tr> </table>	Scope of Service	LEA-Wide					
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<p>12.1 Foster Youth: Monitor and provide access mental health services to support students dealing with trauma and other emotional issues. Identify youth liaison.</p> <ul style="list-style-type: none"> No additional cost 	<p>Zero dollars \$0</p>	<p>No additional cost</p> <p>\$0</p>	<p>Zero dollars \$0</p>
<p>Scope of Service LEA-wide</p>		<p>Scope of Service LEA-wide</p>	
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<p>13.1 Foster Youth: Assist foster youth with the availability after-school programs and after-school tutoring</p> <ul style="list-style-type: none"> Staff to monitor and support foster youth 	<p>Staff to monitor and support foster youth Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental \$5,000</p>	<p>1 Staff to monitor and support foster youth and provided educational materials as needed including backpacks and classroom supplies.</p>	<p>13.1 Staff to monitor and support foster youth Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental \$5,000</p>
<p>Scope of Service LEA-Wide</p>		<p>Scope of Service LEA-Wide</p>	
<p><input type="checkbox"/> All</p> <p>-----</p>		<p><input type="checkbox"/> All</p> <p>-----</p>	

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<p>14.1 Foster Youth: No additional cost for On-Campus Intervention staff and Supervisory Staff to support identified students with PBIS and restorative practices and case-management</p>	<p>Zero dollars \$0</p>	<p>We have 1 On-Campus Intervention staff and Supervisory Staff Administrator who works with foster youth within regular job hours. This requires \$0 additional funding.</p>	<p>Zero dollars \$0</p>
<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>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>		<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>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>	
<p>15.1 Provide additional technology to help engage and support students in the goal towards college and career readiness</p> <ul style="list-style-type: none"> Technology 	<p>Technology Resource 1100 5000-5999: Services And Other Operating Expenditures Supplemental \$68,000</p>	<p>Technology:</p> <ul style="list-style-type: none"> Yearly contract expense for internet access for our students-WiFi : price increase in the cost of the contract <p>This was an increase in the cost of services.</p>	<p>15.1 Technology Wi-Fi Access Resource 1100 5000-5999: Services And Other Operating Expenditures Supplemental \$73,440</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p>	

<input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)		<input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	
16.1 Increase coaching of technology to teachers to enhance instruction so students meet the CCSS and increase skills toward college and career readiness <ul style="list-style-type: none"> Existing Literacy/Resource Teachers 	Existing Literacy/Resource Teachers 1000-1999: Certificated Personnel Salaries Supplemental \$540,000	Existing Literacy/Resource Teachers: <ul style="list-style-type: none"> Total cost with increase in pay raise: \$647,172 	16.1 Existing Literacy/Resource Teachers Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental \$502,688 16.1 Existing Literacy/Resource Teachers Resource 0332 3000-3999: Employee Benefits Supplemental \$144,484
Scope of Service: 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 _ Other Subgroups: (Specify)		Scope of Service: 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 _ Other Subgroups: (Specify)	
17.1 Provide a variety of enrichment/educational and cultural activities for students.	Zero dollars \$0	Our LCAP plan included hiring these teachers and adding enrichment and cultural activities for students in the following areas for the planned 2015-2016 school year: <ul style="list-style-type: none"> 1 music and PE teacher, Library aids, student data tracking software sixth grade camp 	Zero dollars \$0
Scope of Service: LEA-Wide <input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils		Scope of Service: LEA-Wide <input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils	

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18.1 Increase resources to Enhance Career Technical Educational pathways for students	Zero dollars \$0	Our LCAP plan included hiring teachers in the following areas for the planned 2015-2016 school year: <ul style="list-style-type: none"> • Pathways trust (Career Technical Education) • Ag Farm Manager 	Zero dollars \$0
Scope of Service LEA-Wide <hr/> <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 _ Other Subgroups: (Specify)		Scope of Service LEA-Wide <hr/> <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 _ Other Subgroups: (Specify)	
19.1 Extend Learning opportunities for students	Zero dollars \$0	Our LCAP plan included adding enrichment and cultural activities for students in the following areas for the planned 2015-2016 school year: <ul style="list-style-type: none"> • sixth grade camp • CHS summer school 	Zero dollars \$0
Scope of Service <hr/> <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		Scope of Service <hr/> <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	

_ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<ul style="list-style-type: none"> • Technology Coaches were moved out of LCFF and into Title I Funding, (Old Budget \$210,000) New budget \$0. • Instructional Aides funding increased due to movement out of Title I into LCFF (Old Budget \$176,500) New Budget \$508,000. • Classified Staff will receive professional development to enhance learning to provide additional support to teachers and students school-wide. • Teachers will receive additional Professional Development on how to implement common core standards in ELA/ELD and math lessons and instructional delivery of such. • Positive Behavior Supports and Intervention Program will receiving funding school-wide for Year 2 continuing implementation of character building programs. 		

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

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

<p>Original GOAL 2 from prior year LCAP:</p>	<p>Provide students with positive, safe, clean, healthy and nurturing school environment.</p> <p>Metrics:</p> <ul style="list-style-type: none"> Facility Inspection Tool, Williams Reports, Attendance rate, Suspension rate, Healthy Kids Survey, Parent Sign-in sheets at meetings and activities 	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p>	
<p>Goal Applies to:</p>	<p>Schools: All</p> <p>Applicable Pupil Subgroups:</p>	<p>All</p> <p>Foster Youth</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>Update a District wide Master Plan for facility improvements and implement year 1</p> <p>Increase district wide attendance rate to 93%</p> <p>Decrease district wide suspension rate based on 2013-2014</p>	<p>Actual Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> Facility Master Plan Year 1 was implemented to include: Exterior refurbishment of Bret Harte Elementary School completed. Replacement and installation of new windows on the Bret Harte Elementary School campus. Exterior refurbishment of Mark Twain Elementary School completed. Replacement and installation of new windows on the Mark Twain Elementary School campus. John C. Fremont Elementary: replace (2) portable classrooms with new AMS classrooms Facility Inspection Tool: All schools received a "Good" school rating Williams Report: Met all requirements with zero deficiencies Attendance rate: Increased from 93.5% in 2013-2014 to 95% in 2014-2015 Suspension rate (based on 2013-14 rates of 8.0%) Healthy Kids Survey: 2% decrease in usage of alcohol and drugs Parent sign in sheets at meetings and activities: each school site has parents sign-in for meetings including: parent conferences, SSC, ELAC, parent literacy nights, back to school night, and open house.

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1.1 Provide clean, safe and modern facilities conducive to a positive school climate. Facility Master Plan Year 1	Facilities Master Plan Year Fund 1400 5000-5999: Services And Other Operating Expenditures Supplemental \$1,000,000	<p>We made progress towards providing clean, safe, and modern facilities conducive to a positive school climate by completing our facility master plan year 1 projects, as detailed below:</p> <p>1- Bret Harte Elementary exterior refurbishment was completed.</p> <p>2- Bret Harte Elementary replacement and installation of new exterior windows was completed.</p> <p>3- Mark Twain Elementary exterior refurbishment was completed.</p> <p>4- Mark Twain Elementary exterior replacement and installation of new exterior window was completed.</p> <p>5- John C. Fremont Elementary: replace (2) portable classrooms with new AMS classrooms was completed.</p> <p>6 - Facilities Architect fees for:</p> <ul style="list-style-type: none"> • Bret Harte Elementary exterior refurbishment was completed. • Bret Harte Elementary replacement and installation of new exterior windows was completed. • Mark Twain Elementary exterior refurbishment was completed. • Mark Twain Elementary exterior replacement and installation of new exterior window was completed. • John C. Fremont Elementary: replace (2) portable classrooms with new AMS classrooms was completed. • John Muir and Corcoran High School exterior 	<p>(1-2) Facilities-Bret Harte Exterior Refurbishment and window replacement Fund 1400 5000-5999: Services And Other Operating Expenditures Supplemental \$142,500</p> <p>(3-4) Facilities- Mark Twain exterior refurbishment and window replacement Fund 1400 5000-5999: Services And Other Operating Expenditures Supplemental \$142,500</p> <p>(5) Facilities: John C. Fremont replacement of portable classrooms Fund 1400 5000-5999: Services And Other Operating Expenditures Supplemental \$206,850</p> <p>(6) Facilities: Architect fees for above Facility Projects and Facilities listed in 2015 summer projects to be done Fund 4010 6000-6999: Capital Outlay Supplemental \$95,819</p> <p>(7) Facilities: 1st COP payment toward Master Facility Plan Fund 4010 7000-7439: Other Outgo Supplemental \$158,925</p> <p>(8) Facilities Fremont - 2 New Modular Classrooms Fund 4010 6000-6999: Capital Outlay Supplemental \$254,404</p>

