

**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:** 2016-2017

### ***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 90% Hispanic, 90% Socioeconomically disadvantaged, and 28% English Language Learners. Students in the district reflect 100% free/reduced lunch, 45% 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 schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

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

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

**Section 1: Stakeholder Engagement**

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

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

**Guiding Questions:**

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

Involvement Process	Impact on LCAP
<p>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.</p>	<p>Stakeholder meetings were held at various school sites within the district and at the Technology Learning Center that is adjacent to the high school. All meetings were held in English and Spanish with a translator available to answer questions and provide assistance. The Local Control and Accountability Plan was presented to all in a Power Point Presentation that reviewed current programs and activities that were implemented. Parents, students, staff and community members responded to online surveys prioritizing their goals for student achievement.</p>

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.

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:

- February 17, 2016: Bret Harte Elementary Staff
- February 10, 2016: John C Fremont Elementary Staff
- February 3, 2016: Mark Twain Elementary Staff
- February 24, 2016: John Muir Middle School Staff
- March 2, 2016: Corcoran High School Staff
- February 10, 2015: Kings Lake Education Center Staff
- April 13, 2016: Community Forum

Staff/Parent Advisory Council (SPAC) meetings were scheduled throughout the year to review and provide input as necessary.

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 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.

Stakeholders were given the opportunity to review and analyze the effectiveness of each program, whether to continue with the program or delete it, and suggest other options to replace what was implemented. All information was prioritized and included in the written plan. Implementation of the programs and actions focused on increased student achievement and college and career readiness skills.

The superintendent, director of categorical programs and special projects, the director of curriculum and instruction and the chief business officer held meetings at various locations to discuss and receive input regarding the District's LCAP. Meeting dates were:

- February 17, 2016: Bret Harte Elementary Staff
- February 10, 2016: John C Fremont Elementary Staff
- February 3, 2016: Mark Twain Elementary Staff
- February 24, 2016: John Muir Middle School Staff
- March 2, 2016: Corcoran High School Staff
- February 10, 2015: Kings Lake Education Center Staff
- April 13, 2016: Community Forum

Staff/Parent Advisory Council met 4 times during the school year to evaluate programs, receive input and monitor student achievement.

District administration attended School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings at each school sites. LCAP actions were evaluated and stakeholder input directed prioritization of continuing actions. Both SSC and ELAC members received student academic data and progression of subgroups toward meeting grade level proficiency. Both parent groups received information on their child's school/s and the district's programs and services 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.

Meetings were held for stakeholders to discuss the LCAP along with

A community forum was held to discuss the District LCAP and to receive input from stakeholders. Staff/Parent Advisory Council (SPAC) meetings were held throughout the school year. 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 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.

- May 10, 2016 - Teacher Union (CFA)
- May 10, 2016 - 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 2015 through April 2016.

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 any other information regarding student progression toward grade level achievement.

information and assistance on how to take the LCAP online survey. Five meetings were held for District English Learner Advisory Committee (DELAC) members. DELAC members were also involved in open discussion and requests for input which assisted in the revisions of LCAP plan. Surveys were taken on iPads with translators available to help stakeholders and provide additional informational support as needed.

The results of the surveys from DELAC, ELAC, SSC and input from all stakeholders were used to help plan for instructional programs, activities and hire the personnel needed to implement the Local Control and Accountability Plan.

Meetings were held to discuss and review the implementation of the LCAP with the district's certificated and classified bargaining units. These groups reviewed and provided input regarding the district's programs and services. Stakeholder input reflected the continued direction we have set forth in our LCAP.

Open board meetings were held on the second and fourth Tuesday of each month during the school year. Community forum meeting was held on April 13, 2016. Staff/Parent Advisory Committee (SPAC) met over a period of time from November 2015 through April 2016 to discuss the LCAP. Evaluation of all LCAP actions, continued programs and input for additions or changes to the plan were discussed. SPAC meetings reflected continuance of current programs with added hires for music and other electives.

LCAP 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 in English and Spanish, for anyone that could not attend a meeting in person. School sites provided iPads for all parents/guardians and stakeholders to use that gave them access to the online LCAP Survey. Translators were available to assist as needed. All participants were asked to evaluate and prioritize programs and services implemented and to make suggestions regarding what to keep and what should be replaced. This information was used to update the LCAP for the 2016-2017 school year.

Discussion meetings were offered and provided information to representatives on the educational needs of foster youth regarding services and programs available.

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

Foster parent liaison provided information to stakeholders on the educational needs of foster youth and how the LCAP assisted foster youth regarding services and programs.

Informational student led meetings were offered at Corcoran High School, John Muir Middle School and Mark Twain Elementary School. The meetings were conducted with student leadership groups with assistance from site and district personnel. The LCAP was reviewed and discussion produced consensus regarding the implementation and continuance of current programs with requests for additional CTE pathways for students to explore for the 2016-2017 school year.

**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:

- February 17, 2016: Bret Harte Elementary Staff
- February 10, 2016: John C Fremont Elementary Staff
- February 3, 2016: Mark Twain Elementary Staff
- February 24, 2016: John Muir Middle School Staff
- March 2, 2016: Corcoran High School Staff
- February 10, 2015: Kings Lake Education Center Staff
- April 13, 2016: Community Forum

**Annual Update:**

Local Control and Accountability Plan Surveys were provided for all stakeholder meetings. Survey results reflected continuing common areas of student proficiency requirements that produced the strongest trends to assist the district in developing our plan. The results are as follows: access to technology both at school and home; well maintained school sites that provided 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; and supplemental instructional services and tutoring for English learners, students with disabilities, and low achieving students and communication between school and home.

LCAP meetings were held at each of the following school sites:

- February 17, 2016: Bret Harte Elementary Staff
- February 10, 2016: John C Fremont Elementary Staff
- February 3, 2016: Mark Twain Elementary Staff
- February 24, 2016: John Muir Middle School Staff
- March 2, 2016: Corcoran High School Staff
- February 10, 2016: Kings Lake Education Center Staff

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

- May 10, 2016: Teacher Union (CFA) Certificated Union representatives
- May 10, 2016: Classified Union (CSEA) (classified union representatives).

The DELAC meeting was held on April 7, 2016, 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.

Community Forum: TLC - April 13, 2016

Staff/Parent Advisory Council (SPAC) met 4 times during the school year to receive input and monitor student achievement.

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

- May 10, 2016: Teacher Union (CFA)
- May 10, 2016: Classified Union (CSEA)

Survey results from stakeholder meetings: materials and services to support English learners in developing grade level proficiency; supplemental instructional programs and additional services for English learners, students with disabilities, and students at-risk of not meeting grade level standards; and professional development for staff to provide additional support for English learners, students with disabilities and at-risk students. Stakeholder input revealed common concerns: recruitment and retention of highly qualified staff; professional development and support on the implementation of California's Common Core State Standards and English Language Development Standards; professional development for staff who taught English learners; student readiness skills for college and career; addition of more electives for students alone with extracurricular activities. Continued opportunities for parental involvement as well as parent outreach.

Information that was provided by student representative groups included in their wish lists the following: 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.

Survey Information provided by representatives of foster youth was used to prioritize programs and services that directly affected the academic progression of foster youth. Results were: continued monitoring of school placement for foster youth; continued monitoring the progress of foster youth and access to academic and social interventions; access to technology in the classroom and at home; and professional development for teachers and staff outlining the unique needs 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 were calculated and prioritized according to input from stakeholders. The following actions activities and resources were incorporated into our LCAP: continued professional development for certificated and classified staff; continued counselor for K-5 and alternative education split 50/50; continued improvement of all district facilities; maintaining of quality staff; continued improvement to campus climate and campus culture; continued increase of technology usage in all academic areas; continued monitoring of academic programs and student resources; extracurricular activities for students; and additional electives for middle and high school students.

Corcoran Unified School District has made the following progress on our LCAP toward meeting the plans and goals that were set for the 2015-2016: 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 followups as needed. Technology usage increased across the district, completed in-class training by coaches, decreased class size K-3, COS counselor provided services for targeted students, intervention teachers provided targeted instruction for at-risk students. Refurbished exterior of John Muir Middle School and replace windows, refurbished exterior of Corcoran High School and replace windows, modernized interior classrooms at Bret Harte Elementary, modernized interior classrooms at John C. Fremont Elementary, installed HVAC system at Bret Harte Elementary cafeteria and Installed HVAC system at John C Fremont Elementary cafeteria.

Stakeholder input resulted in the following action services that will be added for 2016-2017 school year:

- Additional expenditures were added to the budget to cover lease payments for iPads. Added to this action based on stakeholder feedback.
- Books and supplies for Kagan (1.1 b) budgeted to 5000-5999 but paid from 1000-1999.
- District EL Coordinator - 2 FTE: Added to this action based on stakeholder feedback. Provided training for teachers at all sites.
- K-5 Music Teacher: Added this action based on stakeholder feedback. Provided enrichment activities for students in K-5.
- Farm Maintenance Manager: Added this action based on stakeholder feedback. Oversaw the school Ag Farm for Corcoran High School's Ag

department.

- Instructional Materials for Common Core ELA and Math for K-8 and Math for high school: Added this action based on stakeholder feedback.
- Moved to two Counselors to Goal 2 for the 2016-2017 school year based on stakeholder feedback..
- Moved five Technology Support Staff to Goal 2 for the 2016-2017 school year based on stakeholder feedback.
- Added Library Technicians (5 FTE) to provide library services for Bret Harte, John C Fremont, Mark Twain and Corcoran High School.
- Added Health Care Providers (8 FTE) to provide health care services for all school sites. Added this action based on stakeholder feedback.
- Catapult-Literacy in the Content Area for Common Core: 19,958 less than budgeted expenditures due to reduced cost in services for continuing training.
- Added an additional coach for the junior high: (PD) for all teachers integrating curriculum/technology with common core state standards. This action based on stakeholder feedback.
- Technology: Completed the purchase of materials and supplies for students to use on their devices. No further action needed.
- Technology: Purchased materials and supplies: cords, cables, bulbs, chargers, hard drives, and monitors were completed allowing teachers and staff to continue to use the devices these materials were ordered for. No further action needed.
- Technology: Purchased Stem robotics software and devices. this action is completed with further action required.
- Instructional Aide-PE: One 0.72 Salary and benefits: Assisted PE teacher with a variety of enrichment activities during PE. This action was added to total of all paraprofessionals in 2016-2017 school year and beyond.
- Instructional Materials: Provide funds for new adoption of ELA and Math curriculum K-8 and math curriculum and materials for Corcoran High School to assist with the implementation of Common Core State Standards in Content for the 2016-2017 school year in the amount of \$651,379.
- Two additional High School Ag Teacher: will help lower class sizes and provide additional opportunities for students to participate in enrichment activities
- Yard supervisors: Added this action based on stakeholder feedback. Provided supervision of students throughout the day.
- Renaissance Learning Program: Added this action based on stakeholder

feedback. Moved to Metric State Priority 4. Monitored student reading levels.

- Standards Plus Reading intervention program: Added this action based on stakeholder feedback. This program will be eliminated for the for the 2016-2017 school year.
- John Muir Sixth Grade Camp: Added this action based on stakeholder feedback. Moved to Metric State Priority 4. Provided students with outdoor instructional opportunities.
- John Muir Middle School Intervention Program Reading Plus: Added this action based on stakeholder feedback. Moved to Metric State Priority 4. Reading intervention program.
- Capturing Kids Hearts program will be eliminated for the 2016-2017 school year. Duplication of services.
- Technology Support Staff: Added this action based on stakeholder feedback. Maintenance of technology devices throughout the district.
- Added Summer School Program license agreement for John Muir Middle School for access to online curriculum Thinking Through Math. Added this action based on stakeholder feedback.
- Added two Crossing Guards for Bret Harte and John C Fremont to ensure the safety of students before and after school. Added this action based on stakeholder feedback.
- Student Data Tracking Software Contract Aeries: Added this action based on stakeholder feedback. Tracked student academic records.
- Kings County Office of Education WiFi: Added this action based on stakeholder feedback. WiFi services for students home use. Moved to Metrics State Priority 7.
- Parent Training: Added this action based on stakeholder feedback. Meetings and supplies for parent classes on developing parenting skills. Moved to Metrics State Priority
- Bilingual secretary: Added this action based on stakeholder feedback. Provided translation for parents. Moved to Metrics State Priority 3.
- Webmaster webpage services: Added this action based on stakeholder feedback. Provided stakeholders with updated information, resources and activities that were available.
- Kings County Office of Education Wi-Fi: services to provide Wi-Fi access to core materials in ELA and Math. This action will be moved to goal 1 for 2016-2017.



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

**Instructions:**

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

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

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

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

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

**Goal:** Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

**Guiding Questions:**

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

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 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  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"> <li>• 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.</li> <li>• 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.</li> </ul> <p>A. Metrics State Priority 2:</p> <ol style="list-style-type: none"> <li>1. Implementation of Common Core Standards</li> <li>2. English learners Access to the California State Standards and English Language Development (ELD) Standards to gain proficiency</li> </ol> <p>B. Metrics State Priority 4:</p> <ol style="list-style-type: none"> <li>3. State Assessments</li> <li>4. EL's making Progress towards English proficiency</li> <li>5. EL Reclassification Rate</li> <li>6. AP Exam pass rate(Corcoran High School)</li> <li>7. EAP Exam (Corcoran High School)</li> <li>8. Percentage of students who have completed A-G requirements (Corcoran High School)</li> <li>9. CTE Programs of study (Corcoran High School)</li> </ol> <p>C. Metric State Priority 7:</p> <ol style="list-style-type: none"> <li>10. Broad Course of Study Grades 1-6: English, mathematics, social science, science, visual and performing arts, health, physical education</li> <li>11. Broad Course of Study Grades 7-12: English, Social Science, foreign language, physical education, science, mathematics, visual performing arts, applied arts CTE</li> </ol> <p>Metric State Priority 8:</p> <ol style="list-style-type: none"> <li>12. Pupil Outcomes</li> </ol>
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Goal Applies to:	<table border="0" style="width: 100%;"> <tr> <td style="width: 15%;">Schools:</td> <td>All schools</td> </tr> <tr> <td>Applicable Pupil Subgroups:</td> <td>                     All                      Low Income Students                      English Learner Students                      Hispanic                      Black.African America                 </td> </tr> </table>	Schools:	All schools	Applicable Pupil Subgroups:	All Low Income Students English Learner Students Hispanic Black.African America
Schools:	All schools				
Applicable Pupil Subgroups:	All Low Income Students English Learner Students Hispanic Black.African America				



White  
 Students with Disabilities  
 Migrant  
 Foster Youth  
 Homeless  
 Military Families

**LCAP Year 1: 2016-2017**

<p>Expected Annual Measurable Outcomes:</p>	<p>A. Metrics State Priority 2</p> <ol style="list-style-type: none"> <li>1. Implementation of CA Standards: All students will take the benchmark assessments that are aligned to CA standards as measured by School City data reports.</li> <li>2. English learner 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</li> </ol> <p>B. Metrics State Priority 4</p> <ol style="list-style-type: none"> <li>3. State Assessments: All students will take the CAASPP as measured by state reports</li> <li>4. EL's making Progress towards English proficiency: CELDT as measured by level or scale score</li> <li>5. EL Reclassification Rate: Maintain or increase classification rate as compared to 2015-2016 as measured by the district reclassification rate.</li> <li>6. AP Exam pass rate(Corcoran High School): Maintain or increase as compared to 2015-2016 as measured by CALPADS</li> <li>7. EAP Exam (Corcoran High School): All students who take the CAASPP also take the EAP as measured by state reports</li> <li>8. Percentage of students who have completed A-G requirements: Increase 2% of students that have completed A-G requirements as measured by CALPADS</li> <li>9. CTE Programs of study: Increase 2% of students enrolling in CTE courses as measured by enrollment data.</li> </ol> <p>C. Metrics State Priority 7:</p> <ol style="list-style-type: none"> <li>10. 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.</li> <li>11. 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.</li> </ol> <p>D. Metrics State Priority 8:</p> <ol style="list-style-type: none"> <li>12. Pupil Outcomes: First semester and end of year semester Smarter Balance Interim Assessments as measured by School City Reports</li> </ol>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.0 Professional Development will continue to be provided by:	District Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	1.1 a. KCOE Professional Development: Resource 0332 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$63,000
1.1 a. KCOE 72 DAYS @ \$750/day - \$63,000:			

<p>23 days English Language Arts training; 23 days Mathematics training; 24 days Next Generation Science Standards trainings; 2 days New Teacher Orientation:\$54,000 KCOE 12 days @ \$750/day \$9,000: Strategic Support for Mark Twain Elementary</p> <p>1.1 b. Professional Development training for all district staff - \$150,000</p> <p>1.1 c. Catapult-Literacy in the Content Area for Common Core - \$55,733: 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>		<p><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> <u>Homeless Military Families</u></p>	<p>1.1 b. Kagan Cooperative Learning: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$150,000</p> <p>1.1 c. Catapult Literacy Training: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$55,733</p>
<p>1.2 Four Coaches and three Resource Teachers - 7 FTE: \$783,324 Provide additional professional development to integrate curriculum/technology with common core state standards. Services provided for Bret Harte, John C Fremont, Mark Twain and John Muir Middle School.</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 English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Black/African American</u> <u>Hispanic White Students with Disabilities</u> <u>Migrant</u> <u>Homeless Military Families</u></p>	<p>1.2 Coaches / Resource Teachers : Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$590,670</p> <p>1.2 Coaches / Resource Teachers : Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$192,654</p>
<p>1.3 Classified Professional Development - \$3,400: 140 Classified paraprofessionals will receive professional development training for 1 day provided by contractor Laura Schulkind; Classified service, essential role in promoting safety.</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1.3 Classified Professional Development: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$3,400</p>

		<u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u> <u>Homeless Military</u> <u>Families</u>	
<p>1.4 Technology devices: \$490,561                  Lease agreement with Apple iPads 780: \$124,344                  Lease agreement with Apple Macbook Airs 310: \$68,440                  Lease agreement with Apple iPads 270 (Pearson) \$56,858                  Lease agreement with Apple Macbook Airs( 270) &amp; iPads (600) \$132,899                  Lease agreement with Apple iPads 900 \$108,020                  Services provided for Mark Twain, John Muir Middle School and Corcoran High School</p>	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> <u>Homeless Military</u> <u>Families</u>	1.4 Technology Devices: Resource 9061 Technology funds 7000-7439: Other Outgo Supplemental and Concentration \$490,561
<p>1.5 Technology services: \$176,624                  a. Travel, conferences, operating costs: \$45,000                  b. Trebron lease wireless access: \$58,634                  c. Wi-Fi Access for all students: \$72,990</p>	District 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> <u>Homeless Military</u> <u>Families</u>	1.5 a. Technolog services: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$45,000 1.5 b. Technology Trebron: Resource 0000 7000-7439: Other Outgo Base \$58,634 1.5 c. Technology WiFi: Resource 0000 7000-7439: Other Outgo Base \$72,990
<p>1.6 Class Size Reduction K-5 - (12) FTE: \$975,033                  Certificated staff to decrease class size in K-5                  Services provided for Bret Harte, John C Fremont, and Mark Twain.</p>	School Wide	X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Black/African American</u>	1.6 Class Size Reduction: Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$695,750 1.6 Class Size Reduction: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$279,283

		<u>Hispanic White Students with Disabilities Migrant Homeless Military Families</u>	
<p>1.7 Intervention Teachers - (4) FTE \$421,672 Provide targeted intervention for English learners, but good for all students that need additional support in all academic areas. Services provided for Bret Harte, John C Fremont and Mark Twain.</p>	<p>School Wide</p>	<p><u>All</u> ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Black/African American</u> <u>Hispanic White Students with Disabilities Migrant Homeless Military Families</u></p>	<p>1.7 Intervention Teachers: Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$315,181</p> <hr/> <p>1.7 Intervention Teachers: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$106,491</p>
<p>1.8 Paraprofessionals: (8) 0.72 FTE &amp; (4) - 0.44 FTE: \$609,508 Provide targeted intervention for at-risk students that need additional support in all academic areas but good for all students Services provided for Bret Harte, John C Fremont and Mark Twain.</p>	<p>School Wide</p>	<p><u>All</u> ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Black/African American</u> <u>Hispanic White Students with Disabilities Migrant Homeless Military Families</u></p>	<p>1.8 Paraprofessionals: Resource 0332 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$493,169</p> <hr/> <p>1.8 Paraprofessionals: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$116,339</p>
<p>1.9 Counselors - (0.50) FTE: \$42,475 COS Counselor; MOU with COS Services provided for Corcoran High School.</p>	<p>School Wide</p>	<p><u>All</u> ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Black/African American</u> <u>Hispanic White Students</u></p>	<p>1.9 Counselors: Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$30,582</p> <hr/> <p>1.9 Counselors: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$11,893</p>

		<u>with Disabilities Migrant Homeless Military Families</u>	
<p>1.10 Pathways Trust - (0.50) FTE: \$63,521 Increase resources to Enhance Career Technical Educational pathways for students. Certificated salary for Career Technical Educational Coach (CTE) Services provided for Corcoran High School.</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 English proficient  <input type="checkbox"/> Other Subgroups: (Specify)  <u>Black/African American Hispanic White Students with Disabilities Migrant Homeless Military Families</u></p>	<p>1.10 Pathways Trust: Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$48,711  <hr/> 1.10 Pathways Trust: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$14,810</p>
<p>1.11 K-5 PE Teacher - (1) FTE: \$71,770 Provide a variety of enrichment/educational and cultural activities for students. Services provided for Bret Harte, John C Fremont and Mark Twain.</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 English proficient  <input type="checkbox"/> Other Subgroups: (Specify)  <u>Black/African American Hispanic White Students with Disabilities Migrant Homeless Military Families</u></p>	<p>1.11 PE Teacher: Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$49,811  <hr/> 1.11 PE Teacher: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$21,959</p>
<p>1.12 English Language Development Teachers/ELL Coordinators- (4) FTE: \$449,774 Provide additional support for English Learners as they become proficient and learn to speak, read and write in the English language. Services provided for John Muir Middle School and Corcoran High School.</p>	<p>School Wide</p>	<p><input type="checkbox"/> All ----- OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)  <u>Black/African American Hispanic White Students with Disabilities Migrant</u></p>	<p>1.12 English Language Development Teachers: Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$339,387  <hr/> 1.12 English Language Development Teachers Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$110,387</p>

		<u>Homeless Military Families</u>	
<p>1.13 High School Ag Teacher - (3) FTE: \$295,190 Ag teachers to lower class sizes. Services provided for Corcoran High School.</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 English proficient  <input type="checkbox"/> Other Subgroups: (Specify)  <u>Black/African American</u>  <u>Hispanic White Students with Disabilities Migrant</u>  <u>Homeless Military Families</u></p>	<p>1.13 High School Ag Teacher: Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$215,718</p> <hr/> <p>1.13 High School Ag Teacher: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$79,472</p>
<p>1.14 Instructional Materials: \$651,379 Adoption of English Language Arts and Mathematics: K-8 (Bret Harte, John C. Fremont, Mark Twain, John Muir Middle School and Math for Corcoran High School.</p>	<p>District 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 Migrant</u>  <u>Homeless Military Families</u></p>	<p>1.14 Instructional Materials: Resource 0000 4000-4999: Books And Supplies Base \$651,379</p>
<p>1.15 Online Digital Curriculum onsite licenses: \$199,851 iLit ELL Online Program: \$160,285 (year 1 of 6) National Geographic Learning Edge ELL Online Program \$39,566  Imagine Learning Digital Curriculum \$53,350  Services provided for Mark Twain, John Muir Middle School and Corcoran High School.</p>	<p>School Wide</p>	<p><input type="checkbox"/> All ----- OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)  <u>Black/African American</u>  <u>Hispanic White Students with Disabilities Migrant</u>  <u>Homeless Military Families</u></p>	<p>1.15 Online Digital Curriculum: Resource 0000 5000-5999: Services And Other Operating Expenditures Base \$199,851</p> <hr/> <p>1.15 Imagine Learning Digital Curriculum Resource 0332 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$53,350</p>

		Families	
1.16 Farm Maintenance Worker - (.50) FTE: \$32,563 Provide support for all students who belong to the Future Farmers of America and/or who are enrolled in farm related courses. Services provided for Corcoran High School.	School Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u> <u>Homeless Military</u> <u>Families</u>	1.16 Farm Maintenance Worker: Resource 0332 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$21,220 1.16 Farm Maintenance Worker: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$11,343
1.17 K-5 Music Teacher - (1) FTE: \$71,770 Provide music instruction to elementary students Grades K-5. Services provided for Bret Harte, John C Fremont, and Mark Twain.	School Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u> <u>Homeless Military</u> <u>Families</u>	1.17 K-5 Music Teacher: Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$49,811 1.17 K-5 Music Teacher: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$21,959
1.18 JM Elective Teacher - (1) FTE: \$112,383 STEM teacher. Services provided for John Muir.	School Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u> <u>Homeless Military</u> <u>Families</u>	1.18 JM Elective Teacher: Resources 0332 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$84,812 1.18 JM Elective Teacher: Resources 0332 3000-3999: Employee Benefits Supplemental and Concentration \$27,571

<p>1.19 Library Technicians - (5) FTE: \$254,888 Provide library assistance and guidance to students helping them check out reading materials and other services as needed.</p>	<p>District 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 with Disabilities</u> <u>Migrant</u> <u>Homeless Military Families</u></p>	<p>1.19 Library Technicians: Resource 0332 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$154,007</p> <hr/> <p>1.19 Library Technicians: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$100,881</p>
<p>1.20 Health Care Providers - (8) FTE: \$181,265 Health care nurses - (4) Health care clerk - (1) Sign language interpreters - (3) Provide health care services for students. Services provided for Bret Harte, John C Fremont, Mark Twain, John Muir Middle School and Corcoran High School and Kings Lake Education Center.</p>	<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 with Disabilities</u> <u>Migrant</u> <u>Homeless Military Families</u></p>	<p>1.20 Health Care Providers: Resource 0332 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$146,657</p> <hr/> <p>1.20 Health Care Providers: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$34,608</p>
<p>1.21 John Muir Sixth Grade Camp: \$55,005 Services provided for John Muir Middle School.</p>	<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 with Disabilities</u> <u>Migrant</u> <u>Homeless Military Families</u></p>	<p>1.21 John Muir Sixth Grade Camp:Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$7,500</p> <hr/> <p>1.21 John Muir Sixth Grade Camp:Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$1,208</p> <hr/> <p>1.21 John Muir Sixth Grade Camp:Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$46,297</p>



**LCAP Year 2: 2017-2018**

<p>Expected Annual Measurable Outcomes:</p>	<p>A. Metrics State Priority 2</p> <ol style="list-style-type: none"> <li>1. Implementation of CA Standards: All students will take the benchmark assessments that are aligned to CA standards as measured by School City data reports.</li> <li>2. English learner 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</li> </ol> <p>B. Metrics State Priority 4</p> <ol style="list-style-type: none"> <li>3. State Assessments: All students will take the CAASPP as measured by state reports</li> <li>4. EL's making Progress towards English proficiency: CELDT as measured by level or scale score</li> <li>5. EL Reclassification Rate: Maintain or increase classification rate as compared to 2016-2017 as measured by the district reclassification rate</li> <li>6. AP Exam pass rate(Corcoran High School): Maintain or increase as compared to 2016-2017 as measured by CALPADS</li> <li>7. EAP Exam (Corcoran High School): All students who take the CAASPP also take the EAP as measured by state reports</li> <li>8. Percentage of students who have completed A-G requirements: Increase 2% of students that have completed A-G requirements as measured by CALPADS</li> <li>9. CTE Programs of study: Increase 2% of students enrolling in CTE courses as measured by enrollment data.</li> </ol> <p>C. Metrics State Priority 7:</p> <ol style="list-style-type: none"> <li>10. 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.</li> <li>11. 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.</li> </ol> <p>D. Metrics State Priority 8</p> <ol style="list-style-type: none"> <li>12. Pupil Outcomes: First semester and end of year semester Smarter Balance Interim Assessments as measured by School City Reports</li> </ol>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. 1 Professional Development will continue to be provided by:</p> <p>1.1 a. \$63,000 KCOE 72 DAYS @ \$750/day - \$54,000: 23 days English Language Arts training; 23 days Mathematics training; 24 days Next Generation Science Standards trainings; 2 days New Teacher Orientation KCOE 12 days @ \$750/day \$9,000: Strategic Support for Mark Twain Elementary</p> <p>1.1 b. Professional Development training for all district</p>	<p>District 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.a. KCOE Professional Development: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$63,000</p> <p>1.b. Kagan Cooperative Learning: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$150,000</p> <p>1.c. Catapult Literacy Training: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$55,733</p>

<p>staff - \$150,000</p> <p>1.1 c. Catapult-Literacy in the Content Area for Common Core - \$55,733: 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>		<p><u>Homeless Military Families</u></p>	
<p>1.2 Four Coaches and three Resource Teachers - 7 FTE: \$798,990 Provide additional professional development to integrate curriculum/technology with common core state standards. Services provided for Bret Harte, John C Fremont, Mark Twain and John Muir Middle School.</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 English proficient  <input type="checkbox"/> Other Subgroups: (Specify)  <u>Black/African American</u>  <u>HiBlack/African American</u>  <u>Hispanic White Students with Disabilities Migrant</u>  <u>Homeless Military Families</u></p>	<p>1.2 Coaches / Resource Teachers : Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$602,483</p> <hr/> <p>1.2 Coaches / Resource Teachers : Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$196,507</p>
<p>1.3 Classified Professional Development - \$3,500: 140 Classified paraprofessionals will receive professional development training for 1 day provided by contractor Laura Schulkind; Classified service, essential role in promoting safety.</p>	<p>District 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 Migrant</u>  <u>Homeless Military Families</u></p>	<p>1.3 Classified Professional Development: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$3,500</p>
<p>1.4 Technology devices: \$490,561 Lease agreement with Apple iPads 780: \$124,344 Lease agreement with Apple Macbook Airs 310: \$68,440</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> All OR:  <input type="checkbox"/> Low Income pupils</p>	<p>1.4 Technology Devices: 9061 Technology funds 7000-7439: Other Outgo Supplemental and Concentration \$490,561</p>

<p>Lease agreement with Apple iPads 270 (Pearson) \$56,858                  Lease agreement with Apple Macbook Airs( 270) &amp; iPads (600) \$132,899                  Lease agreement with Apple iPads 900 \$108,020                  Services provided for Mark Twain, John Muir Middle School and Corcoran High School.</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>  <u>Homeless Military Families</u></p>	
<p>1.5 Technology services: \$176,624                  a. Travel, conferences, operating costs: \$45,000                  b. Trebron lease wireless access: \$58,634                  c. Wi-Fi Access for all students: \$72,990</p>	<p>District 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>  <u>Homeless Military Families</u></p>	<p>1.5 a. Technology services: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$45,000                  1.5 b. Technology Trebron: Resource 0000 7000-7439: Other Outgo Base \$58,634                  1.5 c. Technology WiFi: Resource 0000 7000-7439: Other Outgo Base \$72,990</p>
<p>1.6 Class Size Reduction K-5 - (12) FTE: \$994,534                  Certificated staff to decrease class size in K-5. Services provided for Bret Harte, John C Fremont, and Mark Twain.</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 English proficient  <input type="checkbox"/> Other Subgroups: (Specify)  <u>Black/African American</u>  <u>Hispanic White Students</u>  <u>with Disabilities Migrant</u>  <u>Homeless Military Families</u></p>	<p>1.6 Class Size Reduction: Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$709,665                  1.6 Class Size Reduction: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$284,869</p>
<p>1.7 Intervention Teachers - (4) FTE \$430,106                  Provide targeted intervention for English learners, but good for all students that need additional support in all academic areas. Services provided for Bret Harte, John</p>	<p>School Wide</p>	<p><input type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners</p>	<p>1.7 Intervention Teachers: Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$321,485                  1.7 Intervention Teachers: Resource 0332 3000-3999:</p>

<p>C Fremont and Mark Twain.</p>		<p><input checked="" 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 Homeless Military Families</u></p>	<p>Employee Benefits Supplemental and Concentration \$108,621</p>
<p>1.8 Paraprofessionals: (8) 0.72 FTE &amp; (4) - 0.44 FTE: \$621,698          Provide targeted intervention for at-risk students that need additional support in all academic areas but good for all students. Services provided for Bret Harte, John C Fremont and Mark Twain.</p>	<p>School Wide</p>	<p><input type="checkbox"/> All          OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input 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 Homeless Military Families</u></p>	<p>1.8 Paraprofessionals: Resource 0332 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$503,032          1.8 Paraprofessionals: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$118,666</p>
<p>1.9 Counselors - (2.5) FTE: \$43,325          COS Counselor; MOU with COS .Services provided for Corcoran High School.</p>	<p>School Wide</p>	<p><input type="checkbox"/> All          OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input 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 Homeless Military Families</u></p>	<p>1.9 Counselors: Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$31,194          1.9 Counselors: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$12,131</p>
<p>1.10 Pathways Trust - (0.50) FTE: \$64,791          Increase resources to Enhance Career Technical Educational pathways for students. Certificated salary for Career Technical Educational Coach (CTE)          Services provided for Corcoran High School.</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</p>	<p>1.10 Pathways Trust: Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$49,685          1.10 Pathways Trust: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$15,106</p>

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u> <u>Homeless Military Families</u>	
1.11 K-5 PE Teacher - (1) FTE: \$73,205 Provide a variety of enrichment/educational and cultural activities for students. Services provided for Bret Harte, John C Fremont and Mark Twain.	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> <u>Homeless Military Families</u>	1.11 PE Teacher: Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$50,807 1.11 PE Teacher: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$22,398
1.12 English Language Development Teachers/ EL Coordinators - (4) FTE: \$458,770 John Muir Middle School, Corcoran High School. Provide additional support for English Learners. Services provided for John Muir Middle School and Corcoran High School.	School Wide	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> 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> <u>Homeless Military Families</u>	1.12 English Language Development Teachers Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$346,175 1.12 English Language Development Teachers Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$112,595
1.13 High School Ag Teacher - (3) FTE: \$301,093 Ag teachers to lower class sizes. Services provided for Corcoran High School.	School Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	1.13 High School Ag Teacher: Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$220,032 1.13 High School Ag Teacher: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$81,061

		<p>English proficient          _ Other Subgroups:          (Specify)  <u>Black/African American</u>  <u>Hispanic White Students</u>  <u>with Disabilities Migrant</u>  <u>Homeless Military</u>  <u>Families</u></p>	
<p>1.14 Instructional Materials: \$300,000          Adoption of Next Generation Science Standards: K-8 (Bret Harte, John C Fremont, Mark Twain and John Muir Middle School) and ELA for Corcoran High School. These are core instructional materials for all students.</p>	<p>District 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>  <u>Homeless Military</u>  <u>Families</u></p>	<p>1.14 Instructional Materials: Resource 0000 4000-4999: Books And Supplies Base \$300,000</p>
<p>1.15 Online Digital Curriculum onsite licenses: \$199,851          iLit ELL Online Program: \$160,285 (year 2 of 6)          National Geographic Learning Edge ELL Online Program \$39,566          Imagine Learning Digital Curriculum \$53,350          Services provided for Mark Twain, John Muir Middle School and Corcoran High School.</p>	<p>School Wide</p>	<p><input type="checkbox"/> All          -----          OR:          _ Low Income pupils  <input checked="" type="checkbox"/> 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>  <u>Homeless Military</u>  <u>Families</u></p>	<p>1.15 Online Digital Curriculum: Resource 0000 5000-5999: Services And Other Operating Expenditures Base \$199,851          1.15 Imagine Learning Digital Curriculum Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$53,350</p>
<p>1.16 Farm Maintenance Worker - (.50) FTE: \$ 33,214          Provide support for all students who belong to the Future Farmers of America and/or who are enrolled in farm related courses. Services provided for Corcoran High School.</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> All          -----          OR:          _ Low Income pupils          _ English Learners          _ Foster Youth          _ Redesignated fluent English proficient</p>	<p>1.16 Farm Maintenance Worker: Resource 0332 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$21,644          1.16 Farm Maintenance Worker: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$11,570</p>

		_ Other Subgroups: (Specify) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u> <u>Homeless Military</u> <u>Families</u>	
1.17 K-5 Music Teacher - (1) FTE: \$73,205 Provide music instruction to elementary students Grades K-5. Services provided for Bret Harte, John C Fremont, and Mark Twain.	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> <u>Homeless Military</u> <u>Families</u>	1.17 K-5 Music Teacher: Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$50,807 <hr/> 1.17 K-5 Music Teacher: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$22,398
1.18 JM Elective Teacher - (1) FTE: \$114,630 STEM teacher. Services provided for John Muir.	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> <u>Homeless Military</u> <u>Families</u>	1.18 JM Elective Teacher: Resources 0332 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$86,508 <hr/> 1.18 JM Elective Teacher: Resources 0332 3000-3999: Employee Benefits Supplemental and Concentration \$28,122
1.19 Library Technicians - (5) FTE: \$259,986 Provide library assistance and guidance to students helping them check out reading materials and other services as needed.	District Wide	X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	1.19 Library Technicians: Resource 0332 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$157,087 <hr/> 1.19 Library Technicians: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$102,899

		(Specify) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u> <u>Homeless Military</u> <u>Families</u>	
1.20 Health Care Providers - (8) FTE: \$184,890 Health care nurses - (4) Health care clerk - (1) Sign language interpreters - (3) Provide health care services for students. Services provided for Bret Harte, John C Fremont, Mark Twain, John Muir Middle School and Corcoran High School and Kings Lake Education Center.	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> <u>Homeless Military</u> <u>Families</u>	1.20 Health Care Providers: Resource 0332 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$149,590 <hr/> 1.20 Health Care Providers: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$35,300
1.21 John Muir Sixth Grade Camp: \$57,515. Services provided for 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> <u>Homeless Military</u> <u>Families</u>	1.21 John Muir Sixth Grade Camp:Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$7,875 <hr/> 1.21 John Muir Sixth Grade Camp:Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$1,260 <hr/> 1.21 John Muir Sixth Grade Camp:Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$48,380



**LCAP Year 3: 2018-19**

<p>Expected Annual Measurable Outcomes:</p>	<p>A. Metrics State Priority 2</p> <ol style="list-style-type: none"> <li>1. Implementation of CA Standards: All students will take the benchmark assessments that are aligned to CA standards as measured by School City data reports.</li> <li>2. English learner 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</li> </ol> <p>B. Metrics State Priority 4</p> <ol style="list-style-type: none"> <li>3. State Assessments: All students will take the CAASPP as measured by state reports</li> <li>4. EL's making Progress towards English proficiency: CELDT as measured by level or scale score</li> <li>5. EL Reclassification Rate: Maintain or increase classification rate as compared to 2017-2018 as measured by the district reclassification rate</li> <li>6. AP Exam pass rate(Corcoran High School): Maintain or increase as compared to 2017-2018 as measured by CALPADS</li> <li>7. EAP Exam (Corcoran High School): All students who take the CAASPP also take the EAP as measured by state reports</li> <li>8. Percentage of students who have completed A-G requirements: Increase 3% of students that have completed A-G requirements as measured by CALPADS</li> <li>9. CTE Programs of study: Increase 3% of students enrolling in CTE courses as measured by enrollment data.</li> </ol> <p>C. Metrics State Priority 7:</p> <ol style="list-style-type: none"> <li>10. 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.</li> <li>11. 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.</li> </ol> <p>D. Metrics State Priority 8</p> <ol style="list-style-type: none"> <li>12. Pupil Outcomes: First semester and end of year semester Smarter Balance Interim Assessments as measured by School City Reports</li> </ol>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. 1 Professional Development will continue to be provided by:</p> <p>1.1 a. \$63,000 KCOE 72 DAYS @ \$750/day - \$63,000 Total: 23 days English Language Arts training; 23 days Mathematics training; 24 days Next Generation Science Standards trainings; 2 days New Teacher Orientation \$54,000 KCOE 12 days @ \$750/day \$9,000: Strategic Support for Mark Twain Elementary</p> <p>1.1 b. Professional Development training for all district</p>	<p>District 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> <u>Homeless Military</u></p>	<p>1.1 a. KCOE Professional Development: Resource 0332 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$63,000</p> <p>1.1 b. Kagan Cooperative Learning Strategies Professional Development: Resource 0332 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$150,000</p> <p>1.1 c. Catapult-Literacy in the Content Area for Common Core: Resource 0332 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$55,733</p>

<p>staff - \$150,000</p> <p>1.1 c. Catapult-Literacy in the Content Area for Common Core - \$55,570: 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>		<p><u>Families</u></p>	
<p>1.2 Four Coaches and three Resource Teachers - 7 FTE: \$814,970 Provide additional professional development to integrate curriculum/technology with common core state standards. Services provided for Bret Harte, John C Fremont, Mark Twain and John Muir Middle School.</p>	<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> <u>Homeless Military Families</u></p>	<p>1.2 Coaches / Resource Teachers : Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$614,533</p> <p>1.2 Coaches / Resource Teachers : Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$200,437</p>
<p>1.3 Classified Professional Development - \$3,500: 140 Classified paraprofessionals will receive professional development training for 1 day provided by contractor Laura Schulkind; Classified service, essential role in promoting safety.</p>	<p>District 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> <u>Homeless Military Families</u></p>	<p>1.3 Classified Professional Development: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$3,500</p>
<p>1.4 Technology devices: \$426,217 Lease agreement with Apple Macbook Airs 310: \$68,440 Lease agreement with Apple iPads 270 (Pearson)</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils</p>	<p>1.4 Technology Devices: 9061 Technology funds 7000-7439: Other Outgo Supplemental and Concentration \$426,217</p>

<p>\$56,858                  Lease agreement with Apple Macbook Airs( 270) &amp; iPads (600) \$132,899                  Lease agreement with Apple iPads 900 \$108,020                  Lease agreement with Apple Macbook Airs 270 \$60,000                  Services provided for Mark Twain, John Muir Middle School and Corcoran High School.</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>  <u>Homeless Military Families</u></p>	
<p>1.5 Technology services: \$176,624                  a. Travel, conferences, operating costs: \$45,000                  b. Trebron lease wireless access: \$58,634                  c. Wi-Fi Access for all students: \$72,990</p>	<p>District 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>  <u>Homeless Military Families</u></p>	<p>1.5 a. Technolog services: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$45,000                  1.5 b. Technology Trebron: Resource 0000 7000-7439: Other Outgo Base \$58,634                  1.5 b. Technology WiFi: Resource 0000 7000-7439: Other Outgo Base \$72,990</p>
<p>1.6 Class Size Reduction K-5 - (12) FTE: \$1,014,424                  Certificated staff to decrease class size in K-5                  Services provided for Bret Harte, John C Fremont, and Mark Twain.</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 English proficient  <input type="checkbox"/> Other Subgroups: (Specify)  <u>Black/African American</u>  <u>Hispanic White Students</u>  <u>with Disabilities Migrant</u>  <u>Homeless Military Families</u></p>	<p>1.6 Class Size Reduction: Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$723,858                  1.6 Class Size Reduction: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$290,566</p>
<p>1.7 Intervention Teachers - (4) FTE \$438,709                  Provide targeted intervention for English learners, but good for all students that need additional support in all academic areas.</p>	<p>School Wide</p>	<p><input type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners</p>	<p>1.7 Intervention Teachers: Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$327,915                  1.7 Intervention Teachers: Resource 0332 3000-3999:</p>

<p>Services provided for Bret Harte, John C Fremont and Mark Twain.</p>		<p><input checked="" 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>  <u>Homeless Military Families</u></p>	<p>Employee Benefits Supplemental and Concentration \$110,794</p>
<p>1.8 Paraprofessionals: (8) 0.72 FTE &amp; (4) - 0.44 FTE: \$634,132          Provide targeted intervention for at-risk students that need additional support in all academic areas but good for all students. Services provided for Bret Harte, John C Fremont and Mark Twain.</p>	<p>School Wide</p>	<p><input type="checkbox"/> All          OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input 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>  <u>Homeless Military Families</u></p>	<p>1.8 Paraprofessionals: Resource 0332 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$513,093          1.8 Paraprofessionals: 0332 3000-3999: Employee Benefits Supplemental and Concentration \$121,039</p>
<p>1.9 Counselors - (2.5) FTE: \$44,192          COS Counselor; MOU with COS.          Services provided for Corcoran High School.</p>	<p>School Wide</p>	<p><input type="checkbox"/> All          OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input 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>  <u>Homeless Military Families</u></p>	<p>1.9 Counselors: Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$31,818          1.9 Counselors: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$12,374</p>
<p>1.10 Pathways Trust - (0.50) FTE: \$66,087          Increase resources to Enhance Career Technical Educational pathways for students. Certificated salary for Career Technical Educational Coach (CTE)          Services provided for Corcoran High School.</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</p>	<p>1.10 Pathways Trust: Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$50,679          1.10 Pathways Trust: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$15,408</p>

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u> <u>Homeless Military Families</u>	
1.11 K-5 PE Teacher - (1) FTE: \$74,669 Provide a variety of enrichment/educational and cultural activities for students. Services provided for Bret Harte, John C Fremont and Mark Twain.	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> <u>Homeless Military Families</u>	1.11 PE Teacher: Resource 0332 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$51,823 <hr/> 1.11 PE Teacher: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$22,846
1.12 English Language Development Teachers/ EL Coordinators - (4) FTE: \$467,946 John Muir Middle School, Corcoran High School. Provide additional support for English Learners. Services provided for John Muir Middle School and Corcoran High School.	School Wide	_ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> 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> <u>Homeless Military Families</u>	1.12 English Language Development Teachers Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$353,099 <hr/> 1.12 English Language Development Teachers Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$114,847
1.13 High School Ag Teacher - (3) FTE: \$307,115 Ag teachers to lower class sizes. Services provided for Corcoran High School.	School Wide	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	1.13 High School Ag Teacher: Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$224,433 <hr/> 1.13 High School Ag Teacher: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$82,682

		<p>English proficient          _ Other Subgroups:          (Specify)  <u>Black/African American</u>  <u>Hispanic White Students</u>  <u>with Disabilities Migrant</u>  <u>Homeless Military</u>  <u>Families</u></p>	
<p>1.14 Instructional Materials: \$300,000          Adoption of Social Science: K-8 (Bret Harte, John C. Fremont, Mark Twain, John Muir Middle School and Corcoran High School.</p>	<p>District 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>  <u>Homeless Military</u>  <u>Families</u></p>	<p>1.14 Instructional Materials: Resource 0000 4000-4999: Books And Supplies Base \$300,000</p>
<p>1.15 Online Digital Curriculum onsite licenses: \$199,851          iLit ELL Online Program: \$160,285 (year 3 of 6)          National Geographic Learning Edge ELL Online Program \$39,566          Imagine Learning Digital Curriculum \$53,350          Services provided for Mark Twain, John Muir Middle School and Corcoran High School.</p>	<p>School Wide</p>	<p><input type="checkbox"/> All          -----          OR:          _ Low Income pupils  <input checked="" type="checkbox"/> 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>  <u>Homeless Military</u>  <u>Families</u></p>	<p>1.15 Online Digital Curriculum: Resource 0000 5000-5999: Services And Other Operating Expenditures Base \$199,851          1.15 Imagine Learning Digital Curriculum Resource 0332 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$53,350</p>
<p>1.16 Farm Maintenance Worker - (.50) FTE: \$ 33,878          Provide support for all students who belong to the Future Farmers of America and/or who are enrolled in farm related courses. Services provided for Corcoran High School.</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> All          -----          OR:          _ Low Income pupils          _ English Learners          _ Foster Youth          _ Redesignated fluent English proficient</p>	<p>1.16 Farm Maintenance Worker: Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$22,077          1.16 Farm Maintenance Worker: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$11,801</p>

		_ Other Subgroups: (Specify) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u> <u>Homeless Military</u> <u>Families</u>	
1.17 K-5 Music Teacher - (1) FTE: \$74,669 Provide music instruction to elementary students Grades K-5. Services provided for Bret Harte, John C Fremont, and Mark Twain.	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> <u>Homeless Military</u> <u>Families</u>	1.17 K-5 Music Teacher: Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$51,823 <hr/> 1.17 K-5 Music Teacher: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$22,846
1.18 JM Elective Teacher - (1) FTE: \$116,922 STEM teacher. Services provided for John Muir.	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> <u>Homeless Military</u> <u>Families</u>	1.18 JM Elective Teacher: Resources 0332 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$88,238 <hr/> 1.18 JM Elective Teacher: Resources 0332 3000-3999: Employee Benefits Supplemental and Concentration \$28,684
1.19 Library Technicians - (5) FTE: \$265,186 Provide library assistance and guidance to students helping them check out reading materials and other services as needed.	District Wide	X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	1.19 Library Technicians: Resource 0332 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$160,229 <hr/> 1.19 Library Technicians: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$104,957