		<p>7- Facilities 1st COP payment toward Master Facility Plan to Include district wide modernization and exterior refurbishment of all sites. COP is 25 year.</p> <p>8 - Facilities: Purchase and Installation of 2 new modular classrooms at Fremont Elementary School.</p>	
<p>Scope of Service LEA Wide</p> <hr/> <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>Scope of Service LEA Wide</p> <hr/> <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>2.1 Provide safe, friendly, secure environment for students and staff Campus Security Liaisons</p>	<p>Campus Security 2000-2999: Classified Personnel Salaries Supplemental \$42,900</p> <p>Campus Security 3000-3999: Employee Benefits Supplemental \$12,100</p>	<p>Campus security personnel at the high school and middle school helped maintain a safe campus for students, staff and parents.</p> <p>Cost of personnel was over-estimated.</p>	<p>2.1 Campus Security Salary Resource 0332 2000-2999: Classified Personnel Salaries Supplemental \$33,408</p> <p>2.1 Campus Security Benefits Resource 0332 3000-3999: Employee Benefits Supplemental \$8,023</p>
<p>Scope of Service LEA-wide</p> <hr/> <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>Scope of Service LEA-Wide</p> <hr/> <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>	

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

- Facility Master Plan for Year 2 was revised to allow for the increase in funding for the 2015-2016 school year.
- District Facility Master Plan will implement Year 2 of facilities improvement projects district-wide including exterior refurbishment and interior refurbishment according to plan specifications and timeline.
- Crossing Guard will be added to Mark Twain to help provide additional safety for students and staff
- Campus Security person on the high school campus will have additional hours added to their schedule to provide for 1 FTE on campus
- Additional duties including revising the District Emergency Safety Plan.
- Having one additional support person on each of the two campuses has helped deter discipline issues that have arose in the past.
- We are on track to complete Year 2 of the Facility Master Plan.

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

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

Original GOAL 3 from prior year LCAP:	Increase parent, family and community members to be more engaged with CUSD student engagement. Metrics: <ul style="list-style-type: none"> Parent use of Parent Link-Participation Rate, Parent Sign in sheets at meetings and activities. 	Related State and/or Local Priorities: 1 _ 2 _ 3 <u>X</u> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All <hr/> Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Increased communication between school and home baseline. Increased parent and community school involvement baseline.	Actual Annual Measurable Outcomes: <ul style="list-style-type: none"> Communication between school and home has increased 5% through the use of Parent Link Software. District Parent Liaison was hired to communicate and help parents: Volunteering at their child's school increased 2%. Helping with parent conferences and translating has increased 50%. Provide parents with resources that are available to them increased 50%. Increased communication between the community, schools and the district increased 5% with the use of Webmaster district webpages. Increased parent and community school involvement baseline. School sites have collected sign-in sheets for all parent activities that show a 2% increase in parent involvement at all sites. Sign-in sheets are kept at sites. 	
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Increase communication between home and school.	Parent Link Software 5000-5999: Services And Other Operating Expenditures Supplemental \$25,500	Communication between school and home has increased 5% through the use of Parent Link Software. 1. - Parent Link Software: <ul style="list-style-type: none"> Estimated cost of the software decreased because this software 	(1) Parent Link Software Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental \$11,995 (2) Webmaster Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental \$23,449