		(Specify) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u> <u>Homeless Military</u> <u>Families</u>	
1.20 Health Care Providers - (8) FTE: \$188,588 Health care nurses - (4) Health care clerk - (1) Sign language interpreters - (3) Provide health care services for students. Services provided for Bret Harte, John C Fremont, Mark Twain, John Muir Middle School and Corcoran High School and Kings Lake Education Center.	School Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u> <u>Homeless Military</u> <u>Families</u>	1.20 Health Care Providers: Resource 0332 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$152,582 <hr/> 1.20 Health Care Providers: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$36,006
1.21 John Muir Sixth Grade Camp: \$59,618 Services provided for John Muir Middle School.	School Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u> <u>Homeless Military</u> <u>Families</u>	1.21 John Muir Sixth Grade Camp:Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$8,033 <hr/> 1.21 John Muir Sixth Grade Camp:Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$1,285 <hr/> 1.21 John Muir Sixth Grade Camp:Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$50,300

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. 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> <p>A. 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>B. Metrics State Priority 5:                  School attendance rates                  Chronic absenteeism rates                  Middle school dropout rates                  High school dropout rates                  High school graduation rates</p> <p>C. 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="0" 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 America                      White                      Students with Disabilities                      Migrant                      Foster Youth                      Homeless                      Military Families                 </td> </tr> </table>	Schools:	All Schools	Applicable Pupil Subgroups:	All Low Income Students English Learner Students Hispanic Black.African America White Students with Disabilities Migrant Foster Youth Homeless Military Families
Schools:	All Schools				
Applicable Pupil Subgroups:	All Low Income Students English Learner Students Hispanic Black.African America White Students with Disabilities Migrant Foster Youth Homeless Military Families				

**LCAP Year 1: 2016-2017**

<p>Expected Annual Measurable Outcomes:</p>	<p>A. Metrics State Priority 1:</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. 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.</li> <li>3. 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).</li> </ol> <p>B. Metrics State Priority 5:</p> <ol style="list-style-type: none"> <li>4. Attendance Rates: The district's school attendance rate will maintain or increase from 2015-16 rate of 94% to 95.7%.</li> <li>5. Chronic Absenteeism Rates: Decrease truancy rates as measured by CALPADS reports and referrals to SARB by 2%.</li> <li>6. Middle School Dropout Rates: Decrease the rate of middle school dropouts as measured by CALPADS report from 0.48% to 0.45%.</li> <li>7. High School Dropout Rates: Decrease the rate of high school dropouts as measured by CALPADS report from 1.5% to 1.4%.</li> <li>8. High School Graduation Rates: Increase high school graduation rates as measured by CALPADS report from 80% to 81%.</li> </ol> <p>C. Metrics State Priority 6:</p> <ol style="list-style-type: none"> <li>9. Suspension Rates: Decrease suspension rates as measured by CALPADS report district wide from 7.5% to 7.4%.</li> <li>10. Expulsion Rates: Decrease expulsion rates as measured by CALPADS report district wide from 0.7% to 0.6%.</li> <li>11. Other Local Measures of pupils, parents and teachers on the sense of safety and school connectedness.</li> </ol> <p>California Healthy Kids Survey: Elementary and Secondary surveys are processed by WestED with reports reflecting:</p> <p>Increase Average Response Rate from 43% to 44%.</p> <p>Summary of key indicators: Increase all areas by 1%.</p> <p>School Engagement &amp; Supports: High Expectations ranked highest with 71%                  School Safety: Feeling safe at school ranked highest with 73%                  Disciplinary Environment: Students treated with respect rank highest with 86%                  Lifetime Substance Abuse Use: Alcohol or drug use was ranked highest with 10%                  Gender Sample Percentage: 58% Female &amp; 42% Male                  Attendance of After School Programs: 20% attended 5 days                  Perceived School Performance: 55% of students feel they perform the same as others.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Facility Master Plan: Facility Master Plan (0332) <ul style="list-style-type: none"> <li>• John Muir Middle School exterior of all buildings on campus. refurbished and new windows installed.</li> </ul>	School Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils	2.1. Facility Master Plan: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$300,000

<p>(Year 2)</p> <ul style="list-style-type: none"> <li>• Bret Harte Elementary interior classrooms on campus modernized.(Year 2)</li> <li>• Bret Harte Elementary's cafeteria installation of HVAC system. (Year 2)</li> <li>• John C. Fremont Elementary interior classrooms on campus modernized. (Year 2)</li> <li>• John C. Fremont Elementary's cafeteria installation of HVAC system. (Year 2)</li> <li>• K-5 playground equipment replacement</li> </ul> <p>\$300,000 of the \$2.2 mil PO: John Muir and Corcoran High School exterior.</p>		<ul style="list-style-type: none"> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> <li><u>Black/African American</u></li> <li><u>Hispanic White Students with Disabilities</u></li> <li><u>Migrant</u></li> <li><u>Homeless Military Families</u></li> </ul>	
<p>2.2 Facility Master Plan -(0332) \$351,000: COP payment for items listed above in Action/Services 2.1 of CUSD's master plan.</p>	<p>District 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 with Disabilities</u> <u>Migrant</u> <u>Homeless Military Families</u></p>	<p>2.2. Facility Master Plan -Resource 0332 7000-7439: Other Outgo Supplemental and Concentration \$351,000</p>
<p>2.3 Facility Master Plan (0332) deferred maintenance \$500,000: Replacing cafeteria flooring, district office remodel, fencing for Bret Harte and Corcoran High School, concrete work at Corcoran High School and John Muir, shade covers for Fremont, playground equipment for Fremont.</p>	<p>District 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 with Disabilities</u> <u>Migrant</u> <u>Homeless Military Families</u></p>	<p>2.3. Facility Master Plan: Resource 0332 6000-6999: Capital Outlay Supplemental and Concentration \$500,000</p>
<p>2.4 Facility Master Plan (0332) ongoing maintenance to maintain safe and secure environment</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> All -----</p>	<p>2.4. Facility Master Plan: Resource 0332 5000-5999: Services</p>

<p>\$225,000 to repair and refurbish, (broken faucets, faulty wiring, toilets, drinking fountains, AC units maintenance etc.)</p>		<p>OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)  <u>Black/African American</u>  <u>Hispanic White Students</u>  <u>with Disabilities Migrant</u>  <u>Homeless Military</u>  <u>Families</u></p>	<p>And Other Operating Expenditures Supplemental and Concentration \$225,000</p>
<p>2.5 Student Data Tracking Software Aeries contract: \$27,671                  Increase availability of student data to parents offering timely communication of student academic progress and achievement.</p>	<p>District 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>  <u>Homeless Military</u>  <u>Families</u></p>	<p>2.5 Student Data Tracking Software Contract: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$27,671</p>
<p>2.6 Counselors: 2 FTE: Salaries and benefits: \$175,714                  John Muir Middle School Counselor and Kings Lake Educational Center &amp; K-5 split for one counselor was added this year. Provide counseling services for students.</p>	<p>School Wide</p>	<p><input type="checkbox"/> All                  -----                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:</p>	<p>2.6 Counselors: Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$126,861                  2.6 Counselors: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$48,853</p>

		(Specify) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u> <u>Homeless Military</u> <u>Families</u>	
2.7 Technology - 5 FTE: \$372,192 Technology Classified Salaries and Benefits: Technology support staff Technology support staff ensured all technology devices were in working order and maintained updates for devices.	District Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u> <u>Homeless Military</u> <u>Families</u>	2.7 Technology Personnel: Resource 0332 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$250,282 <hr/> 2.7 Technology Personnel: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$121,910
2.8 John Muir Middle School Intervention (Reading Plus): Will continue to provide additional materials and supplies (books) to supplement intervention program at John Muir Middle School.	School Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input 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> <u>Homeless Military</u> <u>Families</u>	2.8 John Muir Middle School Intervention Resource 0332 4000-4999: Books And Supplies Supplemental and Concentration \$17,590
2.9 Yard Duty Supervisors (16 ) FTE: \$183,173 Provide assistance in supervising students throughout the day as they come to school, during recess, during lunch, and after school at Bret Harte, John C Fremont, Mark Twain, John Muir Middle School, Corcoran High School and Kings Lake Education Center.	District Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2.9 Yard Duty Supervisors: Resource 0332 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$161,103 <hr/> 2.9 Yard Duty Supervisors: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$22,070

		<u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u> <u>Homeless Military</u> <u>Families</u>	
2.10 Renaissance Learning: STAR reading to monitor adequate reading levels for grades K-12	District Wide	___ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> 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> <u>Homeless Military</u> <u>Families</u>	2.10 Renaissance Learning: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$19,755
2.11 Campus Security: (1) 0.72 FTE: \$26,377 John Muir Middle School security personnel. Ensure the safety of students before and after 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> <u>Homeless Military</u> <u>Families</u>	2.11 Campus Security John Muir: Resource 0332 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$21,699 <hr/> 2.11 Campus Security John Muir: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$4,678
2.12 Campus Security: (1) FTE: \$52,844 Corcoran High School Campus Security. Ensure the safety of students before and after 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>	2.12 Campus Security Corcoran High School: Resource 0332 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$32,337 <hr/> 2.12 Campus Security Corcoran High School: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$20,507

		<u>Hispanic White Students with Disabilities Migrant Homeless Military Families</u>	
<p>2.13 Crossing Guard (Bret Harte, John C Fremont, Mark Twain): (3) 0.44 hours FTE: \$13,000 Crossing Guard for Elementary Schools to ensure the safety of students before and after school.</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 English proficient  <input type="checkbox"/> Other Subgroups: (Specify)  <u>Black/African American</u>  <u>Hispanic White Students with Disabilities Migrant Homeless Military Families</u></p>	<p>2.13 Crossing Guard (MT): Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$13,000</p>
<p>2.14 Positive Behavioral Interventions and Supports (PBIS): \$37,500 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 site incentives and awards.</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 English proficient  <input type="checkbox"/> Other Subgroups: (Specify)  <u>Black/African American</u>  <u>Hispanic White Students with Disabilities Migrant Homeless Military Families</u></p>	<p>2.14 Positive Behavioral Interventions and Supports: Resource 0332 4000-4999: Books And Supplies Supplemental and Concentration \$37,500</p>
<p>2.15 John Muir Summer School: \$44,157 Provide students at the middle school who are failing with targeted reading and math intervention courses; 3 weeks, AM and PM sessions, 4 hours per day, 8 teachers \$35,662 Summer School License agreements for Student Access to online math curriculum Thinking Through Math \$8,495</p>	<p>School Wide</p>	<p><input type="checkbox"/> All ----- OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)  <u>Black/African American</u>  <u>Hispanic White Students</u></p>	<p>2.15 JM Summer School Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$30,720  2.15 JM Summer School Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$4,942  2.15 JM Summer School Program Student Access Resource 0332 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$8,495</p>

with Disabilities Migrant  
Homeless Military  
Families

**LCAP Year 2: 2017-2018**

Expected Annual  
Measurable  
Outcomes:

A. Metrics State Priority 1:

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.
2. 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.
3. 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).

B. Metrics State Priority 5:

4. Attendance Rates: The district's school attendance rate will maintain or increase from 2015-16 rate of 94% to 95.8%.
5. Chronic Absenteeism Rates: Decrease truancy rates as measured by CALPADS reports and referrals to SARB by 2%.
6. Middle School Dropout Rates: Decrease the rate of middle school dropouts as measured by CALPADS report from 0.46% to 0.45%.
7. High School Dropout Rates: Decrease the rate of high school dropouts as measured by CALPADS report from 1.4% to 1.3%.
8. High School Graduation Rates: Increase high school graduation rates as measured by CALPADS report from 81% to 82%.

C. Metrics State Priority 6:

9. Suspension Rates: Decrease suspension rates as measured by CALPADS report district wide from 7.4% to 7.3%.
  10. Expulsion Rates: Decrease expulsion rates as measured by CALPADS report district wide from 0.6% to 0.5%.
  11. Other Local Measures of pupils, parents and teachers on the sense of safety and school connectedness.
- California Healthy Kids Survey: Elementary and Secondary surveys are processed by WestED with reports reflecting:

Increase Average Response Rate from 45% to 46%.

Summary of key indicators: Increase all areas by 1%.

School Engagement & Supports: High Expectations ranked highest with 71%  
 School Safety: Feeling safe at school ranked highest with 73%  
 Disciplinary Environment: Students treated with respect rank highest with 86%  
 Lifetime Substance Abuse Use: Alcohol or drug use was ranked highest with 10%  
 Gender Sample Percentage: 58% Female & 42% Male  
 Attendance of After School Programs: 20% attended 5 days  
 Perceived School Performance: 55% of students feel they perform the same as others.



Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.1 Facility Master Plan: Ongoing progression toward meeting 5 Year Plan.</p> <p>Facility Master Plan (0332); \$300,000 of the \$2.2 mil PO: John Muir and Corcoran High School exterior.</p>	<p>District 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>  <u>Homeless Military</u>  <u>Families</u></p>	<p>2.1. Facility Master Plan: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$300,000</p>
<p>2.2 Facility Master Plan -(0332) \$765,000: COP payment for items listed above in CUSD's master plan.</p>	<p>District 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>  <u>Homeless Military</u>  <u>Families</u></p>	<p>2.2. Facility Master Plan: Resource 0332 7000-7439: Other Outgo Supplemental and Concentration \$765,000</p>
<p>2.3 Facility Master Plan (0332) deferred maintenance \$500,000: Replacing cafeteria flooring, district office remodel, fencing for Bret Harte and Corcoran High School, concrete work at Corcoran High School and John Muir Middle School, shade covers for sites and playground equipment.</p>	<p>District 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>  <u>Homeless Military</u></p>	<p>2.3. Facility Master Plan: Resource 0332 6000-6999: Capital Outlay Supplemental and Concentration \$500,000</p>

		<u>Families</u>	
<p>2.4 Facility Master Plan (0332) ongoing maintenance to maintain safe and secure environment \$100,000 to repair and refurbish, (broken faucets, faulty wiring, toilets, drinking fountains, AC units maintenance etc.)</p>	District Wide	<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>  <u>Homeless Military</u>  <u>Families</u></p>	<p>2.4. Facility Master Plan: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$100,000</p>
<p>2.5 Student Data Tracking Software Aeries contract: \$27,671                      Increase availability of student data to parents offering timely communication of student academic progress and achievement.</p>	District Wide	<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>  <u>Homeless Military</u>  <u>Families</u></p>	<p>2.5 Student Data Tracking Software Contract: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$27,671</p>
<p>2.6 Yard Duty Supervisors (16) FTE: \$205,700                      Provide assistance in supervising students throughout the day as they come to school, during recess, during lunch, and after school at Bret Harte, John C Fremont, Mark Twain, John Muir Middle School, Corcoran High School and Kings Lake Education Center.</p>	District Wide	<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>  <u>Homeless Military</u>  <u>Families</u></p>	<p>2.6 Yard Duty Supervisors: Resource 0332 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$170,000                      2.6 Yard Duty Supervisors: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$35,700</p>

<p>2.7 Campus Security: (1) 0.72 FTE: \$26,249 John Muir Middle School security personnel. Ensure the safety of students before and after school.</p>	<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 with Disabilities Migrant</u> <u>Homeless Military Families</u></p>	<p>2.7 Campus Security John Muir: Resource 0332 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$21,686</p> <hr/> <p>2.7 Campus Security John Muir: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$4,563</p>
<p>2.8 Campus Security: (1) FTE: \$52,219 Corcoran High School Campus Security. Ensure the safety of students before and after school.</p>	<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 with Disabilities Migrant</u> <u>Homeless Military Families</u></p>	<p>2.8 Campus Security Corcoran High School: Resource 0332 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$31,619</p> <hr/> <p>2.8 Campus Security Corcoran High School: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$20,600</p>
<p>2.9 Crossing Guard (Mark Twain): (3) 0.44 hours FTE: \$13,000 Crossing Guard for Elementary Schools to ensure the safety of students before and after school.</p>	<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 with Disabilities Migrant</u> <u>Homeless Military Families</u></p>	<p>2.9 Crossing Guard (MT): Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$13,000</p>
<p>2.10 Positive Behavioral Interventions and Supports</p>	<p>School</p>	<p><input checked="" type="checkbox"/> All -----</p>	<p>2.10 Positive Behavioral Interventions and Supports:</p>

<p>(PBIS): \$37,500 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 site incentives and awards.</p>	<p>Wide</p>	<p>OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)  <u>Black/African American</u>  <u>Hispanic White Students</u>  <u>with Disabilities Migrant</u>  <u>Homeless Military Families</u></p>	<p>Resource 0332 4000-4999: Books And Supplies Supplemental and Concentration \$37,500</p>
<p>2.11 John Muir Summer School: \$44,870 Provide students at the middle school who are failing with targeted reading and math intervention courses; 3 weeks, AM and PM sessions, 4 hours per day, 8 teachers \$236,375 Summer School License agreements for Student Access to online math curriculum Thinking Through Math \$8,495</p>	<p>School Wide</p>	<p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input 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>  <u>Homeless Military Families</u></p>	<p>2.11 JM Summer School Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$31,334  2.11 JM Summer School Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$5,041  2.11 JM Summer School Program Student Access Resource 0332 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$8,495</p>
<p>2.12 Counselors: 2 FTE: Salaries and benefits: \$179,228 John Muir Middle School Counselor and Kings Lake Educational Center &amp; K-5 split for one counselor. Provide counseling services for students.</p>	<p>School Wide</p>	<p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input 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>  <u>Homeless Military Families</u></p>	<p>2.12 Counselors: Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$129,398  2.12 Counselors: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$49,830</p>
<p>2.13 John Muir Middle School Intervention (Reading Plus): Will continue to provide additional materials and</p>	<p>School Wide</p>	<p><input type="checkbox"/> All  OR:</p>	<p>2.13 John Muir Middle School Intervention: Resource 0332 4000-4999: Books And Supplies Supplemental and</p>

<p>supplies (books) to supplement intervention program at John Muir Middle School.</p>		<p><input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Concentration \$17,678</p>
<p>2.14 Technology - 5 FTE: \$379,636                  Technology Classified Salaries and Benefits: Technology support staff</p>	<p>District 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>  <u>Homeless Military</u>  <u>Families</u></p>	<p>2.14 Technology Personnel: Resource 0332 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$255,288</p> <hr/> <p>2.14 Technology Personnel: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$124,348</p>
<p>2.15 Renaissance Learning:                  STAR reading to monitor adequate reading levels for grades K-12</p>	<p>District Wide</p>	<p><input type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)  <u>Black/African American</u>  <u>Hispanic White Students</u>  <u>with Disabilities Migrant</u>  <u>Homeless Military</u>  <u>Families</u></p>	<p>2.15 Renaissance Learning: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$19,755</p>

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:

- A. Metrics State Priority 1:
    - 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.
    - 2. 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.
    - 3. 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).
  - B. Metrics State Priority 5:
    - 4. Attendance Rates: The district's school attendance rate will maintain or increase from 2015-16 rate of 95.8% to 95.9%.
    - 5. Chronic Absenteeism Rates: Decrease truancy rates as measured by CALPADS reports and referrals to SARB by 2%.
    - 6. Middle School Dropout Rates: Decrease the rate of middle school dropouts as measured by CALPADS report from 0.43% to 0.42%.
    - 7. High School Dropout Rates: Decrease the rate of high school dropouts as measured by CALPADS report from 1.5% to 1.3%.
    - 8. High School Graduation Rates: Increase high school graduation rates as measured by CALPADS report from 80% to 82%.
  - C. Metrics State Priority 6:
    - 9. Suspension Rates: Decrease suspension rates as measured by CALPADS report district wide from 7.5% to 7.3%.
    - 10. Expulsion Rates: Decrease expulsion rates as measured by CALPADS report district wide from 0.7% to 0.5%.
    - 11. Other Local Measures of pupils, parents and teachers on the sense of safety and school connectedness.
- California Healthy Kids Survey: Elementary and Secondary surveys are processed by WestED with reports reflecting:  
 Increase Average Response Rate from 46% to 47%.  
 Summary of key indicators: Increase all areas by 1%.  
 School Engagement & Supports: High Expectations ranked highest with 71%  
 School Safety: Feeling safe at school ranked highest with 73%  
 Disciplinary Environment: Students treated with respect rank highest with 86%  
 Lifetime Substance Abuse Use: Alcohol or drug use was ranked highest with 10%  
 Gender Sample Percentage: 58% Female & 42% Male  
 Attendance of After School Programs: 20% attended 5 days  
 Perceived School Performance: 55% of students feel they perform the same as others.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Facility Master Plan: Ongoing progression toward meeting 5 Year Plan  Facility Master Plan (0332); \$300,000 of the \$2.2 mil PO: John Muir and Corcoran High School exterior.	District 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	2. 1. Facility Master Plan: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$300,000

		<p>English proficient          _ Other Subgroups:          (Specify)  <u>Black/African American</u>  <u>Hispanic White Students</u>  <u>with Disabilities Migrant</u>  <u>Homeless Military</u>  <u>Families</u></p>	
<p>2.2 Facility Master Plan -(0332) \$765,000: COP payment for items listed above in CUSD's master plan.</p>	<p>District 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>  <u>Homeless Military</u>  <u>Families</u></p>	<p>2.2. Facility Master Plan: Resource 0332 7000-7439: Other Outgo Supplemental and Concentration \$765,000</p>
<p>2.3 Facility Master Plan (0332) deferred maintenance \$500,000:          Replacing cafeteria flooring, district office remodel, fencing for sites, concrete work at Corcoran High School and John Muir Middle School, shade covers for sites and playground equipment.</p>	<p>District 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>  <u>Homeless Military</u>  <u>Families</u></p>	<p>2.3. Facility Master Plan: Resource 0332 6000-6999: Capital Outlay Supplemental and Concentration \$500,000</p>
<p>2.4 Facility Master Plan (0332) ongoing maintenance to maintain safe and secure environment \$150,000 to repair and refurbish, (broken faucets, faulty wiring, toilets, drinking fountains, AC units maintenance etc.)</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> All          -----          OR:          _ Low Income pupils          _ English Learners          _ Foster Youth          _ Redesignated fluent          English proficient</p>	<p>2.4. Facility Master Plan: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$150,000</p>

		_ Other Subgroups: (Specify) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u> <u>Homeless Military</u> <u>Families</u>	
2.5 Student Data Tracking Software Aeries contract: \$27,671 Increase availability of student data to parents offering timely communication of student academic progress and achievement.	District 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> <u>Homeless Military</u> <u>Families</u>	2.5 Student Data Tracking Software Contract: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$27,671
2.6 Yard Duty Supervisors (16) FTE: \$209,457 Provide assistance in supervising students throughout the day as they come to school, during recess, during lunch, and after school at Bret Harte, John C Fremont, Mark Twain, John Muir Middle School, Corcoran High School and Kings Lake Education Center.	District 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> <u>Homeless Military</u> <u>Families</u>	2.6 Yard Duty Supervisors: Resource 0332 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$173,400 <hr/> 2.6 Yard Duty Supervisors: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$36,057
2.7 Campus Security: (1) 0.72 FTE: \$26,729 John Muir Middle School security personnel.	School Wide	X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	2.7 Campus Security John Muir: Resource 0332 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$22,120 <hr/> 2.7 Campus Security John Muir: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$4,609



		<p>(Specify)  <u>Black/African American</u>  <u>Hispanic White Students</u>  <u>with Disabilities Migrant</u>  <u>Homeless Military</u>  <u>Families</u></p>	
<p>2.8 Campus Security: (1) FTE: \$53,057                  Corcoran High School Campus Security.</p>	<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>  <u>Homeless Military</u>  <u>Families</u></p>	<p>2.8 Campus Security Corcoran High School: Resource 0332                  2000-2999: Classified Personnel Salaries Supplemental and                  Concentration \$32,251</p> <hr/> <p>2.8 Campus Security Corcoran High School: Resource 0332                  3000-3999: Employee Benefits Supplemental and                  Concentration \$20,806</p>
<p>2.9 Crossing Guard (Mark Twain): (3) 0.44 hours FTE:                  \$13,000                  Crossing Guard for Elementary Schools to ensure the                  safety of students before and after school.</p>	<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>  <u>Homeless Military</u>  <u>Families</u></p>	<p>2.9 Crossing Guard (MT): Resource 0332 5000-5999:                  Services And Other Operating Expenditures Supplemental and                  Concentration \$13,000</p>
<p>2.10 Positive Behavioral Interventions and Supports                  (PBIS): \$37,500                  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 site incentives and                  awards.</p>	<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)</p>	<p>2.10 Positive Behavioral Interventions and Supports:                  Resource 0332 4000-4999: Books And Supplies Supplemental                  and Concentration \$37,500</p>