		<p>program was bought out by Blackboard and no further costs incurred for the year.</p> <ul style="list-style-type: none"> Parents received information regarding daily attendance, school activities, and other information from teachers, school administration and the district via the telephone, email or text. <p>2. - School Webmaster district webpage:</p> <ul style="list-style-type: none"> This was not included as an action 2014-2015 Webmaster was contracted to create and maintain our website to increase availability for parents to have access to our websites continuously throughout the day and night. Contracted with Webmaster to upload all information onto the district webpage along with individual sites and maintain the site throughout the school year. This year we added this contract to increase parental access and to provide someone to maintain the site 	
<p>Scope of Service LEA Wide</p> <hr/> <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</p>		<p>Scope of Service LEA Wide</p> <hr/> <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>	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
Increase community involvement in CUSD	Zero dollars \$0	Parent Liaison: <ul style="list-style-type: none"> Assists in increasing community involvement through continually providing parents and the community with information on how to volunteer at school sites, activities that are happening and calling to remind them, and being available to help with any questions or concerns that should arise. Helps with translation for parents and is a resource that helps support the needs of parents, students and community. There was no expenditure listed in 2014-2015 plan for this action It did cost \$35,593 	Parent Liaison Resource 0332 2000-2999: Classified Personnel Salaries Supplemental \$26,193 Parent Liaison Resource 0332 3000-3999: Employee Benefits Supplemental \$9,400
Scope of Service 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)		Scope of Service 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)	
Increase services to parents to attend parent education, school activities, and volunteering in school.	Zero dollars \$0	<ul style="list-style-type: none"> Parent education: PIQE School activities: Back to school night, open house, nutritional needs, how to help with homework, literacy nights Volunteering in school: pay for fingerprinting costs for 	Zero dollars \$0

		interested parents during the months of August-October,	
Scope of Service		Scope of Service	
<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)		<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)	
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"> • Parental involvement increased with the help of the Parent Liaison that we hired this school year. • We will increase our efforts, using the Parent Liaison, to encourage more parents to volunteer at school and become involved in their child's education. • Parent Link has provided a communication tool to help parents and staff stay in constant communication throughout the school year. • More assemblies to provide students with opportunities to learn about character and how better character helps them succeed in school. 		

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, school wide, countywide, or charter wide manner as specified in 5 CCR 15496.

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$6,252,177</u>
<p>Corcoran Unified School District's percentage of current enrollment of unduplicated pupils is over 94%. In the 2014/2015 school year we received over \$2,421,835 in Supplemental and Concentration funds, for the 2015/2016 school year the total estimated funds will be \$3,531,915. The funds are allocated to expand services in the areas of professional development for certificated and classified staff. , English learners, technology, decreased class size, counselors, parent liaison, and increasing parental involvement with all schools within the district. The district's Facility Master Plan allows for refurbishment of all schools’ exterior and replacement of windows. Additional services for all sites will be occur with each new year of the Facilities Master Plan.</p> <p>Corcoran Unified School District will also offer services for all students. These services will include: school-wide K-8 new intervention teachers, district-wide K-5 PE teacher, school-wide K-8 additional instructional intervention aides and district-wide technology devices for all students along with training on how to incorporate daily instructional lessons into their targeted learning to meet common core grade level standards proficiency.</p> <p>All expenditures are aligned with the districts’ LCAP goals and the state priorities.</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.

26.6	%
8	

26.68% of the district's LCAP is designated as concentration funds. These funds offer a variety of services and programs specifically for English learners, low income students, and high achieving students. These include: Professional Development provided to staff through Kagan, KCOE, FCOE, Catapult and Rick Morris to enhance pupil engagement and strategies for teacher intervention to support low income, English learners and foster youth. Additional intervention teachers and support staff were hired for 2nd and 3rd tier interventions. Academic Literacy Coaches assist teachers and students in how to integrate technology into the curriculum. Additional services have been added to increase parent participation in schools along with the hiring of a Parent Liaison to help parents with all aspects of their child/ren education.