		<u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u> <u>Homeless Military</u> <u>Families</u>	
<p>2.11 Counselors: 2 FTE: Salaries and benefits: \$182,813                  John Muir Middle School Counselor and Kings Lake Educational Center &amp; K-5 split for one counselor. Provide counseling services for students.</p>	School Wide	___ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u> <u>Homeless Military</u> <u>Families</u>	<p>2.11 Counselors: Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$131,986                  2.11 Counselors: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$50,827</p>
<p>2.12 John Muir Middle School Intervention (Reading Plus): Will continue to provide additional materials and supplies (books) to supplement intervention program at John Muir Middle School.</p>	School Wide	___ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u> <u>Homeless Military</u> <u>Families</u>	<p>2.12 John Muir Middle School Intervention: Resource 0332 4000-4999: Books And Supplies Supplemental and Concentration \$17,820</p>
<p>2.13 Technology - 5 FTE: \$387,229                  Technology Classified Salaries and Benefits: Technology support staff</p>	District 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>	<p>2.13 Technology Personnel: Resource 0332 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$260,394                  2.13 Technology Personnel: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$126,835</p>

		<u>Hispanic White Students with Disabilities Migrant Homeless Military Families</u>	
2.14 Renaissance Learning: STAR reading to monitor adequate reading levels for grades K-12	District Wide	___ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) <u>Black/African American</u> <u>Hispanic White Students with Disabilities Migrant Homeless Military Families</u>	2.14 Renaissance Learning: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$19,755
2.15 John Muir Summer School: \$45,597 Provide students at the middle school who are failing with targeted reading and math intervention courses; 3 weeks, AM and PM sessions, 4 hours per day, 8 teachers \$37,102 Summer School License agreements for Student Access to online math curriculum Thinking Through Math \$8,495	School Wide	___ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) <u>Black/African American</u> <u>Hispanic White Students with Disabilities Migrant Homeless Military Families</u>	2.15 JM Summer School Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$31,960 <hr/> 2.15 JM Summer School Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$5,142 <hr/> 2.15 JM Summer School Program Student Access Resource 0332 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$8,495

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

<p>GOAL 3:</p>	<p>Support parents, families and community members engagement with the education of their child/ren and the students in the Corcoran Unified School District.</p>	<p>Related State and/or Local Priorities:          1 _ 2 _ 3 <u>X</u> 4 _ 5 _ 6 _ 7 _ 8 _          COE only: 9 _ 10 _          Local : Specify</p>
<p>Identified Need :</p>	<p>Need for increased communication between schools and parents, families and community members.          Metrics State Priority 3:          1. Efforts to seek parent input in decision making at the district and each school site          2. Promotion of parental participation in programs for unduplicated pupils and individuals with special needs          3. Parent surveys</p>	
<p>Goal Applies to:</p>	<p>Schools: All schools          Applicable Pupil Subgroups:</p>	<p>All          Low Income Students          English Learner Students          Hispanic          Black.African America          White          Students with Disabilities          Migrant          Foster Youth          Homeless          Military Families</p>

**LCAP Year 1: 2016-2017**

<p>Expected Annual Measurable Outcomes:</p>	<p>A. Metrics State Priority 3:</p> <ol style="list-style-type: none"> <li>1. 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.</li> <li>2. 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.</li> <li>3. Parent surveys: Increase number of responses received for Title I and LCAP surveys as compared to the previous year as measured by district report.</li> </ol>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.1 ParentLink Software Contract: \$13,892 Provide parents/guardians full access to student daily academic and attendance records.</p>	<p>District 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>  <u>Homeless Military Families</u></p>	<p>3.1 Parent Link Software: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$13,892</p>
<p>3.2 Parent Liaison: (1) FTE: \$50,382 Provide communication and outreach services for parents and community members.</p>	<p>District Wide</p>	<p><input type="checkbox"/> All OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                      (Specify)  <u>Black/African American</u>  <u>Hispanic White Students</u>  <u>with Disabilities Migrant</u></p>	<p>3.2 Parent Liaison: Resource 0332 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$30,312 3.2 Parent Liaison: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$20,070</p>

		<p><u>Homeless Military Families</u></p>	
<p>3.3 Foster Youth: \$5,000 Monitor, support and supplies for foster youth.</p>	<p>District Wide</p>	<p><u>All</u> ----- OR: _ Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u> <u>Homeless Military Families</u></p>	<p>3.3 Foster Youth: Resource 0332 4000-4999: Books And Supplies Supplemental and Concentration \$5,000</p>
<p>3.4 Parent Education classes : \$1,600 Supplies for parent training classes</p>	<p>District Wide</p>	<p><u>All</u> ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> 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> <u>Homeless Military Families</u></p>	<p>3.4 Parent Education Classes: Resource 0332 4000-4999: Books And Supplies Supplemental and Concentration \$1,600</p>
<p>3.5 Secretary II - 1 FTE: \$50,374 Bilingual Parent Assistant/Translator</p>	<p>District Wide</p>	<p><u>All</u> ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> 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> <u>Homeless Military Families</u></p>	<p>3.5 Secretary II: Bilingual Parent Assistant/Translator: Resource 0332 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$30,306</p> <p>3.5 Secretary II: Bilingual Parent Assistant/Translator: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$20,068</p>

<p>3.6 Webmaster: \$23,449: Continuing maintenance of district website. Continuing contract with Webmaster to upload all information onto the district webpage along with individual sites.</p>	<p>District Wide</p>	<p><u>Families</u> 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> <u>Homeless Military</u> <u>Families</u></p>	<p>3.6 Webmaster: Resource 0000 5000-5999: Services And Other Operating Expenditures Base \$23,449</p>
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**LCAP Year 2: 2017-2018**

<p>Expected Annual Measurable Outcomes:</p>	<p>A. Metrics State Priority 3:  1. 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.  2. 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.  3. Parent surveys: Increase number of responses received for Title I and LCAP surveys as compared to the previous year as measured by district report.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.1 ParentLink Software Contract: \$14,892 Provide parents/guardians full access to student daily academic and attendance records.</p>	<p>District 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></p>	<p>3.1 Parent Link Software: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$14,892</p>

		with Disabilities Migrant Homeless Military Families	
3.2 Parent Liaison: (1) FTE: \$51,219 Provide communication and outreach services for parents and community members.	District Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u> <u>Homeless Military</u> <u>Families</u>	3.2 Parent Liaison Resource 0332 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$31,093  3.2 Parent Liaison Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$20,126
3.3 Foster Youth: \$5,000 Monitor, support and supplies for foster youth.	District Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u> <u>Homeless Military</u> <u>Families</u>	3.3 Foster Youth: Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$5,000
3.4 Parent Training classes : \$1,700 Supplies for parent training classes	District Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u>	3.4 Parent Trainings: Resource 0332 4000-4999: Books And Supplies Supplemental and Concentration \$1,700



		<p><u>Homeless Military Families</u></p>	
<p>3.5 Secretary II - 1 FTE: \$52,284 Bilingual Parent Assistant/Translator</p>	<p>District Wide</p>	<p><u>All</u> ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> 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> <u>Homeless Military Families</u></p>	<p>3.5 Secretary II: Bilingual Parent Assistant/Translator: Resource 0332 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$31,840</p> <hr/> <p>3.5 Secretary II: Bilingual Parent Assistant/Translator: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$20,444</p>
<p>3.6 Webmaster: \$23,449: Continuing maintenance of district website. Continuing contract with Webmaster to upload all information onto the district webpage along with individual sites.</p>	<p>District 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> <u>Homeless Military Families</u></p>	<p>3.6 Webmaster: Resource 0000 5000-5999: Services And Other Operating Expenditures Base \$23,449</p>

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:

- A. Metrics State Priority 3:
1. 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.
  2. 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.
  3. Parent surveys: Increase number of responses received for Title I and LCAP surveys as compared to the previous year as measured by district report.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.1 ParentLink Software Contract: \$15,892 Provide parents/guardians full access to student daily academic and attendance records.</p>	<p>District 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> <u>Homeless Military</u> <u>Families</u></p>	<p>3.1 Parent Link Software: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$15,892</p>
<p>3.2 Parent Liaison: (1) FTE: \$52,042 Provide communication and outreach services for parents and community members.</p>	<p>District Wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u></p>	<p>3.2 Parent Liaison Resource 0332 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$31,715 3.2 Parent Liaison Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$20,327</p>

		<u>Homeless Military Families</u>	
<p>3.3 Foster Youth: (1) 0.04 FTE: \$5,000 Monitor, support and supplies for foster youth.</p>	<p>District Wide</p>	<p><u>All</u> ----- OR: _ Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Black/African American</u> <u>Hispanic White Students</u> <u>with Disabilities Migrant</u> <u>Homeless Military</u> <u>Families</u></p>	<p>3.3 Foster Youth: Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$5,000</p>
<p>3.4 Parent Training classes : \$1,800 Supplies for parent training classes</p>	<p>District Wide</p>	<p><u>All</u> ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> 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> <u>Homeless Military</u> <u>Families</u></p>	<p>3.4 Parent Trainings: Resource 0332 4000-4999: Books And Supplies Supplemental and Concentration \$1,800</p>
<p>3.5 Secretary II - 1 FTE: \$53,125 Bilingual Parent Assistant/Translator</p>	<p>District Wide</p>	<p><u>All</u> ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> 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> <u>Homeless Military</u></p>	<p>3.5 Secretary II: Bilingual Parent Assistant/Translator:Resource 0332 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$32,477</p> <p>3.5 Secretary II: Bilingual Parent Assistant/Translator: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$20,648</p>

		Families	
3.6 Webmaster: \$23,449: Continuing maintenance of district website. Continuing contract with Webmaster to upload all information onto the district webpage along with individual sites.	District Wide	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> OR: <input type="checkbox"/> Low Income 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> <u>Homeless Military</u> <u>Familiess</u>	3.6 Webmaster: Resource 0000 5000-5999: Services And Other Operating Expenditures Base \$23,449

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>Students will receive a broad and rigorously academic educational program that builds towards college and career readiness.</p> <p>A. Metrics State Priority 2:          1. Implementation of Common Core Standards          2. English learners Access to the California State Standards and English Language Development (ELD) Standards to gain proficiency</p> <p>B. Metrics State Priority 4:          3. State Assessments          4. EL's making Progress towards English proficiency          5. EL Reclassification Rate          6. API          7. AP Exam pass rate(Corcoran High School)          8. EAP Exam (Corcoran High School)          9. Percentage of students who have completed A-G requirements (Corcoran High School)          10. CTE Programs of study (Corcoran High School)</p> <p>C. Metric State Priority 7:          11. Broad Course of Study Grades 1-6: English mathematics, social science, science, visual and performing arts, health, physical education          12. Broad Course of Study Grades 7-12: English, Social Science, foreign language, physical education, science, mathematics, visual performing arts, applied arts CTE</p> <p>D. Metric State Priority 8:          13. Pupil Outcomes</p>	<p>Related State and/or Local Priorities:          1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 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 schools</p> <p>Applicable Pupil Subgroups:</p>	<p>All          Low Income Students          English Learner Students          Hispanic          Black/African American          White          Students with Disabilities          Migrant          Foster Youth</p>

<p>Expected Annual Measurable Outcomes:</p>	<p>A. Metric State Priority 2:            1. Implementation of Common Core CA Standards: All students will take the benchmark assessments that are aligned to CA standards as measured by School City data reports.            2. 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.</p> <p>CORCORAN HIGH SCHOOL</p> <p>A. Metric State Priority 2:            1. Implementation of Common Core CA Standards: All students will take the benchmark assessments that are aligned to CA standards as measured by School City data reports.            2. 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</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>A. Metric State Priority 2 and Metric State Priority 8:            1. All students took Smarter Balance interim benchmark assessments that were aligned to California State Standards. Assessments are taken three times during the school year. School City Data reports reflect the following data.</p> <p>*Corcoran High School: Sub Groups: District Interim ELA Assessment Data for Fall:            Low Income Students:            0.83% Advanced/Proficient            13.7% Basic            39.9% Below Basic            45.5%% Far Below Basic            Average % Correct 30.79%            English Learners:            0% Advanced/Proficient            0% Basic            16.9% Below Basic            81.1% Far Below Basic            Average % Correct 18.56%            Hispanic:            0.75% Advanced/Proficient            13.8% Basic            42.4% Below Basic            42.9% Far Below Basic            Average % Correct 31.50%            Black/African American:            0% Advanced/Proficient            0% Basic            26.3% Below Basic            73.6% Far Below Basic            Average % Correct 22.27%            White:            4% Advanced/Proficient            22% Basic            38% Below Basic            36% Far Below Basic            Average % Correct 38.14%            Students with Disabilities:            0% Advanced/Proficient            0% Basic            14% Below Basic            85.9% Far Below Basic            Average % Correct 17.12%</p>
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CONTINUED: Corcoran High School

A. Metric State Priority 2:

1. Implementation of Common Core CA Standards: All students will take the benchmark assessments that are aligned to CA standards as measured by School City data reports.
2. 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

CONTINUED: Corcoran High School

A. Metric State Priority 2:

1. Implementation of Common Core CA Standards: All students will take the benchmark assessments that are aligned to CA standards as measured by School City data reports.
2. English learners Access to the California State Standards and

Migrant:

Less than 10 students identified at Corcoran High School

Foster Youth:

Less than 10 students identified at Corcoran High School

\*Corcoran High School: Sub Groups: District Interim ELA Assessment Data for Winter:

Low Income Students:

7.8% Advanced/Proficient

30.5% Basic

30.1% Below Basic

31.4% Far Below Basic

Average % Correct 41.12%

English Learners:

0% Advanced/Proficient

7.1% Basic

30% Below Basic

62.8% Far Below Basic

Average % Correct 26.65%

Hispanic:

8.5% Advanced/Proficient

31.5% Basic

29.9% Below Basic

29.9% Far Below Basic

Average % Correct 42.40%

Black/African American:

6.6% Advanced/Proficient

20% Basic

33% Below Basic

40% Far Below Basic

Average % Correct 33.43%

Students with Disabilities:

1.6% Advanced/Proficient

4.9% Basic

22.9% Below Basic

70.4% Far Below Basic

Average % Correct 23.98%

\*Corcoran High School: Sub Groups: District Interim ELA Assessment Data for Spring:

Low Income Students:

14.1% Advanced/Proficient



English Language Development (ELD) Standards to gain proficiency; Benchmarks, ELD pre and post assessments , CELDT as measured by level or scale score

22.8% Basic  
 28.3% Below Basic  
 34.6% Far Below Basic  
 Average % Correct 41.13%

English Learners:  
 1.8% Advanced/Proficient  
 10.9% Basic  
 27.2% Below Basic  
 60% Far Below Basic  
 Average % Correct 25.42%

Hispanic:  
 14.1% Advanced/Proficient  
 25.1% Basic  
 27.5% Below Basic  
 33.1% Far Below Basic  
 Average % Correct 42.21%

Black/African American:  
 7.6% Advanced/Proficient  
 15.3% Basic  
 23% Below Basic  
 53.8% Far Below Basic  
 Average % Correct 30.29%

White:  
 17.1% Advanced/Proficient  
 31.4% Basic  
 28.5% Below Basic  
 22.8% Far Below Basic  
 Average % Correct 47.11%

Students with Disabilities:  
 2% Advanced/Proficient  
 2% Basic  
 12.5% Below Basic  
 83% Far Below Basic  
 Average % Correct 19.64%

CONTINUED: Corcoran High School

A. Metric State Priority 2:

1. Implementation of Common Core CA Standards: All students will take the benchmark assessments that are aligned to CA standards as measured by School City data reports.
2. 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

Corcoran High School: District Interim Math Assessments for Fall:  
 Low Income Students:  
 0% Advanced/Proficient  
 3.7% Basic  
 18.9% Below Basic  
 77.3%% Far Below Basic  
 Average % Correct: 21.08%

English Learners:

CONTINUED: Corcoran High SchoolA. Metric State Priority 2:  
 1. Implementation of Common Core CA Standards: All students will take the benchmark assessments that are aligned to CA standards as measured by School City data reports.  
 2. 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

0% Advanced/Proficient  
 0% Basic  
 3.6% Below Basic  
 96.3% Far Below Basic  
 Average % Correct 12.05%  
 Hispanic:  
 0% Advanced/Proficient  
 0% Basic  
 8% Below Basic  
 92% Far Below Basic  
 Average % Correct 12.56%  
 Black/African American:  
 0% Advanced/Proficient  
 0% Basic  
 0% Below Basic  
 100% Far Below Basic  
 Average % Correct 13.12%  
 White:  
 0% Advanced/Proficient  
 16.6% Basic  
 16.6% Below Basic  
 66.6% Far Below Basic  
 Average % Correct 25.41%  
 Special Education Students:  
 0% Advanced/Proficient  
 2.5% Basic  
 2.5% Below Basic  
 95% Far Below Basic  
 Average % Correct 14.42%

Corcoran High School: District Interim Math Assessments for Winter:  
 Low Income Students:  
 0% Advanced/Proficient  
 2.9% Basic  
 11.2% Below Basic  
 85.5% Far Below Basic  
 Average % Correct 19.82%  
 English Learners:  
 0% Advanced/Proficient  
 0% Basic  
 1.4% Below Basic  
 98.5% Far Below Basic  
 Average % Correct 13.88%

CONTINUED: Corcoran High SchoolA. Metric State Priority 2:  
 1. Implementation of Common Core CA Standards: All students will take the benchmark assessments that are aligned to CA standards as measured by School City data reports.  
 2. 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

Hispanic:  
 0.40% Advanced/Proficient  
 3.5% Basic  
 11.2% Below Basic  
 84.6% Far Below Basic  
 Average % Correct 20.40%

Black/African American:  
 0% Advanced/Proficient  
 0% Basic  
 13.3% Below Basic  
 86.6% Far Below Basic  
 Average % Correct 18.41%

White:  
 2.3% Advanced/Proficient  
 0% Basic  
 25% Below Basic  
 72.7% Far Below Basic  
 Average % Correct 24.59%

Students with Disabilities:  
 0% Advanced/Proficient  
 0% Basic  
 4.8% Below Basic  
 95.2% Far Below Basic  
 Average % Correct 16.63%

Corcoran High School: District Interim Math Assessments for Spring:  
 Low Income Students:  
 0.50% Advanced/Proficient  
 3.1% Basic  
 22.8% Below Basic  
 73.5% Far Below Basic  
 Average % Correct 22.77%

English Learners:  
 1.4% Advanced/Proficient  
 1.4% Basic  
 7.2% Below Basic  
 89.8% Far Below Basic  
 Average % Correct 17.04%

Hispanic:  
 0.20% Advanced/Proficient  
 3.3% Basic  
 23.5% Below Basic  
 72.8% Far Below Basic

CORCORAN HIGH SCHOOL SUMMARY

JOHN MUIR MIDDLE SCHOOL

A. Metric State Priority 2:

- 1. Implementation of Common Core CA Standards: All students will take the benchmark assessments that are aligned to CA standards as measured by School City data reports.
- 2. 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

Average % Correct 22.90%

Black/African American:

0% Advanced/Proficient

0% Basic

11.7% Below Basic

88.2% Far Below Basic

Average % Correct 19.63%

White:

5.4% Advanced/Proficient

2.7% Basic

37.8% Below Basic

54% Far Below Basic

Average % Correct 27.35%

Students with Disabilities:

0% Advanced/Proficient

0% Basic

5.3% Below Basic

94.7% Far Below Basic

Average % Correct 15.23%

Foster Youth:

Less than 10 students identified at Corcoran High School

Migrant:

Less than 10 students identified at Corcoran High School

Summary: Corcoran High School showed an overall growth of 7.18% from fall to spring in the interim assessments for English Language Arts. The subgroup with the lowest performance was Special Education with an average score of 20.25% and then English Learners with an average score of 23.54%. The highest performing subgroup was White with an average score of 41.60% followed by Hispanic with an average score of 38.70%.

Corcoran High School showed an overall growth of 0.97% from fall to spring in the interim assessments for Mathematics. The subgroup with the lowest performance was English Learners with an average score of 14.33% and then Special Education with an average score of 15.43% . The highest performing subgroup was White with an average score of 25.77% followed by Low Income with an average score of 21.22%.

Overall Corcoran High School scored on average 17.32% higher in mathematics than English language arts.

\*An area of growth is to analyze the test results data in order to

CONTINUED: John Muir Middle School

A. Metric State Priority 2:

- 1. Implementation of Common Core CA Standards: All students will take the benchmark assessments that are aligned to CA standards as measured by School City data reports.
- 2. 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

determine an explanation as to why the majority of subgroups do not perform with a higher percentage of proficiency.

\* John Muir Middle School: Sub Groups: District Interim ELA

Assessment for Fall:

Low Income Students:

3.1% Advanced/Proficient

25.6% Basic

49.2% Below Basic

21.9% Far Below Basic

Average % Correct 40.77%

English Learners:

0% Advanced/Proficient

6.1% Basic

39.7% Below Basic

54% Far Below Basic

Average % Correct 28.52

Hispanic:

3.6% Advanced/Proficient

28.41% Basic

47.15% Below Basic

20.83% Far Below Basic

Average % Correct 41.90%

Black/African American:

0% Advanced/Proficient

11.76% Basic

52.94% Below Basic

35.29% Far Below Basic

Average % Correct 33.66%

White:

19.4% Advanced/Proficient

19.4% Basic

45.2% Below Basic

16.1% Far Below Basic

Average % Correct 44.37%

Students with Disabilities:

0% Advanced/Proficient

9.5% Basic

28.6% Below Basic

61.9% Far Below Basic

Average % Correct 25.46%

\* John Muir Middle School: Sub Groups: District Interim ELA

CONTINUED: John Muir Middle School

A. Metric State Priority 2:

1. Implementation of Common Core CA Standards: All students will take the benchmark assessments that are aligned to CA standards as measured by School City data reports.
2. 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

Assessment for Winter:  
 Low Income Students:  
 1.4% Advanced/Proficient  
 12.02% Basic  
 41.3% Below Basic  
 45.3% Far Below Basic  
 Average % Correct 33.16%  
 English Learners:  
 0% Advanced/Proficient  
 2.9% Basic  
 22.85% Below Basic  
 74.3% Far Below Basic  
 Average % Correct 23.97%  
 Hispanic:  
 1.7% Advanced/Proficient  
 12.8% Basic  
 42.3% Below Basic  
 43.2% Far Below Basic  
 Average % Correct 33.28%  
 Black/African American:  
 0% Advanced/Proficient  
 5.3% Basic  
 21% Below Basic  
 74% Far Below Basic  
 Average % Correct 26.74  
 White:  
 0% Advanced/Proficient  
 20% Basic  
 51.4% Below Basic  
 28.6% Far Below Basic  
 Average % Correct 36.14%  
 Students with Disabilities:  
 0% Advanced/Proficient  
 0% Basic  
 11.67% Below Basic  
 88.3% Far Below Basic  
 Average % Correct 22.59%

\*John Muir Middle School: Sub Groups: District Interim ELA  
 Assessment for Spring:  
 Low Income Students:  
 9% Advanced/Proficient  
 28.53% Basic  
 35.12% Below Basic

CONTINUED: John Muir Middle School

A. Metric State Priority 2:

- 1. Implementation of Common Core CA Standards: All students will take the benchmark assessments that are aligned to CA standards as measured by School City data reports.
- 2. 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

26.82% Far Below Basic  
Average % Correct 39.34%

English Learners:

4% Advanced/Proficient

9% Basic

40.40% Below Basic

46.46% Far Below Basic

Average % Correct 31.22%

Hispanic:

9.97% Advanced/Proficient

29.26% Basic

34.36% Below Basic

26.38% Far Below Basic

Average % Correct 39.44%

Black/African American:

16.6% Advanced/Proficient

8.3% Basic

58.33% Below Basic

16.6% Far Below Basic

Average % Correct 47.46%

White:

33.3% Advanced/Proficient

33.33% Basic

16.67% Below Basic

16.67% Far Below Basic

Average % Correct 47.22%

Students with Disabilities:

1.6% Advanced/Proficient

4.8% Basic

17.74% Below Basic

75.8% Far Below Basic

Average % Correct 30.46%

John Muir Middle School: District Interim Math Assessments for Fall:

Low Income Students:

0.18% Advanced/Proficient

4.7% Basic

22.13% Below Basic

72.98% Far Below Basic

Average % Correct 22.92%

English Learners:

0% Advanced/Proficient

2.4% Basic

CONTINUED: John Muir Middle School

A. Metric State Priority 2:

- 1. Implementation of Common Core CA Standards: All students will take the benchmark assessments that are aligned to CA standards as measured by School City data reports.
- 2. 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

5.64% Below Basic  
 91.9% Far Below Basic  
 Average % Correct 15.43%

Hispanic:  
 0.17% Advanced/Proficient  
 5.1% Basic  
 23.85% Below Basic  
 70.87% Far Below Basic  
 Average % Correct 23.53%

Black/African American:  
 0% Advanced/Proficient  
 0% Basic  
 5.5% Below Basic  
 94.4% Far Below Basic  
 Average % Correct 17.5%

White:  
 0% Advanced/Proficient  
 9.4% Basic  
 28.1% Below Basic  
 62.5% Far Below Basic  
 Average % Correct 28.39%

Students with Disabilities:  
 0% Advanced/Proficient  
 4.3% Basic  
 5.7% Below Basic  
 90% Far Below Basic  
 Average % Correct 14.92

John Muir Middle School: District Interim Math Assessments for Winter:

Low Income Students:  
 0.18% Advanced/Proficient  
 1.3% Basic  
 14.9% Below Basic  
 83.5% Far Below Basic  
 Average % Correct 20.26%

English Learners:  
 0% Advanced/Proficient  
 0% Basic  
 6.5% Below Basic  
 93.5% Far Below Basic  
 Average % Correct 15.72%

Hispanic:  
 0.52% Advanced/Proficient

CONTINUED: John Muir Middle School

A. Metric State Priority 2:

- 1. Implementation of Common Core CA Standards: All students



will take the benchmark assessments that are aligned to CA standards as measured by School City data reports.  
 2. 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

JOHN MUIR MIDDLE SCHOOL SUMMARY

1.4% Basic  
 15.5% Below Basic  
 82.5% Far Below Basic  
 Average % Correct 20.63  
 Black/African American:  
 0% Advanced/Proficient  
 0% Basic  
 5.26% Below Basic  
 94.7% Far Below Basic  
 Average % Correct 16.52  
 White:  
 0% Advanced/Proficient  
 10% Basic  
 23.3% Below Basic  
 66.67% Far Below Basic  
 Average % Correct 24.32%  
 Students with Disabilities:  
 0% Advanced/Proficient  
 0% Basic  
 1.5% Below Basic  
 98.4% Far Below Basic  
 Average % Correct 13.85%  
 Migrant Youth:  
 Less than 10 students identified  
 Foster Youth:  
 Less than 10 students identified at John Muir  
  
 John Muir Middle School: District Interim Math Assessments for Spring:  
 Low Income Students:  
 0% Advanced/Proficient  
 6.8% Basic  
 31.05% Below Basic  
 62.1% Far Below Basic  
 Average % Correct 26.29%  
 English Learners:  
 0% Advanced/Proficient  
 5.2% Basic  
 17.2% Below Basic  
 77.6% Far Below Basic  
 Average % Correct 21.92%  
 Hispanic:  
 0% Advanced/Proficient  
 7.4% Basic

MARK TWAIN ELEMENTARY SCHOOL

A. Metric State Priority 2:

1. Implementation of Common Core CA Standards: All students will take the benchmark assessments that are aligned to CA standards as measured by School City data reports.
2. 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

30.1% Below Basic  
 62.5% Far Below Basic  
 Average % Correct 26.92%

Black/African American:  
 0% Advanced/Proficient  
 0% Basic  
 26.7% Below Basic  
 73.3% Far Below Basic  
 Average % Correct 18.13%

White:  
 0% Advanced/Proficient  
 12.5% Basic  
 50% Below Basic  
 37.5% Far Below Basic  
 Average % Correct 29.65%

Students with Disabilities:  
 0% Advanced/Proficient  
 0% Basic  
 13.8% Below Basic  
 86.2% Far Below Basic  
 Average % Correct 18.6%

Foster Youth:  
 Less than 10 students identified at John Muir

Migrant Youth:  
 Less than 10 students identified at John Muir

Summary:  
 John Muir Middle School showed a deficit of -1.85% in scores from fall to spring in the interim assessments for English Language Arts. The subgroup with the lowest performance was Special Education with an average score of 26.17% and then English Learners with an average score of 27.90%. The highest performing subgroup was White with an average score of 42.57% followed by Hispanic with an average score of 38.21%.

John Muir Middle School showed an overall growth of 2.92% from fall to spring in the interim assessments for Mathematics. The subgroup with the lowest performance was Special Education with an average score of 15.79% and Black/African American with an average score of 17.38%. The highest performing subgroup was White with an average score of 27.45% followed by Hispanic with 23.69%.

\*An area of growth is to analyze the test results data in order to determine an explanation as to why the majority of subgroups do

CONTINUED: Mark Twain Elementary School

A. Metric State Priority 2:

- 1. Implementation of Common Core CA Standards: All students will take the benchmark assessments that are aligned to CA standards as measured by School City data reports.
- 2. 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

not perform with a higher percentage of proficiency.

Overall John Muir Middle School scored on average 13.54% higher in English Language Arts than in mathematics.

Mark Twain Elementary School: District Interim Assessments for Fall:

Low Income Students:

5.5% Advanced/Proficient

27.18% Basic

44.14% Below Basic

23.19% Far Below Basic

Average % Correct 42.88%

English Learners:

0% Advanced/Proficient

12.67% Basic

58% Below Basic

29.33% Far Below Basic

Average % Correct 37.66%

Hispanic:

6.8% Advanced/Proficient

27.09% Basic

42.73% Below Basic

23.34% Far Below Basic

Black/African American:

0% Advanced/Proficient

25% Basic

50% Below Basic

25% Far Below Basic

Average % Correct 41.25%

White:

20% Advanced/Proficient

30% Basic

40% Below Basic

10% Far Below Basic

Average % Correct 50.4%

Students with Disabilities:

0% Advanced/Proficient

15.38% Basic

30.76% Below Basic

53.85% Far Below Basic

Average % Correct 32.26%

CONTINUED: Mark Twain Elementary School

A. Metric State Priority 2:

- 1. Implementation of Common Core CA Standards: All students will take the benchmark assessments that are aligned to CA standards as measured by School City data reports.
- 2. 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

CONTINUED: Mark Twain Elementary School

A. Metric State Priority 2:

- 1. Implementation of Common Core CA Standards: All students

Migrant: Less than 10 students identified at Mark Twain  
Foster Youth: Less than 10 students identified at Mark Twain

Mark Twain Elementary School: District Interim ELA

Assessments for Winter

Low Income Students:

7.16% Advanced/Proficient

30.20% Basic

34% Below Basic

28.42% Far Below Basic

Average % Correct 42.73%

English Learners:

0% Advanced/Proficient

15.75% Basic

43.15% Below Basic

41.09% Far Below Basic

Average % Correct 34.65%

Hispanic:

9.09% Advanced/Proficient

29.49% Basic

33.48% Below Basic

27.94% Far Below Basic

Average % Correct 43.61%

Black/African American:

6.25% Advanced/Proficient

31.25% Basic

37.5% Below Basic

25% Far Below Basic

Average % Correct 43.53%

White:

10.53% Advanced/Proficient

63.16% Basic

21.05% Below Basic

5.26% Far Below Basic

Average % Correct 52.84%

Students with Disabilities:

4.34% Advanced/Proficient

6.5% Basic

23.91% Below Basic

65.21% Far Below Basic

Average % Correct 28.78

Migrant: Less than 10 students identified at Mark Twain

will take the benchmark assessments that are aligned to CA standards as measured by School City data reports.  
2. 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

CONTINUED: Mark Twain Elementary School

A. Metric State Priority 2:

1. Implementation of Common Core CA Standards: All students will take the benchmark assessments that are aligned to CA standards as measured by School City data reports.  
2. 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

Foster Youth: Less than 10 students identified at Mark Twain

Mark Twain Elementary School: District Interim ELA Assessments for Spring:

Low Income Students:  
10.10% Advanced/Proficient  
25.76% Basic  
38.88% Below Basic  
25.25% Far Below Basic  
Average % Correct 43.48%  
English Learners:  
3.49% Advanced/Proficient  
17.69% Basic  
42.86% Below Basic  
36.05% Far Below Basic  
Average % Correct 37.56%  
Hispanic:  
9.5% Advanced/Proficient  
25.55% Basic  
39.65% Below Basic  
25.33% Far Below Basic  
Average % Correct 43.74%  
Black/African American:  
12.5% Advanced/Proficient  
25% Basic  
43.75% Below Basic  
18.75% Far Below Basic  
Average % Correct 44.34%  
White:  
10% Advanced/Proficient  
40% Basic  
25% Below Basic  
10% Far Below Basic  
Average % Correct 59.22%  
Students with Disabilities:  
4.3% Advanced/Proficient  
6.5% Basic  
23.91% Below Basic  
65.22 % Far Below Basic  
Average % Correct 28.8%

Mark Twain Elementary School: District Interim Math Assessments for Fall:

CONTINUED: Mark Twain Elementary School

A. Metric State Priority 2:

1. Implementation of Common Core CA Standards: All students will take the benchmark assessments that are aligned to CA standards as measured by School City data reports.

2. 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

Low Income Students:  
 9.7% Advanced/Proficient  
 18.07% Basic  
 35.40% Below Basic  
 36.88% Far Below Basic  
 Average % Correct 39.55%

English Learners:  
 6.0% Advanced/Proficient  
 11.92% Basic  
 35.76% Below Basic  
 46.36% Far Below Basic  
 Average % Correct 34.52%

Hispanic:  
 10.45% Advanced/Proficient  
 17.86% Basic  
 36.6% Below Basic  
 35.08% Far Below Basic  
 Average % Correct 40.53%

Black/African American:  
 6.25% Advanced/Proficient  
 0% Basic  
 50% Below Basic  
 43.75% Far Below Basic  
 Average % Correct 34.49%

White:  
 10.53% Advanced/Proficient  
 52.63% Basic  
 21.05% Below Basic  
 10.53% Far Below Basic  
 Average % Correct 51.16%

Students with Disabilities:  
 2.3% Advanced/Proficient  
 9.3% Basic  
 20.93% Below Basic  
 67.44% Far Below Basic  
 Average % Correct 27.95%

Mark Twain Elementary School: District Interim Math Assessments for Winter:

Low Income Students:  
 0.50% Advanced/Proficient  
 5.0% Basic  
 24.75% Below Basic  
 69.75% Far Below Basic

MARK TWAIN MIDDLE SCHOOL SUMMARY

JOHN C. FREMONT ELEMENTARY SCHOOL

A. Metric State Priority 2:

- 1. Implementation of Common Core CA Standards: All students will take the benchmark assessments that are aligned to CA standards as measured by School City data reports.
- 2. 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

Average % Correct 26.32%

English Learners:

0.67% Advanced/Proficient

2.0% Basic

18.91% Below Basic

78.38% Far Below Basic

Average % Correct 23.96%

Hispanic:

0.65% Advanced/Proficient

4.6% Basic

26.85% Below Basic

67.90% Far Below Basic

Average % Correct 26.46%

Black/African American:

0% Advanced/Proficient

6.25% Basic

25% Below Basic

68.75% Far Below Basic

Average % Correct 27.28%

White:

0% Advanced/Proficient

5% Basic

35% Below Basic

60% Far Below Basic

Average % Correct 27.22%

Students with Disabilities:

0% Advanced/Proficient

2.1% Basic

17.02% Below Basic

81% Far Below Basic

Average % Correct 23.57%

Mark Twain Elementary School: District Interim Math

Assessments for Spring:

Low Income Students:

4.77% Advanced/Proficient

15.33% Basic

34.67% Below Basic

45.73% Far Below Basic

Average % Correct 34.51%

English Learners:

2.7% Advanced/Proficient

7.4% Basic

39.86% Below Basic

50% Far Below Basic

Average % Correct 33.37%  
 Hispanic:  
 4.4% Advanced/Proficient  
 14.63% Basic  
 34.93% Below Basic  
 46.07% Far Below Basic  
 Average % Correct 34.81%  
 Black/African American:  
 0% Advanced/Proficient  
 7.1% Basic  
 21.42% Below Basic  
 71.4% Far Below Basic  
 Average % Correct 25.95%  
 White:  
 10% Advanced/Proficient  
 30% Basic  
 40% Below Basic  
 20% Far Below Basic  
 Average % Correct 37.45  
 Students with Disabilities:  
 0% Advanced/Proficient  
 2.17% Basic  
 32.61% Below Basic  
 65.21% Far Below Basic  
 Average % Correct 26.50%

Summary: Mark Twain Elementary School showed an overall growth of 0.65% in scores from fall to spring in the interim assessments for English Language Arts. The subgroup with the lowest performance was Special Education with an average score of 28.32% and then English Learners with an average score of 36.62%. The highest performing subgroup was White with an average score of 54.15% followed by Hispanic with an average score of 43.60%.

Mark Twain Elementary School showed a deficit of -6.07% from fall to spring in the interim assessments for Mathematics. The subgroup with the lowest performance was Special Education with an average score of 26.01% and Black/African American with an average score of 29.24%. The highest performing subgroup was White with an average score of 38.61% followed by Low Socioeconomic with 32.57%.

\*An area of growth is to analyze the test results data in order to

CONTINUED: John C Fremont Elementary School  
 A. Metric State Priority 2:  
 1. Implementation of Common Core CA Standards: All students will take the benchmark assessments that are aligned to CA standards as measured by School City data reports.  
 2. 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



determine an explanation as to why the majority of subgroups do not perform with a higher percentage of proficiency.

Overall Mark Twain Elementary School scored on average of 9.98% higher in English Language Arts than in mathematics.

\*J.C. Fremont School: Sub Groups: District Interim Benchmark ELA Assessments Data for Fall:

Low Income Students:

5.9% Advanced/Proficient

16.45% Basic

28.07% Below Basic

49.56% Far Below Basic

Average % Correct 48.88%

English Learners:

2.7% Advanced/Proficient

7.02% Basic

30.81% Below Basic

59.46% Far Below Basic

Average % Correct 38.47%

Hispanic:

7.14% Advanced/Proficient

17.95% Basic

29.73% Below Basic

45.17% Far Below Basic

Average % Correct 46.33%

Black/African American:

6.7% Advanced/Proficient

6.7% Basic

26.67% Below Basic

60% Far Below Basic

Average % Correct 40.60%

White:

6.25% Advanced/Proficient

6.25% Basic

18.75% Below Basic

68.75% Far Below Basic

Average % Correct 48%

Students with Disabilities:

0% Advanced/Proficient

3.6% Basic

27.27% Below Basic

69.09% Far Below Basic

Average % Correct 30.76%

CONTINUED: John C Fremont Elementary School

A. Metric State Priority 2:

1. Implementation of Common Core CA Standards: All students will take the benchmark assessments that are aligned to CA standards as measured by School City data reports.

2. 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

CONTINUED: John C Fremont Elementary School

A. Metric State Priority 2:

1. Implementation of Common Core CA Standards: All students will take the benchmark assessments that are aligned to CA standards as measured by School City data reports.

2. 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

Migrant Youth:  
 0% Advanced/Proficient:  
 14% Basic  
 7.14% Below Basic  
 78.5% Far Below Basic  
 Foster Youth: Less than 10 students identified

\*J.C. Fremont School: Sub Groups: District Interim Benchmark  
 ELA Assessments Data for Winter:

Low Income Students:  
 10.19% Advanced/Proficient  
 29.06% Basic  
 34.49% Below Basic  
 26.25% Far Below Basic  
 Average % Correct 46.43%

English Learners:  
 1.05% Advanced/Proficient  
 25.26% Basic  
 43.68% Below Basic  
 30% Far Below Basic  
 Average % Correct 41.01%

Hispanic:  
 13.23% Advanced/Proficient  
 31.38% Basic  
 33.46% Below Basic  
 21.93% Far Below Basic  
 Average % Correct 48.54%

Black/African American:  
 0% Advanced/Proficient  
 26.67% Basic  
 33.33% Below Basic  
 40% Far Below Basic  
 Average % Correct 38.68%

White:  
 18.75% Advanced/Proficient  
 31.25% Basic  
 31.25% Below Basic  
 18.75% Far Below Basic  
 Average % Correct 51.46%

Students with Disabilities:  
 1.67% Advanced/Proficient  
 11.67% Basic  
 31.67% Below Basic  
 55% Far Below Basic

CONTINUED: John C Fremont Elementary School  
 A. Metric State Priority 2:  
 1. Implementation of Common Core CA Standards: All students will take the benchmark assessments that are aligned to CA standards as measured by School City data reports.  
 2. 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

Average % Correct 32.09%  
 Migrant:  
 0% Advanced/Proficient  
 28.57% Basic  
 35.71% Below Basic  
 35.71% Far Below Basic  
 Foster Youth: Less than 10 students identified

\*J.C. Fremont School: Sub Groups: District Interim Benchmark  
 ELA Assessments Data for Spring:  
 Low Income Students:  
 7.34% Advanced/Proficient  
 15.55% Basic  
 17.71% Below Basic  
 58.96% Far Below Basic  
 Average % Correct 54.04%  
 English Learners:  
 1.56% Advanced/Proficient  
 10.88% Basic  
 16.06% Below Basic  
 71.50% Far Below Basic  
 Average % Correct 50.01%  
 Hispanic:  
 9.4% Advanced/Proficient  
 17.26% Basic  
 18.39% Below Basic  
 54.97% Far Below Basic  
 Average % Correct 56.31%  
 Black/African American:  
 6.25% Advanced/Proficient  
 12.5% Basic  
 6.25% Below Basic  
 75% Far Below Basic  
 Average % Correct 43.72%  
 White:  
 5.9% Advanced/Proficient  
 23.53% Basic  
 23.53% Below Basic  
 47.05% Far Below Basic  
 Average % Correct 52.52%  
 Students with Disabilities:  
 0% Advanced/Proficient  
 3.33% Basic  
 6.67% Below Basic

CONTINUED: John C Fremont Elementary School

A. Metric State Priority 2:

- 1. Implementation of Common Core CA Standards: All students will take the benchmark assessments that are aligned to CA standards as measured by School City data reports.
- 2. 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

90% Far Below Basic  
 Average % Correct 36.81%  
 Migrant:  
 0 % Advanced/Proficient:  
 14.29 % Basic  
 7.14% Below Basic  
 78.5% Far Below Basic  
 Foster Youth: Less than 10 students identified

John C Fremont Elementary School: Sub Groups: District Interim

Math Assessments for Fall  
 Low Income Students:  
 5.9% Advanced/Proficient  
 16.45% Basic  
 28.07% Below Basic  
 49.56% Far Below Basic  
 Average % Correct 44.15%  
 English Learners:  
 2.7% Advanced/Proficient  
 7.02% Basic  
 30.81% Below Basic  
 59.46% Far Below Basic  
 Average % Correct 38.47%

Hispanic:  
 7.14% Advanced/Proficient  
 17.95% Basic  
 29.73% Below Basic  
 45.17% Far Below Basic  
 Average % Correct 46.33%

Black/African American:  
 4% Advanced/Proficient  
 4% Basic  
 25% Below Basic  
 60% Far Below Basic  
 Average % Correct 40.60%

White:  
 6.25% Advanced/Proficient  
 6.25% Basic  
 18.75% Below Basic  
 68.75% Far Below Basic  
 Average % Correct 48%

Students with Disabilities:  
 0% Advanced/Proficient  
 3.6% Basic

JOHN C. FREMONT ELEMENTARY SCHOOL SUMMARY

27.27% Below Basic  
 69.09% Far Below Basic  
 Average % Correct 30.76%

Migrant:  
 35.71% Advanced/Proficient  
 35.71% Basic  
 14.29% Below Basic  
 7.14% Far Below Basic

Foster Youth:  
 Less than 10 students identified

John C Fremont Elementary School: Sub Groups: District Interim  
 Math Assessments for Winter:

Low Income Students:  
 34.49% Advanced/Proficient  
 33.84% Basic  
 22.12% Below Basic  
 9.54% Far Below Basic  
 Average % Correct 57.99%

English Learners:  
 27.37% Advanced/Proficient  
 33.16% Basic  
 28.42% Below Basic  
 11.05% Far Below Basic  
 Average % Correct 55.38%

Hispanic:  
 17.77% Advanced/Proficient  
 33.08% Basic  
 20.03% Below Basic  
 8.32% Far Below Basic  
 Average % Correct 60.03%

Black/African American:  
 13.33% Advanced/Proficient  
 33.33% Basic  
 46.67% Below Basic  
 6.67% Far Below Basic  
 Average % Correct 49.54%

White:  
 31.25% Advanced/Proficient  
 37.5% Basic  
 12.5% Below Basic  
 18.75% Far Below Basic  
 Average % Correct 52.38%

Students with Disabilities:

BRET HARTE ELEMENTARY SCHOOL

A. Metric State Priority 2:

1. Implementation of Common Core CA Standards: All students will take the benchmark assessments that are aligned to CA standards as measured by School City data reports.
2. 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

13.33% Advanced/Proficient

28.33% Basic

35% Below Basic

23.33% Far Below Basic

Average % Correct 44.21%

Migrant:

0% Advanced/Proficient

21.42% Basic

28.57% Below Basic

50% Far Below Basic

Foster Youth:

Less than 10 students identified

John C Fremont Elementary School: Sub Groups: District Interim

Math Assessments for Spring:

Low Income Students:

24.78% Advanced/Proficient

35.09% Basic

18.64% Below Basic

8.77% Far Below Basic

Average % Correct 59.59%

English Learners:

33.16% Advanced/Proficient

36.32% Basic

22.11% Below Basic

8.4% Far Below Basic

Average % Correct 57.66%

Hispanic:

41.13% Advanced/Proficient

33.39% Basic

18.30% Below Basic

7.2% Far Below Basic

Average % Correct 61.17%

Black/African American:

25% Advanced/Proficient

37.5% Basic

12.5% Below Basic

25% Far Below Basic

Average % Correct 51.32%

White:

34.48% Advanced/Proficient

41.37% Basic

17.24% Below Basic

6.89% Far Below Basic

CONTINUED: Bret Harte Elementary School

A. Metric State Priority 2:

- 1. Implementation of Common Core CA Standards: All students will take the benchmark assessments that are aligned to CA standards as measured by School City data reports.
- 2. 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

CONTINUED: Bret Harte Elementary School

A. Metric State Priority 2:

Average % Correct 60.54%

Students with Disabilities:

19.64% Advanced/Proficient

32.14% Basic

25% Below Basic

23.21% Far Below Basic

Average % Correct 49.13%

Migrant Youth:

35.71% Advanced/Proficient

50% Basic

7.14% Below Basic

7.14% Far Below Basic

Foster Youth:

Less than 10 students identified

Summary:

John C. Fremont Elementary School showed an overall growth of 7.28% in scores from fall to spring in the interim assessments for English Language Arts. The subgroup with the lowest performance was Special Education with an average score of 33.22% and then English Learners with an average score of 43.16%. The highest performing subgroup was White with an average score of 50.66% followed by Hispanic with an average score of 50.39%.

John C. Fremont Elementary School showed an overall growth of 9.64% from fall to spring in the interim assessments for Mathematics. The subgroup with the lowest performance was Special Education with an average score of 41.36% and Black/African American with an average score of 47.15%. The highest performing subgroup was Hispanic with an average score of 55.84% followed by Low Socioeconomic with 53.91%.

\*An area of growth is to analyze the test results data in order to determine an explanation as to why the majority of subgroups do not perform with a higher percentage of proficiency.

Overall J.C. Fremont Elementary School scored on average 7.92% higher in mathematics than in English Language Arts.

\*Bret Harte School: Sub Groups: District Interim ELA Assessments Data for Fall:

Low Income Students:

27.01% Advanced/Proficient

1. Implementation of Common Core CA Standards: All students will take the benchmark assessments that are aligned to CA standards as measured by School City data reports.  
 2. 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

51.90% Basic  
 17.77% Below Basic  
 3.32% Far Below Basic  
 Average % Correct 60.74%  
 English Learners:  
 24.62% Advanced/Proficient  
 53.33% Basic  
 18.46% Below Basic  
 3.6% Far Below Basic  
 Average % Correct 60.06%  
 Hispanic:  
 27.70% Advanced/Proficient  
 51.13% Basic  
 17.57% Below Basic  
 3.6% Far Below Basic  
 Average % Correct 60.64%  
 Black/African American:  
 36.36% Advanced/Proficient  
 45.45% Basic  
 18.18% Below Basic  
 0% Far Below Basic  
 Average % Correct 59.24%  
 White:  
 29.17% Advanced/Proficient  
 67.5% Basic  
 4.2% Below Basic  
 4.2% Far Below Basic  
 Average % Correct 64.98%  
 Students with Disabilities:  
 9.4% Advanced/Proficient  
 37.5% Basic  
 37.5% Below Basic  
 15.63% Far Below Basic  
 Average % Correct 47.20%

Migrant:  
 Less than 10 students identified  
 Foster Youth:  
 Less than 10 students identified

CONTINUED: Bret Harte Elementary School

A. Metric State Priority 2:

1. Implementation of Common Core CA Standards: All students will take the benchmark assessments that are aligned to CA

\*Bret Harte School: Sub Groups: District Interim ELA Assessments Data for Spring:  
 Low Income Students:  
 39.86% Advanced/Proficient



standards as measured by School City data reports.  
 2. 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

40.8% Basic  
 15.80% Below Basic  
 3.53% Far Below Basic  
 Average % Correct 65.14%  
 English Learners:  
 38.78% Advanced/Proficient  
 43.88% Basic  
 14.80% Below Basic  
 2.55% Far Below Basic  
 Average % Correct 65.92%  
 Hispanic:  
 39.50% Advanced/Proficient  
 40.17% Basic  
 16.96% Below Basic  
 3.34% Far Below Basic  
 Average % Correct 64.94%  
 Black/African American:  
 27.27% Advanced/Proficient  
 54.54% Basic  
 9.09% Below Basic  
 9.09% Far Below Basic  
 Average % Correct 64.19%  
 White:  
 64% Advanced/Proficient  
 28% Basic  
 8% Below Basic  
 0% Far Below Basic  
 Average % Correct 75.47%  
 Students with Disabilities:  
 12.5% Advanced/Proficient  
 31.25% Basic  
 50% Below Basic  
 6.25% Far Below Basic  
 Average % Correct 49.60%  
 Migrant:  
 Less than 10 students identified at Bret Harte  
 Foster Youth:  
 Less than 10 students identified at Bret Harte  
 Bret Harte Elementary School: District Interim Math Assessments for Fall:  
 Low Income Students:  
 58.25% Advanced/Proficient  
 32.31% Basic

BRET HARTE ELEMENTARY SCHOOL SUMMARY

B. Metric State Priority 4:  
3. State Assessments: All students will take the CAASPP as measured by state reports.

All students will take the CAASPP as measured by state reports.

4. EL's making Progress towards English proficiency: CELDT as measured by level or scale score

6.36% Below Basic  
3.06% Far Below Basic  
Average % Correct 71.20%

English Learners:  
58.46% Advanced/Proficient  
31.80% Basic  
7.18% Below Basic  
2.56% Far Below Basic  
Average % Correct 71.40%

Hispanic:  
59.19% Advanced/Proficient  
31.17% Basic  
7.0% Below Basic  
3.14% Far Below Basic  
Average % Correct 71.60%

Black/African American:  
45.45% Advanced/Proficient  
36.36% Basic  
9.09% Below Basic  
9.09 % Far Below Basic  
Average % Correct 65.56%

White:  
66.67% Advanced/Proficient  
33.33% Basic  
0% Below Basic  
0% Far Below Basic  
Average % Correct 77.56%

Students with Disabilities:  
21.88% Advanced/Proficient  
40.63% Basic  
18.75% Below Basic  
18.75% Far Below Basic  
Average % Correct 54.40%

Migrant:  
Less than 10 students identified at Bret Harte

Foster Youth:  
Migrant: Less than 10 students identified at Bret Harte

Bret Harte Elementary School: District Interim Math Assessments for Spring:  
Low Income Students:  
39.90% Advanced/Proficient  
38.00% Basic

5. EL Reclassification Rate: Maintain or increase classification rate as compared to 2014-2015 as measured by the district reclassification rate

19.24% Below Basic  
 2.61% Far Below Basic  
 Average % Correct 75.29%  
 English Learners:  
 72% Advanced/Proficient  
 23.20% Basic  
 4.64% Below Basic  
 0.52% Far Below Basic  
 Average % Correct 77.44%  
 Hispanic:  
 65.99% Advanced/Proficient  
 26.62% Basic  
 6.26% Below Basic  
 1.11% Far Below Basic  
 Average % Correct 75.52%  
 Black/African American:  
 36.36% Advanced/Proficient  
 36.36% Basic  
 9.09% Below Basic  
 18.18% Far Below Basic  
 Average % Correct 63.34%  
 White:  
 79.17% Advanced/Proficient  
 16.67% Basic  
 4.16% Below Basic  
 0% Far Below Basic  
 Average % Correct 80%  
 Students with Disabilities:  
 29.03% Advanced/Proficient  
 38.71% Basic  
 19.35% Below Basic  
 12.90% Far Below Basic  
 Average % Correct 58.92%

Migrant:  
 Less than 10 students identified at Bret Harte  
 Foster Youth:  
 Less than 10 students identified at Bret Harte  
 Summary:  
 Bret Harte Elementary School showed an overall growth of 4.65% in scores from fall to spring in the interim assessments for English Language Arts. The subgroup with the lowest performance was Special Education with an average score of 48.40% and then Black/African American with an average score

6. API : Set a baseline for API scores as measured by API state report

7. AP Exam pass rate(Corcoran High School): Maintain or increase as compared to 2014-2015 as measured by CALPADS

8. EAP Exam (Corcoran High School): All students who take the CAASPP also take the EAP as measured by state reports

9. Percentage of students who have completed A-G requirements: Increase (47.3)% of students that have completed A-G requirements as measured by CALPADS

10. CTE Programs of study: Increase % of students enrolling in CTE courses as measured by enrollment data

C. Metric State Priority 7:

11. Broad Course of Study Grades 1-6: Students will have access to required courses as measured by enrollment data;

of 61.72%. The highest performing subgroup was White with an average score of 70.20% followed by English Learners with an average score of 62.99%.

Bret Harte Elementary School showed an overall growth of 3.86% from fall to spring in the interim assessments for Mathematics. The subgroup with the lowest performance was Special Education with an average score of 56.66% and Black/African American with an average score of 66.17%. The highest performing subgroup was White with an average score of 78.78% followed by English Learners with 74.42%.

\*An area of growth is to analyze the test results data in order to determine an explanation as to why the majority of subgroups do not perform with a higher percentage of proficiency.

Overall students at Bret Harte Elementary School scored on average 10.42% higher in mathematics than in English Language Arts.

B. Metric State Priority 4:

3. State Assessments

CAASPP scores: English Language Arts Participation rate: 96.0%

Low Income students: 90.0%

English Learners: 47.8%

Hispanic: 88.0%

Black/African American: 2.8% students tested

White: 53.8%

Students with Disabilities: 10.3%

Migrant: 1.7%

Foster Youth: 2.0%

CAASPP scores: Mathematics Participation Rate: 96.0%

Low income students: 90.8%

English Learners: 47.6%

Hispanic: 88.1%

Black/African American: 2.8%

White: 54.0%

Students with Disabilities: 10.2%

Migrant: 1.7%

Foster Youth: 2.0%

English, mathematics, social science, science, visual and performing arts, health, physical education

12. 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

D. Metric State Priority 8:

13. Pupil Outcomes: Middle of year and end of year benchmark assessments as measured by School City Reports

Summary: Although our ELA and math CAASPP participation rate is at a high of 96%, room for improvement could be a plan of action/intervention by sites to assess students who are habitually and historically truant during testing in order to increase our percentages to an even higher rate.

4. EL's making Progress towards English proficiency: CELDT scores:

	2013-2014	2014-2015	2015-2016
Advanced	4.00%	4.00%	11.00%
Early Advanced	23.00%	28.00%	44.80%
Intermediate	38.00%	37.00%	27.90%
Early Intermediate	20.00%	17.00%	10.80%
Beginning	15.00%	3.00%	5.20%

Summary: CUSD CELDT scores have show an increase in Advanced and Early Advanced over the last three years. Advanced has grown by 7% and Early Advanced has grown 21%. Intermediate, Early Intermediate and Beginning has shown a slight decrease of approximately 10%. Although these numbers show progression in a positive direction for each level, growth of a greater percentage is needed to advance the EL students in their academic proficiency in English. An area of concern is the large amount of CELDT Level 3 students who remain at that level for multiple years. A critical analysis of the strands of the CELDT test need attention in order to determine a plan of intervention by school sites in order to move these students up on the CELDT scale.

Additional ELD Data on Annual Progress:

6th Grade ELD Reading

Pre: 29.27% scored at or above grade level

Post: 41.94% scored at or above grade level

7th Grade ELD Reading

Pre: 18.18% scored at or above grade level

Post 25.92% scored at or above grade level

8th Grade ELD Reading

Pre: 13.88% Scored at or above grade level

Post: 17.5% Scored at or above grade level

6th Grade ELD Writing  
Pre: 15% scored basic or above  
Post: 21% scored basic or above

7th Grade ELD Writing  
Pre: 11% scored basic or above  
Post: 47% scored basic or above

8th Grade ELD Writing  
Pre: 3.3% scored basic or above  
Post: 50% scored basic or above

Accelerated Reading Overall All Growth Percentages  
6th grade 1.0 grade level increase  
7th grade 1.3 grade level increase  
8th grade 1.4 grade level increase

Summary: All grade levels show some growth in reading and writing over the course of the school year.

5. EL Reclassification rate: 61% increase: 97 students were reclassified compared to 57 the previous year

Summary: An overall increase of students being re-designated is being reported. A closer examination of the difference in increased numbers of re-designated students may prove beneficial in determining what the main factor was in moving students out of the ELD program. Through student and staff surveys, factors of what made a difference could be brought to light to continue the trend.

6. API scores: suspended for this year  
Summary: none needed

7. AP exam pass rate was 62% with students that scored a three or higher (Corcoran High School): subgroups that participated in the AP exam  
All students: 5.3%  
Students with 504's: 20.0%  
Black/African American: 3.3%  
Hispanic: 4.8%  
Re-designated EL's: 10.6%  
Low Income students: 5.6%  
White: 8.2%

\*These were the only subgroups that took the test.

Summary: Data shows that students with a 504 Plan and Re-designated English Language Learners had the highest rate of passing for the AP exam. The lowest rate of passing was for Black/African Americans. An analysis of test results could yield where the lowest scoring subgroups are struggling the most on the exam.

8. EAP exam participation rate ( Corcoran High): 95.0%

9. A through G completion requirements met for 2014-2015:

Subgroups with more than 10 students who participated

Hispanic: 8.5%

Low Income: 7.8%

Redesignated: 12.5%

All students: 7.3%

The expected outcome was mis-represented and should have read 7.3%.

Summary: The overall all participation rate of students completing the A through G requirements for college entrance is quite low. An area of growth could be a thorough explanation of the college entrance requirements to students and parents as well as a plan to increase the amount of students being enrolled in the more rigorous course work.

10. CTE courses enrollment data: Student enrollment: 1044 current year compared to 930 previous year with an increase of 13%.

Summary:

Overall the CTE course enrollment showed an increase. Room for improvement could be raising the awareness to students and parents about these courses.

C. Metric State Priority 7:

11. Broad Course of Study Grades 1-6 access to required courses enrollment data: 2015-2016 Student enrollment: 1,362

12. Broad Course of Study Grades 7-12 access to required courses master schedule and enrollment data: 2015-2016 Student enrollment: 1,376

D. Metric State Priority 8:  
 13. All students took Smarter Balance interim benchmark assessments that were aligned to California State Standards. Assessments are taken three times during the school year. School City Data reports reflect the data in State Priority 2. (see above data).

**LCAP Year: 2015-2016**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1.1 Professional Development is provided by:  1.1 a. KCOE 65 @ \$750/day \$48,750: Common Core PD/Content integration/Coaching	1.1 Professional Development: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$149,662	1.1 a. Kings County Office of Education (KCOE) Common Core Professional Development/h Integration /Coaching.  Completed 65 days of professional development training. Teachers were provided with explicit strategies to help them align their lessons with Common Core State Standards.	1.1 a Professional Development-KCOE: Resource 0332 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$48,750
	1.2 Coaches / Resource Teachers: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$507,688	Overall Averages for ELA and Math Interim Assessments: Overall Percent Correct for all demographics are listed by school site. Bret Harte - Math: 71.75% - ELA: 64.21% John C. Fremont - Math: 56.57% - ELA: 48.90% Mark Twain: - Math 32.09% - ELA: 42.86% John Muir: - Math: 23.59% - ELA: 39.29% Corcoran High School: - Math 20.82% - ELA - 34.30% The district interim tests were used to monitor success of services provided along with teacher discussions during Professional Learning Communities (PLC) meetings. Teachers expressed that all sessions and coaching opportunities helped them develop lessons that improved student learning as measured by reading and math data. This supports Metrics State Priority 2.	1.1 b Kagan Cooperative Learning Strategies Professional Development: Resource 0332 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$25,384
	1.2 Coaches / Resource Teachers: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$144,484		1.1 c Catapult-Literacy in the Content Area for Common Core: Resource 0332 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$55,570
	1.3 Classified Professional Development: Resource 0315 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$3,300		1.2 4 FTE Coaches / 3 Resource Teachers: Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$586,171  1.2 4 FTE Coaches / 3 Resource Teachers: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$180,559  1.3 Classified Professional Development: Resource 0332 5800: Professional/Consulting Services And



<p>1.1 b. Kagan Cooperative Learning Strategies Professional Development training for all district staff: \$26,000: Day 2 &amp; 3 of training, 50 participants - 6 sites</p> <p>1.1 c. Catapult-Literacy in the Content Area for Common Core: 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>		<p>Fiscal Impact: \$0.00</p> <p>1.1 b. Kagan Cooperative Learning Strategies, Day 2 &amp; 3, were offered and completed during the Professional Development training for all district staff. Teachers were given strategies to use in their classrooms with follow-up coaching provided throughout the school year.</p> <p>Action analysis data demonstrates 100% of enrolled students have course access to Kagan structures through coach support in the use of these structures in all classrooms. This supports Metrics State Priority 7.</p> <p>Fiscal Impact: \$642.00 decrease in Actual Services from provider for continued training of a 5-day program.</p> <p>1.1 c. Catapult-Literacy in the Content Area for Common Core: 25 teachers completed 5 days of training in content area lesson design and implementation of lessons in their classrooms. 6 days of job-embedded coaching was provided and completed with 2 days of leadership training provided and completed for administration teams at sites. Year 3 of 3 contracted years. All training materials for 25 teachers and for 12 school leaders was dispersed accordingly.</p> <p>Action analysis data from ELA Interim Assessments in Reading demonstrate 38% of students scored at or near and 7% scored above which represents an area of need. This Professional Development supports classroom instruction in literacy development. This supports Metrics State Priority 2.</p>	<p>Operating Expenditures Supplemental and Concentration \$3,300</p>
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<p>1.2 3 FTE Coaches / 3 Resource Teachers = 6 FTE: Continuing to provide additional professional development to integrate curriculum/technology with common core state standards.</p> <p>1.3 Classified Professional Development: 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</p>		<p>Fiscal Impact: \$19,958 less that budgeted expenditures due to reduced cost in services for continuing training.</p> <p>1. 2 Four Coaches and three Resource Teachers = 7 FTE: Provided additional Professional Development (PD) for all teachers integrating curriculum/technology with common core state standards. PD was provided in teacher classrooms and during each Wednesday's Early Out for K-5 elementary sites and Late Start for the middle school and high school. Teachers walked away with the information they learned, different strategies to implement and new lessons to use the following day and throughout the week.</p> <p>Added an additional coach for the junior high. This action based on stakeholder feedback.</p> <p>Action analysis data from teacher surveys with questions regarding technology use in the classroom and resources needed demonstrated 45% of teachers were in the substitution level of the SAMR and needed continued coaching support in teacher delivery of new Common Core State Standards in their lessons using technology devices. The coaches and resource teachers provided hands-on strategies which were used in classrooms and provided in-class coaching opportunities. This supports Metrics State Priority 7.</p> <p>Fiscal Impact: Increase \$114,558 to account for additional 1 FTE for Coach to provide above services.</p>	
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		<p>1. 3 Classified Professional Development: 140 Classified staff received professional development training from contractor Laura Schulkind (LCW). Classified personal were provided with strategies to use in their every day workings as school employees and how to use those strategies in their essential roles in promoting school and student safety, how to greet parents, answer phones, and other clerical duties provided to the public by district personnel: \$3,300.</p> <p>Action analysis data collected from surveys proceeding the training indicated staff would use the information obtained to increase professionalism in their every day duties in their jobs. These strategies were observed being implemented throughout the district. This supports Metric State Priority 2.</p>	
<p>Scope of Service   District Wide</p> <hr/> <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 Hispanic</u>  <u>White Students with Disabilities</u>  <u>Migrant</u></p>		<p>Scope of Service   District Wide</p> <hr/> <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, Hispanic,</u>  <u>White, Students with Disabilities,</u>  <u>Migrant</u></p>	
<p>1.4 Technology Lease with Apple: 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</p>	<p>1.4 Technology Lease with Apple: Resource 0332 7000-7439: Other Outgo Supplemental and Concentration \$124,344</p> <p>1.5 Technology lease payment: Resource 0332 7000-7439: Other Outgo Supplemental and</p>	<p>1.4 Technology Lease with Apple: Lease agreement with Apple (Year 2 of 4) was completed and included:  a. 780 iPads for John Muir Middle School students: \$124,344;  b. 900 iPads for John Muir (lease year 1 of 4): \$108,020.</p>	<p>1.4 a. Technology Lease with Apple: Resource 0332 Technology fund 7000-7439: Other Outgo Supplemental and Concentration \$124,344</p> <p>1.4 b. Technology Lease with Apple: Resource 0332 Technology fund 7000-7439: Other Outgo Supplemental and</p>

<p>students: \$124,344.</p> <p>1.5 Technology: \$62,500 lease payment (Year 1 of 4) Corcoran High School, MacBook Airs 250 laptops.</p> <p>1.6 Technology: \$43,000: Will purchase 40 teacher laptops.</p> <p>1.7 Technology: \$40,000: Will purchase 35 classroom projectors</p>	<p>Concentration \$62,500</p> <p>1.6 Technology-teacher laptops: Resource 0332 4000-4999: Books And Supplies Supplemental and Concentration \$43,000</p> <p>1.7 Technology: Resource 0332 4000-4999: Books And Supplies Supplemental and Concentration \$40,000</p> <p>1.8 Technology: Resource 0332 7000-7439: Other Outgo Supplemental and Concentration \$62,500</p>	<p>c. 220 iPads for Mark Twain 5th grade \$137,806</p> <p>Students were provided laptops and iPads to help engage and support their learning as they worked towards college and career readiness skills.</p> <p>Action analysis data collected from surveys processed by the Technology Department demonstrate a 25% increase in lower grades 4-8 course access who used devices during school hours and at home. This supports Metrics State Priority 7.</p> <p>Fiscal Impact: Additional expenditures for \$245,826 were added to this budget. iPads added for the Pearson program based on stakeholder feedback.</p> <p>Made contribution to Resource 9061 (technology).</p> <p>1.5 Technology: \$68,440: Lease payment (Year 1 of 4) was completed at Corcoran High School, 250 MacBook Airs laptops. This action was completed for student classroom use and gave students access to online classroom assignment and other resources.</p> <p>Action analysis data collected demonstrated course access for high school students using devices during regular instruction shows a 33.41% increase in A-G pass rates with 2013-2014 pass rate of 25.89% compared to 2014-2015 pass rate of 59.30% as students chose specific career pathways. This supports Metrics State Priority 4.</p> <p>Fiscal Impact: Lease payments for all 4</p>	<p>Concentration \$108,020</p> <p>1.4 c. Technology with Apple: Resource 0332 Technology fund 4000-4999: Books And Supplies Supplemental and Concentration \$137,806</p> <p>1.5 Technology lease payment: Resource 0332 Technology fund 7000-7439: Other Outgo Supplemental and Concentration \$68,440</p> <p>1.6 Technology-teacher laptops: Resource 0332 4000-4999: Books And Supplies Supplemental and Concentration \$41,280</p> <p>1.7 Technology: Resource 0332 4000-4999: Books And Supplies Supplemental and Concentration \$38,400</p> <p>1.8 Technology: Resource 9061 Technology fund 7000-7439: Other Outgo Supplemental and Concentration \$56,858</p>
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<p>1.8 Technology: \$62,500: Will purchase 100 iPads for teachers participating in Pearson Learning Pilot Program (ELA/ELD and Math)</p>		<p>years includes taxes that increased amount by \$5,940</p> <p>1.6 Technology: \$41,280: Purchased 40 teacher laptops. This action was completed and helped teachers in their classrooms with lesson design and delivery of core course work for all students.</p> <p>Fiscal Impact: Lower due to cost savings</p> <p>1.7 Technology: \$38,400: Purchased 35 classroom projectors. This purchase provided an increase in students' access to digital curriculum and allowed differentiation of learning for all students . This action was completed.</p> <p>1.6 &amp; 1.7 Action analysis data reflects course access to curriculum that was aligned to standards based lessons and delivered to students via technology devices in an engaging and innovative manner. This supports Metrics State Priority 2.</p> <p>Fiscal Impact: Lower due to cost savings</p> <p>1.8 Technology: \$56,858: Purchased 270 iPads for classrooms participating in Pearson Learning Pilot Program (ELA/ELD and Math). This action was completed.</p> <p>Action analysis data collected from ELA Interim Assessments for Mark Twain showed an overall growth of 0.06% from Fall to Spring with Students with Disabilities and Black/African Americans averaging as the lowest performing groups. This program will be adopted</p>	
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		and used for next school year. This supports Metrics State Priority 4.  Fiscal Impact: Leases for all 4 years lower by \$5,642 due to reduction in pricing. Made contribution to Resource 9061 (technology).	
Scope of Service   District Wide		Scope of Service   District Wide	
X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Black/African American Hispanic White Students with Disabilities Migrant</u>		X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Black/African American, Hispanic, White, Students with Disabilities, Migrant</u>	
1.9 Technology: Materials and supplies will be purchased for the following: a. Apple iPad cases: 880- \$35,200 b. Apple iPad keyboards: 780- \$35,200 c. Apple MacBook Airs cases: \$10,000	1.9 Technology: Resource 0332 4000-4999: Books And Supplies Supplemental and Concentration \$80,400	1.9 Technology: Completed the purchase of materials and supplies for students to use on their devices for the following: \$75,688 a. Apple iPad cases: 880- \$33,024 b. Apple iPad keyboards: 780- \$34,024 c. Apple MacBook Airs cases: \$8,640  Action analysis data reflects course access to curriculum that was aligned to standards based lessons and delivered to students via technology devices in an engaging and innovative manner. This supports Metrics State Priority 2.  Fiscal Impact: \$4,712 Lower due to cost savings	1.9 a. Technology: Resource 0332 4000-4999: Books And Supplies Supplemental and Concentration \$33,024 1.9 b. Technology: Resource 0332 4000-4999: Books And Supplies Supplemental and Concentration \$34,024 1.9 c. Technology: Resource 0332 4000-4999: Books And Supplies Supplemental and Concentration \$8,640
Scope of Service   School Wide		Scope of Service   School Wide	
X All ----- OR: _ Low Income pupils		X All ----- OR: _ Low Income pupils	

<ul style="list-style-type: none"> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify) <u>Black/African American Hispanic White Students with Disabilities Migrant</u></li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify) <u>Black/African American Hispanic White Students with Disabilities Migrant</u></li> </ul>					
<p>1.10 Technology: Will purchase materials and supplies \$18,613; cords, cables, bulbs, chargers, hard drives, monitors.</p>	<p>1.10 Technology: Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$18,613</p>	<p>1.10 Technology: Purchased materials and supplies: \$18,613: cords, cables, bulbs, chargers, hard drives, and monitors were completed allowing teachers and staff to continue to use the devices these materials were ordered for.</p> <p>These actions were added based on stakeholder feedback and provided assistance to teachers with their instructional practices which helped increase student achievement in all curricular areas.</p> <p>Action analysis data reflects course access to curriculum that was aligned to standards based lessons and delivered to students via technology devices in an engaging and innovative manner. This supports Metrics State Priority 2.</p> <p>Fiscal Impact: \$153,655: Additional projectors, promethium and monitors were purchased.</p>	<p>1.10 Technology: Resource 0332 4000-4999: Books And Supplies Supplemental and Concentration \$172,268</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">School Wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English</li> </ul>	Scope of Service	School 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;">School Wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> </ul>	Scope of Service	School Wide	
Scope of Service	School Wide						
Scope of Service	School Wide						

proficient _ Other Subgroups: (Specify) <u>Black/African American Hispanic White</u> <u>Students with Disabilities Migrant</u>		_ Other Subgroups: (Specify) <u>Black/African American Hispanic White</u> <u>Students with Disabilities Migrant</u>	
1.11 Technology: a. Continuing Travel and conferences: \$32,421 b. Continuing other operating costs: \$9,900	1.11 Technology: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$42,321	1.11 Technology: a. Cost for travel and conferences: \$18,521 b. Other operating costs: \$9,700 c. Materials and supplies: \$14,100  Professional Development (PD) opportunities were provided for staff to help with the implementation of instructional practices. This PD was brought back to sites and was used to improve classroom instruction.  Action analysis data collected from Technology survey with questions regarding resources needed and additional Professional development for implementation of Common Core State Standards. This increased student engagement in new learning opportunities and enhanced online resources available in all academic areas. This supports Metrics State Priority 4.  Fiscal Impact: \$14,100 funds spent on additional materials and supplies that were aligned with the professional development that staff received. These materials were incorporated into the curriculum that was delivered to students.	1.11 a. Technology: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$18,521  1.11 b. Technology: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$9,700  1.11 c. Technology: Resource 0332 4000-4999: Books And Supplies Supplemental and Concentration \$14,100
Scope of Service   School Wide		Scope of Service   School Wide	
X All ----- OR: _ Low Income pupils _ English Learners		X All ----- OR: _ Low Income pupils _ English Learners	



<p><input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)  <u>Black/African American Hispanic White Students with Disabilities Migrant</u></p>		<p><input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)  <u>Black/African American Hispanic White Students with Disabilities Migrant</u></p>	
<p>1.12 Technology: Will purchase Stem robotics software and devices: \$30,000</p>	<p>1.12 Technology: Resource 0332 4000-4999: Books And Supplies Supplemental and Concentration \$30,000</p>	<p>1.12 Technology: Purchased Stem robotics software and devices: \$31,800</p> <p>This software and devices provided hands-on instruction for students and helped engage them in real life learning that motivated them to work with different software and technological devices increasing their scientific abilities.</p> <p>Action analysis data reflected 100% of enrolled students had access to materials and worked with technology coaches in their classrooms to build and explore different robotic devices. This supports Metrics State Priority 4.</p> <p>Fiscal Impact: Increased costs of \$1,800 toward Stem costs.</p>	<p>1.12 Technology: Resource 0332 4000-4999: Books And Supplies Supplemental and Concentration \$31,800</p>
<p>Scope of Service: School Wide</p> <hr/> <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 Hispanic White Students with Disabilities Migrant</u></p>		<p>Scope of Service: School Wide</p> <hr/> <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 Hispanic White Students with Disabilities Migrant</u></p>	
<p>1.13 Technology: Continue Trebron lease wireless access (Year 2 of 3):</p>	<p>1.13 Technology:Resource 0332 7000-7439: Other Outgo Base</p>	<p>1.13 Technology: Trebron lease wireless access (Year 2 of 3):</p>	<p>1.13 Trebron Technology: Resource 0000 7000-7439: Other Outgo</p>



		<p>own learning as observed by classroom walk-throughs.</p> <p>Action analysis from CAASPP data outcomes summary of overall data scores with students at 17% met and 6% exceeded in ELA and 9% met and 2% exceeded in Math. This supports Metrics State Priority 8.</p> <p>Fiscal Impact: No change</p>	
<p>Scope of Service   District 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><u>Black/African American Hispanic White Students with Disabilities Migrant</u></p>		<p>Scope of Service   District 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><u>Black/African American Hispanic White Students with Disabilities Migrant</u></p>	
<p>1.15 Decrease Class Size K-5: Maintaining total of 12 FTE K: 24-23.75</p> <p>1st: maintain</p> <p>2nd: 24.4-24.3</p> <p>3rd: 25.2-23.5</p> <p>4th: 26-25.3</p> <p>5th: 27.2-25.8</p>	<p>1.15 Decrease Class Size: Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$748,612</p> <hr/> <p>1.15 Decrease Class Size: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$123,388</p>	<p>1.15 Decreased Class Sizes K-5: Salaries and Benefits: 12 FTE</p> <p>K: 24-23.75 to 23.00</p> <p>1st: 22.32 to 22.80</p> <p>2nd: 24.4-24.3 to 23.80</p> <p>3rd: 25.2-23.5 to 23.80</p> <p>4th: 26-25.3 to 23.90</p> <p>5th: 27.2-25.8 to 23.90</p> <p>There was a slight increase by 0.48 % in the average class size of students in first grade compared to a decrease in Kindergarten and second through fifth grades.</p> <p>There was a decrease in cost of salaries for teachers due to adjustments to salary schedules and an increase in</p>	<p>1.15 Class size reduction K-5: Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$675,069</p> <hr/> <p>1.15 Class size reduction K-5: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$262,865</p>

		<p>cost of benefits.</p> <p>Action analysis data for K-5 retentions for 2013-2014 were 45 pupils in K-5 compared to 28 pupils in 2014-2015 . This reflects a decrease of 63%. This supports Metrics State Priority 8.</p> <p>Fiscal Impact: \$65,934</p>					
<table border="1"> <tr> <td>Scope of Service</td> <td>School Wide</td> </tr> </table>	Scope of Service	School Wide		<table border="1"> <tr> <td>Scope of Service</td> <td>School Wide</td> </tr> </table>	Scope of Service	School Wide	
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<p>1.16 New Intervention Teachers (4) FTE: 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.</p> <p>Will continue to provide targeted intervention for struggling students that need additional support in all academic areas.</p> <p>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>	<p>1.16 New Intervention Teachers: Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$299,991</p> <p>1.16 New Intervention Teachers: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$91,029</p>	<p>1.16 Intervention Teachers (4) FTE: Salaries and Benefits.</p> <p>Provided intensive interventions for low income students who were performing 2-3 grade levels below grade level proficiency standards a minimum of 30 minutes per day, 5 days a week.</p> <p>There was a increase in cost of salaries and benefits for teachers due to adjustments to salary schedules.</p> <p>Action analysis data from CAASPP reflects low income students scoring 37% at or near and 6% above for ELA and reading while disadvantaged scored 50% at or near and 15% above. There was a 43% gap in the area of reading</p>	<p>1.16 Intervention Teachers: Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$313,143</p> <p>1.16 Intervention Teachers: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$100,091</p>				

		<p>for low income students compared to not low income students. Math scores reflected not low income scoring 22% at or near, 8% met and 2% exceeding in concepts and procedures while low income students scored 34% at or near and 8% above which reflected a 42% overall increase compared to 32% for not low income students. This supports Metrics State Priority 2.</p> <p>Fiscal Impact: \$22,214 increase in salaries and benefits due to placement on salary schedules and pay increases.</p>	
<p>Scope of Service   School Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input 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 Hispanic White Students with Disabilities Migrant</u></p>		<p>Scope of Service   School Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input 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 Hispanic White Students with Disabilities Migrant</u></p>	
<p>1.17 Instructional Aides - (3) 0.72 hours</p> <p>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>	<p>1.17 Instructional Aides: Resource 0332 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$21,935</p> <p>1.17 Instructional Aides: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$5,565</p> <p>1.18 New Instructional Aides: Resource 0332 2000-2999: Classified Personnel Salaries</p>	<p>1.17 Instructional Aides - (11) 0.72 FTE: Salaries and Benefits.</p> <p>Provided additional targeted intervention in reading and math support in conjunction with intervention teachers to students who were at-risk of not achieving grade level standards.</p> <p>Fiscal Impact: \$322,326 increase to cover school wide Instructional Aides based on stakeholder feedback.</p>	<p>1.17 Instructional Aides (0.72 FTE): Resource 0332 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$344,261</p> <p>1.17 Instructional Aides (0.72 FTE): Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$84,457</p> <p>1.18 Instructional Aides (0.44 FTE): Resource 0332 2000-2999: Classified Personnel Salaries Supplemental and</p>

<p>1.18 Continuing new Instructional Aides (6) 0.44 hours Will continue to provide additional help and support for students in the new intervention classes.</p> <p>1.19 Continuing Intervention Aides: (4) 0.72 hours. Will continue to provide additional help and support for students in the new intervention classes.</p>	<p>Supplemental and Concentration \$64,248</p> <p>1.18 New Instructional Aides: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$13,806</p> <p>1.19 Continuing Intervention Aides; Resource 0332 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$70,585</p> <p>1.19 Continuing Intervention Aides; Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$15,528</p>	<p>1.18 Instructional Aides (4) 0.44 FTE: Salaries and Benefits</p> <p>Additional targeted intervention in reading and math support was provided for students who were at-risk of not achieving grade level standards. These interventions were teacher directed.</p> <p>Fiscal Impact: Decrease in .44 FTE funds shown to an increase to a .72 FTE Instructional Aide position based on stakeholder feedback.</p> <p>1.19 Intervention Aides: (4) 0.72 hours: Salaries and Benefits</p> <p>Provided additional targeted reading and math support in conjunction with interventions teachers to students who are at-risk of not achieving grade level standards.</p> <p>Action analysis data from CAASPP for economically disadvantaged pupils in ELA reflects 49% nearly met, met or exceeded standards on exams as compared to not economically disadvantaged pupils scoring 49% nearly met, met or exceeded standards reflecting that both groups were the same. CAASPP for not economically disadvantaged pupils in Math reflects 36% nearly met, met or exceeded standards on exams as compared to not economically disadvantaged pupils scoring 36% nearly met, met or exceeded standards reflecting that both groups were performing below expectations demonstrating an area of need. This supports Metrics State Priority 4.</p>	<p>Concentration \$32,851</p> <p>1.18 Instructional Aides (0.44 FTE): Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$4,830</p> <p>1.19 Intervention Aides: Resource 0332 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$74,996</p> <p>1.19 Intervention Aides: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$16,099</p>
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		<p>These actions were added based on stakeholder feedback which reflected the need to provide additional classroom support for at-risk students K-8.</p> <p>Fiscal Impact: Slightly higher due to salary schedule changes.</p>	
<p>Scope of Service   School Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input 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 Hispanic White Students with Disabilities Migrant</u></p>		<p>Scope of Service   School Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input 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 Hispanic White Students with Disabilities Migrant</u></p>	
<p>1.20 COS Counselor: One .50 FTE (50%)</p> <p>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>	<p>1.20 Counselor (COS): Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$34,281</p> <p>1.20 Counselor (COS): Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$23,219</p>	<p>1.20 COS Counselor: 1 0.50 FTE (50%) Salary and Benefits</p> <p>Corcoran Unified School District's (CUSD) MOU with College of the Sequoias (COS) provided targeted counseling services for students and parents with information regarding college course requirements to community and university campuses. Students were directed toward career pathway courses in high school that would prepare them for graduation and required college entrance exams. These counseling services helped parents and students with college/university requirements, technical careers, financial support and other resources of parent and student interest.</p> <p>There was an increase in cost of</p>	<p>1.20 Counselor (COS): Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$29,665</p> <p>1.20 Counselor (COS): Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$11,536</p> <p>1.21 Counselors: Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$122,331</p> <p>1.21 Counselors: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$45,751</p> <p>1.22 Pathways Trust:Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$47,737</p> <p>1.22 Pathways Trust:Resource 0332</p>

		<p>salaries and benefits for counselor due to adjustments to salary schedules and counselor entering on a higher pay schedule than anticipated.</p> <p>Fiscal Impact: \$16,299 decrease in salary due to shared 50% cost with COS.</p> <p>1.21 Counselors: 2 FTE: Salaries and benefits: John Muir Middle School Counselor and Kings Lake Educational Center &amp; K-5 split for one counselor was added this year.</p> <p>These actions were added based on stakeholder feedback which provided counseling services for students in grades K-8.</p> <p>Two counselor positions, one for John Muir Middle School and a fifty-fifty split for Kings Lake Education Center and the three elementary schools, have provided students with counseling opportunities. Students were able to talk through different issues which helped with students' academic and social behaviors. Students who have difficulty in classroom settings are less focused on academics and create learning environments that keep other students from learning.</p> <p>Action analysis data for suspension rates in Aeries Data Tracking System for 2013-2014 was 20.5% compared to 16.1% for 2014-2015 reflected a decrease in suspensions rates by 4.4%. This supports Metric States Priority 6.</p> <p>This action will be moved to Goal 2 for the 2015-2016 school year.</p>	<p>3000-3999: Employee Benefits Supplemental and Concentration \$13,865</p>
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		<p>Fiscal Impact: Salary and benefits \$168,082 Increase based on stakeholder input.</p> <p>1.22 Pathways Trust Coordinator: .50% FTE: Coordinator for Career Technical Education (CTE) programs.</p> <p>Added this action based on stakeholder feedback and the need for a Career Technical Education Coordinator to assist with college and career readiness course work.</p> <p>Pathways Trust CTE Coordinator provided leadership, support and guidance to teachers which helped with the implementation of Career Technical Education (CTE) Standards and in the development of College and Career Readiness lessons for all CTE programs.</p> <p>Fiscal Impact: Increase \$61,602 based on stakeholder input.</p> <p>1.20 &amp; 1.22 This action provided students access to CTE career pathways at the high school. In 2014-2015 there was an increase of 13% more students enrolled in CTE pathway courses compared to 2013-2014. The coordinator met with all 8th grade classes and provided information on CTE pathways available. This supports Metric States Priority 4.</p>													
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<p>1.23 K-5 PE Teacher : 1 FTE                  Will provide a variety of enrichment/educational and cultural activities for students.</p> <p>1.24 New Instructional Aide-PE: 1 0.72 FTE                  Will assist PE teacher with a variety of enrichment activities during PE.</p>	<p>1.23 K-5 PE Teacher: Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$55,802</p> <p>1.23 K-5 PE Teacher: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$9,198</p> <p>1.24 New Instructional Aide-PE: Resource 0332 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$12,442</p> <p>1.24 New Instructional Aide-PE: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$3,307</p>	<p>1.23 K-5 PE Teacher : 1 FTE Salary and benefits                  This position provided a variety of enrichment/educational and cultural activities for students.</p> <p>Position hired third month into school year resulting in decrease of salary anticipated.</p> <p>There was a increase in cost of benefits for teacher due to adjustments to salary schedules than anticipated.</p> <p>Fiscal Impact: Net Salary and Benefit decrease of \$297</p> <p>1.24 Instructional Aide-PE: One 0.72 Salary and benefits Assisted PE teacher with a variety of enrichment activities during PE. Students were provided with various lessons with varied sport skills on to how they could be healthy.</p> <p>Position hired third month into school year resulting in increase of salary anticipated.</p> <p>There was a increase in cost of benefits for teacher due to adjustments to salary schedules than anticipated.</p> <p>1.23 &amp; 1.24 Action analysis data from 5th grade physical fitness tests (aerobics) resulted in not low income pupils 17.6% need improvement and 17.7% are at health risks level</p>	<p>1.23 K-5 PE Teacher: Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$44,466</p> <p>1.23 K-5 PE Teacher: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$20,237</p> <p>1.24 Instructional Aide-PE: Resource 0332 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$19,594</p> <p>1.24 New Instructional Aide-PE: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$4,285</p>

		<p>compared to low income pupils with 28% need improvement and 10.1% are at health risk levels. Students receive appropriate number of minutes per grade level as aligned to P.E. Standards. This action is principally directed to low income pupils due to historically high rates of diabetes and the need for physical activity. This supports Metrics State Priority 7.</p> <p>Fiscal Impact: \$8,130 Increase based on stakeholder input.</p>	
<p>Scope of Service   School 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><u>Black/African American Hispanic White Students with Disabilities Migrant</u></p>		<p>Scope of Service   School 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><u>Black/African American Hispanic White Students with Disabilities Migrant</u></p>	
<p>1.25 English Language Development Teachers: 2 FTE 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>	<p>1.25 English Language Development Teachers Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$157,737</p> <p>1.25 English Language Development Teachers Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$45,522</p>	<p>1.25 English Language Development Teachers (ELD): 2 FTE John Muir Middle School: 1 teacher - Corcoran High School: 1 teacher</p> <p>Additional training support for teachers of English Learners was provided during PLC's and in-class coaching. Teachers learned targeted instructional strategies to help their English learner students with skills which improved their listening and speaking proficiencies and met grade level standards.</p> <p>The ELD teachers provided English learners students with lessons and</p>	<p>1.25 English Language Development Teachers: Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$165,186</p> <p>1.25 English Language Development Teachers: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$51,082</p> <p>1.26 EL Coordinators: Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$171,321</p>

instructional strategies that were easily integrated into other academic classes which allowed students access to core curriculum and helped them develop their proficiency skills in listening, speaking, reading and writing in English.

There was a increase in cost of benefits for teachers due to adjustments to salary schedules, an increase in cost of benefits and teachers entering with fewer credits than anticipated.

Fiscal impact: \$13,009 increase due to salary schedule changes.

1.26 EL Coordinators: 2 FTE

The EL Coordinator provided targeted training for teachers on the best practices to use with English learners to help them acquire English. This targeted training assisted teachers in providing direct instruction geared toward increased listening and speaking proficiency for English learners but helped all students.

Added this action based on stakeholder feedback. Provided training for teachers which increased listening and speaking skills for English learners but good for all students.

1.25 & 1.26 Action analysis data from CELDT and reclassification data demonstrates a decrease in the % of Level 3, intermediate, students by 9.1% and 97 LTEL students were reclassified in 2015-2016 creating a baseline due to change of reclassification criteria and the new ELA/ELD standards. We also used pre and post ELD Reading and Writing scores which showed an

1.26 EL Coordinators: Resource 0332  
3000-3999: Employee Benefits  
Supplemental and Concentration  
\$52,131

		<p>increase by 0.81% from the Fall to Spring 2016. This supports Metrics State Priority 2.</p> <p>Fiscal Impact: \$223,452</p>	
<p>Scope of Service   School Wide</p> <hr/> <p>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> <p><u>Black/African American Hispanic White Students with Disabilities Migrant</u></p>		<p>Scope of Service   School Wide</p> <hr/> <p>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> <p><u>Black/African American Hispanic White Students with Disabilities Migrant</u></p>	
<p>1.27 Instructional Materials: Provide additional materials to assist with the implementation of Common Core State Standards in Content are: Reading; Grades Kindergarten - 8th.</p>	<p>1.27 Instructional Materials: Resource 0332 4000-4999: Books And Supplies Supplemental and Concentration \$149,788</p> <p>1.28 Imagine Learning: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$50,212</p>	<p>1.27 Instructional Materials: Instructional materials were purchased to provide additional support for the implementation of Common Core State Standards (CCSS)in content area reading; Grades Kindergarten - 8th.</p> <p>The instructional materials that were purchased allowed additional support to be provided for students to access Common Core State Standards and helped students become proficient in grade level standards.</p> <p>Action analysis data from Accelerated Reader pre and post tests demonstrated pupils increased their reading levels by 0.03% for the 2015-2016 school year. This demonstrates the continued need</p>	<p>1.27 Instructional Materials: Resource 0332 4000-4999: Books And Supplies Base \$21,204</p> <p>1.28 Imagine Learning: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$49,553</p>

<p>1.28 Imagine Learning: Onsite license address needs for language and literacy K-5.</p>		<p>to provide early literacy foundational skills and access to CCSS in the content area of reading. This met Metrics State Priority 4.</p> <p>Fiscal Impact: Reduction of \$128,584 funds held over for next year adoption of ELA/ELD instructional materials.</p> <p>1.28 Imagine Learning: Onsite licenses were purchased to address the need for language and literacy skills for English learners and all pupils who were reading below grade level.</p> <p>Action analysis data from CAASPP 3rd grade data demonstrates the need to target English learners with scores of 52% at/near/above with a 20% gap showing a greater need for English learners. K-3 early literacy language skills are needed to anchor foundational reading skills that English learners need while speaking, listening, reading, and writing in all core content areas. This will be a targeted cope of service for 2016-2017. This supports Metrics State Priority 2.</p> <p>Fiscal Impact: \$769</p>																																									
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<p>1.29 Additional High School Ag Teacher: 1 FTE Additional Ag Teacher to help lower class sizes and provide additional opportunities for students to participate in enrichment activities.</p>	<p>1.29 High School Ag Teacher: Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$55,802</p> <p>1.29 High School Ag Teacher: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$9,198</p>	<p>1.29 High School Ag Teacher: 1 FTE Salary &amp; benefits.</p> <p>This additional Ag Teacher helped lower class sizes and provided additional opportunities for students to participate in enrichment activities.</p> <p>Action analysis data from student enrollment in Ag classes demonstrated a 13% increase in the Ag pathway for CTE as measured by class rosters and student transcripts from Aeries Student Data Tracking Systems. This supports Metric States Priority 7.</p> <p>There was a increase in cost of salary and benefits for teacher due to adjustments to salary schedules.</p> <p>Fiscal Impact: \$18,165</p>	<p>1.29 High School Ag Teacher: Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$60,639</p> <p>1.29 High School Ag Teacher: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$22,526</p>								
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		<p>1.30 K-5 Music Teacher added: 1 FTE salary &amp; benefits. Provided music instruction to students at the elementary level.</p> <p>Added this action based on stakeholder feedback. Provided enrichment activities</p>	<p>1.30 K-5 Music Teacher: Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$48,814</p> <p>1.30 K-5 Music Teacher: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration</p>								

		<p>for students in K-5.</p> <p>Adding a new K-5 Music Teacher that provided additional enrichment activities for students in the primary grades. Students learned about different music opportunities that were available to them and how music could support and helped increase their academic achievement abilities.</p> <p>Action analysis data from demonstrated 100% participation in the visual and performing arts music program measured by rosters in Aeries Student Tracking Data Systems. This supports Metrics State Priority 7.</p> <p>Fiscal Impact: \$70,333</p>	<p>\$21,519</p>																																						
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		<p>1.31 Added Farm Maintenance Manager: .50 FTE</p> <p>This position oversaw the school Ag Farm for Corcoran High School's Ag department.</p> <p>Added this action based on stakeholder feedback. Provided additional support for students at the Ag Farm.</p>	<p>1.31 Farm Maintenance Manager: Resource 0332 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$20,796</p> <p>1.31 Farm Maintenance Manager: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$11,116</p>																																						



		<p>This position helped to improve the condition of the Ag Farm and the animals that students housed there for the local fairs where they represent Corcoran's Future Farmers of America (FFA).</p> <p>Action analysis data from student enrollment in Ag classes demonstrated a 13% increase in the Ag pathway for CTE as measured by class rosters and student transcripts from Aeries Student Data Tracking Systems. This supports Metric States Priority 4.</p> <p>Fiscal Impact: \$31,912</p>									
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<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>An evaluation of the actions, services and expenditures that were completed resulted in acknowledging that we were on track and met the goals we set for this year. There were three actions/services that we felt needed to be moved into other Metrics Priority areas that better fit the progress of these programs that we were monitoring. We also revised our plan to allow for the increase in funding for the year to include adding additional services for students They are as follows:</p> <ul style="list-style-type: none"> <li>• Additional expenditures were added to the budget to cover lease payments for iPads. Added to this action based on stakeholder feedback.</li> <li>• Budget update for Books and supplies for Kagan (1.1 b). This item was coded to resource to 5000-5999 but paid from resource 1000-1999.</li> <li>• District EL Coordinator - 2 FTE: Added to this action based on stakeholder feedback. Provided training for teachers at all sites.</li> <li>• K-5 Music Teacher: Added this action based on stakeholder feedback. Provided enrichment activities for students in K-5.</li> <li>• Farm Maintenance Manager: Added this action based on stakeholder feedback. Oversaw the school Ag Farm for Corcoran High School's Ag department.</li> </ul>										

- Instructional Materials for Common Core ELA and Math for K-8 and Math for high school: Added this action based on stakeholder feedback.
- Moved to two Counselors to Goal 2 for the 2016-2017 school year based on stakeholder feedback..
- Moved five Technology Support Staff to Goal 2 for the 2016-2017 school year based on stakeholder feedback.
- Added Library Technicians (5 FTE) to provide library services for Bret Harte, John C Fremont, Mark Twain and Corcoran High School.
- Added Health Care Providers (8 FTE) to provide health care services for all school sites. Added this action based on stakeholder feedback.
- Budget update from planned to actual expenditures for Catapult-Literacy in the Content Area for Common Core resulted in \$19,958 less than budgeted expenditures due to reduced cost in services for continuing training.
- Added an additional coach for the junior high: (PD) for all teachers integrating curriculum/technology with common core state standards. This action based on stakeholder feedback.
- Technology: Completed the purchase of materials and supplies for students to use on their devices. No further action needed.
- Technology: Purchased materials and supplies: cords, cables, bulbs, chargers, hard drives, and monitors were completed allowing teachers and staff to continue to use the devices these materials were ordered for. No further action needed.
- Technology: Purchased Stem robotics software and devices. this action is completed with further action required.
- Instructional Aide-PE: One 0.72 Salary and benefits: Assisted PE teacher with a variety of enrichment activities during PE. This action was added to total of all paraprofessionals in 2016-2017 school year and beyond.
- Instructional Materials: Provide funds for new adoption of ELA and Math curriculum K-8 and math curriculum and materials for Corcoran High School to assist with the implementation of Common Core State Standards in Content for the 2016-2017 school year in the amount of \$651,379.
- Two additional High School Ag Teacher: will help lower class sizes and provide additional opportunities for students to participate in enrichment activities
- Action 1.28: Added Imagine Learning Onsite licenses to address the need for language and literacy skills for English learners and all pupils who were reading below grade level with actual difference of \$659.
- Added John Muir Middle School elective teacher to address the need for student access to a classroom lab focused on Next Generation Science Standards lessons to engage in hands-on project-based learning opportunities.
- Added John Muir Middle School Sixth Grade Camp which provides students direct access to additional opportunities to engage in hands-on learning that enhances grade level standards.
- Actions and services have been separated because scopes of service are different thus this separation, along with combined technology actions provides for a clearer navigation of our plan for all stakeholders.
- Made contribution to Resource 9061 (technology).

**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>To ensure the continuing safety of all students and staff by providing a positive, clean, safe, healthy and nurturing school environment throughout the district.</p>		<p>Related State and/or Local Priorities:                  1 <input checked="" type="checkbox"/> 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _                   COE only: 9 _ 10 _                   Local : Specify</p>
<p>Goal Applies to:</p>	<p>Schools: All schools</p>	<p>Applicable Pupil Subgroups:</p> <ul style="list-style-type: none"> <li>All</li> <li>Low Income Students</li> <li>English Learner Students</li> <li>Hispanic</li> <li>Black/African American</li> <li>White</li> <li>Students with Disabilities</li> <li>Migrant</li> <li>Foster Youth</li> </ul>	
<p>Expected Annual Measurable Outcomes:</p>	<p>A. Metrics State Priority 1:</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. 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.</li> <li>3. 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).</li> </ol> <p>B. Metrics State Priority 5:</p> <ol style="list-style-type: none"> <li>4. Attendance Rates: The district's school attendance rate will maintain or increase from</li> </ol>	<p>Actual Annual Measurable Outcomes:</p>	<p>A. Metrics State Priority 1:</p> <ol style="list-style-type: none"> <li>1. Teachers are appropriately assigned and fully credentialed in the subjects area for the pupils they teach: 100% of teachers were highly qualified or enrolled in an intern program as measured by CalPads report.</li> <li>2. Every pupil has sufficient access to standards-aligned instructional materials: 100% of students had access to board adopted instructional materials as measured by quarterly Williams reports.</li> <li>3. School Facilities are maintained in Good Repair: All schools have received an overall score of Good or Exemplary as measured by the Facilities Inspection Tool (FIT).</li> </ol> <p>B. Metrics State Priority 5:</p> <ol style="list-style-type: none"> <li>4. Attendance Rates: The district's school attendance rate increased from 94% (2014-2015) to 95.7% (2015-2016) as</li> </ol>

2015-16 rate of 94%.

5. Chronic Absenteeism Rates:  
Decrease truancy rates as measured by CALPADS reports and referrals to SARB.

6. Middle School Dropout Rates:  
Decrease the rate of middle school dropouts as measured by CALPADS report.

7. High School Dropout Rates:  
Decrease the rate of high school dropouts as measured by CALPADS report.

8. High School Graduation Rates:  
Increase high school graduation rates as measured by CALPADS report.

C. Metrics State Priority 6:

9. Suspension Rates:  
Decrease suspension rates as measured by CALPADS report.

10. Expulsion Rates:  
Decrease expulsion rates as measured by CALPADS report.

measured by enrollment data on CBEDS day in CALPADS.

5. Chronic Absenteeism Rates: Decrease truancy rates as measured by CALPADS reports and referrals to SARB by 2% for 2015-2016 compared to 2014-2015 data.

6. Middle School Dropout Rates: 0.48%

7. High School Dropout Rates: 2013-2014: 2.6% compared to 2014-2015: 1.5%

8. High School Graduation Rates: Cohort Graduation Rate 2014-2015 was 80%

- Low Income Students: 0.62%
- English Learner Students: 0.05%
- Hispanic: 0.60%
- Black/African American: 0.032%
- White: 0.087%
- Students with Disabilities: 0.05%
- Migrant: 0.005%
- Foster Youth: 0.00%

Metrics State Priority 6:

9. Suspension Rates: Decrease suspension rates as measured by CALPADS report as follow:

- ..... Suspension Rates .....
- District Wide : 7.5%
- Bret Harte : 1.2%
- John C. Fremont: 2.9%
- Mark Twain: 7.8%
- John Muir: 16.1%
- Corcoran High: 6.8%
- Kings Lake: 1.9%
- Corcoran Academy: 0.0%

10. Expulsion Rates: Decrease expulsion rates as measured by CALPADS report as follows: see below

- ..... Expulsion Rates .....
- District Wide: 0.7%
- Bret Harte: 0.0%

11. Other Local Measures of pupils, parents and teachers on the sense of safety and school connectedness.

John C. Fremont: 0.0%  
Mark Twain: 0.4%  
John Muir: 2.6%  
Corcoran High: 0.2%  
Kings Lake: 0.0%  
Corcoran Academy: 0.0%  
Mission Community Day School: N/A

11. Other Local Measures of pupils, parents and teachers on the sense of safety and school connectedness results compiled from:

\* California Healthy Kids Survey: Elementary and Secondary surveys are processed by WestED with reports reflecting:

Average Response Rate was 43%

Summary of key indicators:

School Engagement & Supports: High Expectations ranked highest with 71%  
School Safety: Feeling safe at school ranked highest with 73%  
Disciplinary Environment: Students treated with respect rank highest with 86%  
Lifetime Substance Abuse Use: Alcohol or drug use was ranked highest with 10%  
Gender Sample Percentage: 58% Female & 42% Male  
Attendance of After School Programs: 20% attended 5 days  
Perceived School Performance: 55% of students feel they perform the same as others.

School Supports, Connectedness & Academic Motivation:

Percent of student scoring high, medium and low.

School environment:

Total School Support: 63% (H) 34% (M) 4% (L)  
Caring Adults in School: 63% (H) 36% (M) 1% (L)  
High Expectations of Adults in School 71% (H) 29 (M) 1% (L)  
Meaningful Participation by Adults in School 24% (H) 59% (M) 17% (L)  
School Connectedness: 61% (H) 35 % (M) 4% (L)  
Academic Motivation: 41% (H) 48% (M) 12% (L)

Caring Relationships:

65% of students stated they feel cared about at school  
56% of students stated they feel they are listened to all of the time.

11. Continued: Other Local Measures of pupils, parents and teachers on the sense of safety and school connectedness.

11. Continued: Other Local Measures of pupils, parents and teachers on the sense of safety and school connectedness.

51% of students stated they are told when they do a good job at school.

71% of students stated they are told they can do a good job all of the time.

Opportunities for Meaningful Relationships:

30% of students stated that they are never given a chance to make decisions.

72% of students stated they do things to be helpful most & all of the time at school.

35% of students feel close to people at school

52% of students are happy to be at school all of the time.

51% of students feel they are a part of the school.

62% of students feel they are treated fairly.

45% of students feel safe at school all of the time.

Academic Motivation:

49% of students stated they finish their class assignments all most of the time.

76% of students stated they will try harder all of the time the next time they received a bad grade.

59% of students stated they keep working until their work is correct all of the time.

62% of students stated they keep trying even when the work is hard for them all of the time.

School Pride:

58% of students feel proud to belong at their school.

Support for Learning:

42% of students are motivated to learn most of the time.

29% of students are asked about their ideas by teachers and other grown ups at school all of the time.

49% of students all of the time are given a chance to solve their problems.

46% of students stated that all of the time they get to do interesting activities at school.

42% of students stated teachers never ask what they want to learn about.

Supports for Social & Emotional Learning

54% of students feel the school helps students solve conflicts with other students all of the time.

35% of students feel that the school teaches them empathy for

11. Continued: Other Local Measures of pupils, parents and teachers on the sense of safety and school connectedness.

others all of the time.  
56% of students feel that the school teaches them to care and respect each other all of the time.

Clarity of Rules and Fairness:  
63% of students know what the rules are all of the time.  
31% of students do not feel they are treated fairly when they break school rules.  
54% of students feel that teachers and other grown-ups at school treat students with respect all of the time.

Student Positive Behavior:  
60% of students follow the classroom rules.  
72% of students follow the rules at break, recess, lunch, all of the time.  
61% of students listen when the teacher is talking all of the time.  
51% of students feel students are well behaved some of the time.  
76% of students feel they are nice to other students all of the time.

Safety at School & Outside of School:  
45% of students feel safe at school all of the time.  
59% of students feel safe to and from school all of the time.

Frequency of Harassment on School Property:  
55% of students stated they have never been hit or pushed.  
50% of students never spread mean rumors  
53% of students have never been called names or made fun of by other students.  
65% of students have never hit or pushed other kids  
67% of students have never said mean things about or to other students.  
79% of students have never spread mean rumors about other students.

Weapons on or brought to School:  
99% of students stated they did not bring a weapon to school.  
82% of students stated they did not see another kid with a weapon at school

School Response to Bullying:  
88% stated teachers and other adults at school said that bullying is not allowed all of the time  
74% of students staid that all of the time they tell a teacher they

11. Continued: Other Local Measures of pupils, parents and teachers on the sense of safety and school connectedness.

11. Continued: Other Local Measures of pupils, parents and teachers on the sense of safety and school connectedness.

have been bullied the teacher does something to help.  
38% of students said they have tried to stop bullying all of the time.

Frequency of Being Home Alone:  
83% of students stated they are never home alone.

High Expectations at Home:  
87% of students believe that a parent or other grown up at home believe they can do a good job all of the time  
93% of students believe that a parent or other grown up at home want them to their best all of the time.

Parent/Adult Involvement in Schoolwork:  
82% of students believe that someone in the home cares about their schoolwork all of the time.  
86% of students stated someones at home asks if their homework is completed all of the time.  
61% of students stated someone at home checks their homework all of the time.  
64% of students stated that someone at home asks them about school all of the time.  
61% of students stated that someone at home asks them about my grades all of the time.

Use of alcohol or drugs in their lifetime:  
90% of students stated that they have not tried drugs

Perception of Health Risks:  
82% of students believe that alcohol is very bad  
76% of students believe that marijuana is very bad

Cigarettes:  
2% reported smoking a cigarette  
4 % reported using an electronic cigarette

Perceptions of Health Risks:  
98% stated that cigarette smoking is very bad.

Breakfast Consumption:  
78% Eat breakfast

Body Image:  
67% have never been teased at school because of their body



11. Continued: Other Local Measures of pupils, parents and teachers on the sense of safety and school connectedness.

11. Continued: Other Local Measures of pupils, parents and teachers on the sense of safety and school connectedness.

11. Continued: Other Local Measures of pupils, parents and teachers on the sense of safety and school connectedness.

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School Developmental Supports By Gender Breakdown:

School Environment

Total School Supports:	Female 68%	Male 57%
Caring Adults in School	Female 65%	Male 63%
High Expectations in School	Female 74%	Male 67%
Meaningful Participation at School	Female 25%	Male 24%

Student Positive Behavior by Gender:

Follow Classroom Rules	Female 86%	Male 87%
Listens when teacher talking	Female 88%	Male 100%
Nice to other students	Female 91%	Male 93%

Been Harassed at School

Hit or Pushed	Female 38%	Male 56%
Mean rumors spread about you	Female 58%	Male 39%
Called bad names/jokes	Female 52%	Male 39%
Feels safe at school most times	Female 75%	Male 72%

Alcohol & Drug Use:

Alcohol, 1 or 2 sips	Female 6%	Male 14%
Alcohol, full glass	Female 0%	Male 0%
Inhalants	Female 3%	Male 2%
Marijuana	Female 2%	Male 7%
Any of the above	Female 6%	Male 16%

Perceived Health Risks:

Alcohol 95%	Female 100%	Male
Marijuana 94%	Female 96%	Male
Tobacco Use:		
Ever smoked a cigarette 2%	Female 2%	Male
Part of a cigarette 2%	Female 2%	Male
Whole cigarette 0%	Female 0%	Male
Electronic Cigarette 7%	Female 2%	Male
Health risk of cigarette smoking 98%	Female 100%	Male

\*\*\*\*The support for learning percentages are below 50% in all areas. This could be an area of concern in terms of students truly being motivated or their understanding of the question could be misleading. If it is a legitimate claim, then student motivation needs to be improved upon. Student choice is an area of concern as giving students a choice in what they are learning leads to more personalized learning and increases the motivation and participation of instructional activities. Finally 42% of students stated never being asked what they want to learn also leads away from personalized learning.

- \*42% of students are motivated to learn most of the time.
- \*29% of students are asked about their ideas by teachers and other grown ups at school all of the time.
- \*49% of students all of the time are given a chance to solve their problems.
- \*46% of students stated that they get to do interesting activities at school all of the time.
- \*42% of students stated teachers never ask what they want to learn about.

\*\*\*\*In regard to school bullying, students stated that only 38% of students have tried to prevent bullying. An area of concern could be that students are not given enough direction or guidance on how to handle bullying situations in a positive manner.

\*School Climate Survey: All sites take the survey with results

		<p>processed by district personnel and shared with school site administration and staff. Results from surveys and question"State Priority 4 Other School Climate: a safe school environment" taken by stakeholders showed that 95% were pleased with school and district climates.</p> <p>*Safety Committee Meetings : Site and district representatives attended four meetings throughout the school year as monitored by agendas and sign-in sheets. Results from meeting discussions reflected that 90% of attendees were pleased that safety was a number one concern of the district at each school site. 10% of the concerns were from cafeteria personnel who were concerned about the storage of cutting knives in site kitchens. This concern was addressed and new holding blocks for kitchen knives have been added to each cafeteria.</p> <p>*Local Control and Accountability Plan: Surveys given to parents, teachers, student and community stakeholders throughout the year as measured by agendas, sign-in sheets and input from stakeholders. We had an increase 22% more stakeholders who participated in the survey for 2015-2016 compared to 2014-2015.</p>
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**LCAP Year: 2015-2016**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>2.1 Facility Master Plan: Facility Master Plan (0332);</p> <p>a. John Muir Middle School exterior of all buildings on campus. refurbished and new windows installed.</p> <p>b. Bret Harte Elementary interior classrooms on campus modernized.</p> <p>c. Bret Harte Elementary's cafeteria installation of HVAC system.</p> <p>d. John C. Fremont Elementary interior classrooms on campus modernized.</p> <p>e. John C. Fremont Elementary's cafeteria installation of HVAC system.</p> <p>\$150,000 of the \$2.2 mil PO: John Muir and Corcoran High School exterior.</p>	<p>2.1. Facility Master Plan: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$150,000</p> <p>2.2. Facility Master Plan: Resource 0332 7000-7439: Other Outgo Supplemental and Concentration \$351,000</p> <p>2.3. Facility Master Plan: Resource 0332 6000-6999: Capital Outlay Supplemental and Concentration \$350,000</p> <p>2.4. Facility Master Plan: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration</p>	<p>Metrics State Priority 1:</p> <p>2.1 Facility Master Plan:</p> <p>a. The exterior of all buildings on the John Muir Middle School campus were refurbished and new windows installed year 1 of 2.</p> <p>b. Bret Harte Elementary interior classrooms were modernized year 1 of 2.</p> <p>c. Bret Harte Elementary's cafeteria HVAC system of was installed year 1 of 2.</p> <p>d. Modernization of the John C. Fremont Elementary interior classrooms year 1 of 2.</p> <p>e. HVAC system was installed at John. C. Fremont Elementary's cafeteria year</p>	<p>2.1. Facility Master Plan: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$150,000</p> <p>2.2. Facility Master Plan: Resource 0332 7000-7439: Other Outgo Supplemental and Concentration \$351,000</p> <p>2.3. Facility Master Plan: Resource 0332 6000-6999: Capital Outlay Supplemental and Concentration \$350,000</p> <p>2.4. Facility Master Plan: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$572,990</p>

<p>2.2 Facility Master Plan -(0332) \$351,000: COP payment for items listed above</p> <p>2.3 Facility Master Plan (0332) deferred maintenance \$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> <p>2.4 Facility Master Plan (0332) ongoing restricted maintenance to maintain safe and secure environment \$500,000 to repair and refurbish, (broken faucets, faulty wiring, toilets, drinking fountains, AC units maintenance etc.)</p>	<p>\$500,000</p>	<p>1 of 2.</p> <p>Action analysis data from site observations and reports from maintenance supervisor reflected that all projects were completed. This supports Metrics State Priority 1.</p> <p>Facility Master Plan (0332); \$150,000 of the \$2.2 mil PO: Corcoran High School exterior were completed and Bret Harte, Fremont and John Muir is a 2 year process and will be completed in 2016-17.</p> <p>Action analysis data from site observations and reports from maintenance supervisor reflected that all projects for John Muir Middle, Fremont, Bret Harte are a 2 year project and will be completed in 2016-17. Corcoran High School were completed. This supports Metrics State Priority 1.</p> <p>2.2 Facility Master Plan -(0332) \$351,000: COP payment for items listed above were processed. Funding clarified by transfer through Resource 0332 to Fund 4010 for COP payment.</p> <p>Action analysis data from observations and reports from maintenance supervisor and Chief Business Officer reflected that all projects were completed and payment for above items processed. This supports Metrics State Priority 1.</p> <p>2.3 Facility Master Plan (0332) deferred maintenance \$350,000 included: \$100,000 replaced cafeteria flooring \$50,000 district office remodel was completed</p>	
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		<p>\$100,000 installed fencing for Bret Harte &amp; Corcoran High School was completed.</p> <p>\$75,000 concrete work completed at Corcoran High School &amp; John Muir</p> <p>\$25,000 shade covers were installed at Fremont School</p> <p>Action analysis data from observations and reports from maintenance supervisor and Chief Business Officer reflected that all projects were completed and payment for above items processed. This supports Metrics State Priority 1.</p> <p>Fiscal: Fund clarified of Resource 0332 as approved for transfer to Fund 1400</p> <p>2.4 Facility Master Plan (0332) ongoing restricted maintenance to maintain safe and secure environment</p> <p>\$500,000 to repair and refurbish, (broken faucets, faulty wiring, toilets, drinking fountains, AC units maintenance etc.) campus needs were completed.</p> <p>Action analysis data from site observations and reports from maintenance supervisor reflected that all projects funded from ongoing restricted maintenance were completed. This supports Metrics State Priority 1.</p> <p>Fiscal Impact: Increase \$72,990 moving faster on master facility plan.</p> <p>Action data analysis</p> <ul style="list-style-type: none"><li>• 2.1-2.4: The FIT report from 4 out of 5 sites were rated exemplary with John Muir Middle School rated Good by maintenance supervisor and Williams. Our rating scores of Good to Exemplary supports</li></ul>	
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		Metrics State Priority 1.	
Scope of Service	School Wide	Scope of Service	School Wide
<p><input checked="" type="checkbox"/> All</p> <p>-----</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 Hispanic White Students with Disabilities Migrant</u></p>		<p><input checked="" type="checkbox"/> All</p> <p>-----</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 Hispanic White Students with Disabilities Migrant</u></p>	
<p>2.5 Campus Security: 1 at 0.72 FTE Campus Security personnel have been hired for John Muir Middle School.</p> <p>2.6 Campus Security: 1 FTE Corcoran High School has hired one Campus Security person for their site.</p> <p>2.7 Crossing Guard (Mark Twain): 1 0.44 hours FTE additional Crossing Guard was hired for Mark Twain Middle School (MT) to ensure the safety of students before and after school.</p>	<p>2.5. Campus Security: Resource 0332 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$336</p>	<p>2.5 Campus Security: 1 at 0.72 hours FTE:</p> <p>One Campus Security person was hired for John Muir Middle School site to ensure the safety of students before, during and after school.</p> <p>Fiscal Impact: Salary increased to \$20,642 due to clerical error. Benefits \$4,430 lower then anticipated to follow salary. This position resulted in a higher salary due to missing digits in Planned Action /Services, but otherwise would have shown to be lower due to placement on schedule.</p> <p>2.6 Campus Security: 1 FTE: Corcoran High School</p> <p>Campus Security person for site to ensure the safety of students before and after school and help develop the district's Comprehensive Safety Plan.</p> <p>Fiscal Impact: Salary and Benefits decreased due to adjustments of salary schedule that included benefits of health and welfare. This resulted in a</p>	<p>2.5 Campus Security John Muir: Resource 0332 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$20,642</p>
	<p>2.5. Campus Security: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$8,223</p>		<p>2.5 Campus Security John Muir: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$4,430</p>
	<p>2.6. Campus Security: Resource 0332 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$38,297</p>		<p>2.6 Campus Security Corcoran High School: Resource 0332 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$30,096</p>
	<p>2.6. Campus Security: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$21,719</p>		<p>2.6. Campus Security Corcoran High School: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$19,996</p>
	<p>2.7. Crossing Guard (MT): Resource 0000 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$8,000</p>		<p>2.7. Crossing Guard (MT): Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$8,000</p>
			<p>2.8. Yard Duty Supervisors: Resource 0332 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$147,509</p>
			<p>2.8. Yard Duty Supervisors: Resource</p>

		<p>\$9,924 decrease to the allotted budget.</p> <p>2.5 &amp; 2.6 Action analysis data from students, staff, parents and site administration reflected that safety on campus had increased which demonstrated a decrease of 5% in the number of before, during and after school incidents as measured by site suspension rates in Aeries Student Data Tracking System. This supports Metrics State Priority 6.</p> <p>2.7 Crossing Guard (Mark Twain): 1 FTE at 0.44 hours: Contracted for a Crossing Guard at Mark Twain Middle School (MT) Action analysis data shows the crossing guard helps assist in the safety of pupils as they progress to and from school. The California Healthy Kids Survey (CHKS) demonstrated 59% of students feel safe outside of school and safe at school. This supports Metrics State Priority 6.</p> <p>Fiscal Impact: No change \$0.00 Change in Resource from 0000 to 0332.</p> <p>2.8 Yard Duty Supervisors 16 FTE Provide assistance in supervising students throughout the day as they come to school, during recess, during lunch, and after school.</p> <p>Action analysis data from CHKS demonstrated 63% of students know rules all of the time. This supports Metrics State Priority 6.</p> <p>Fiscal Impact: \$168,125 Salary and Benefits Increase due to stakeholder</p>	<p>0332 3000-3999: Employee Benefits Supplemental and Concentration \$20,616</p>
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Scope of Service	School Wide		Scope of Service	School Wide
X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Black/African American Hispanic White Students with Disabilities Migrant</u>			X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Black/African American Hispanic White Students with Disabilities Migrant</u>	
2.9 Positive Behavioral Interventions and Supports (PBIS) 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 and awards for students.		2.9 Positive Behavioral Interventions and Supports: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$37,500	2.9 Positive Behavioral Interventions and Supports (PBIS) Provided increased coaching opportunities 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 were used for students that are struggling with behavior: Bret Harte Elementary, John C. Fremont Elementary, Mark Twain Elementary, John Muir Middle School, Corcoran High School and 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 training for 6 sites, Incentives for sites to continue with program, assemblies and awards for students  Action analysis data from attendance rates demonstrated increased	
				2.9 Positive Behavioral Interventions and Supports: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$37,500



		<p>attendance by 1.7% as measured by site suspension rates in Aeries Student Data Tracking System directly connected to PBIS. This supports Metrics State Priority 5.</p> <p>** PBIS has proven to be an excellent program that provided sites, staff and students with positive ways to deal with any situation, especially behavior issues. This program has helped keep our students in school by finding alternative ways to deal with discipline issues other than suspensions. It has helped improve student attendance which has lead to less chronic absenteeism and fewer dropouts.</p> <p>Fiscal impact: \$0.00 No Change</p>	
<p>Scope of Service   District Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>-----</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 Hispanic White Students with Disabilities Migrant</u></p>		<p>Scope of Service   District Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>-----</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 Hispanic White Students with Disabilities Migrant</u></p>	
<p>2.10 Capturing Kids Hearts 2 day contract: Professional development provided to 40 staff to help enhance staff to student interactions in a more positive and helpful way.</p>	<p>2.10 Capturing Kids Hearts: Resource 0315 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$26,300</p>	<p>2.10 Capturing Kids Hearts 2 day contract: Professional development provided to 40 staff to help enhance staff to student interactions in a more positive and helpful way.</p> <p>Action analysis data from attendance rates demonstrated increased attendance by 1.7% as measured by</p>	<p>2.10 Capturing Kids Hearts: Resource 0315 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0.00</p>

		<p>site suspension rates in Aeries Student Data Tracking System directly connected to PBIS. This supports Metric State Priority 5.</p> <p>Fiscal impact: \$0.00 Funds for this program were used due to professional development being provided directly by sites.</p> <p>Fiscal Impact: \$26,300 funds that were not used for PD were directed toward Yard Duty Supervisors as outline in 2.8.</p>	
<p>Scope of Service   District 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><u>Black/African American Hispanic White Students with Disabilities Migrant</u></p>		<p>Scope of Service   District 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><u>Black/African American Hispanic White Students with Disabilities Migrant</u></p>	
<p>2.11 Renaissance Learning: STAR reading to monitor adequate reading levels for grades K-12</p>	<p>2.11 Renaissance Learning: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$17,094</p>	<p>2.11 Renaissance Learning: STAR reading program was used to monitor adequate reading levels for grades K-12.</p> <p>This reading program was used to monitor how well students were increasing their reading levels and comprehension skills to identify areas needed for additional support.</p> <p>Action analysis data from quarterly site assessments from Accelerated Reader Reports reflected that students made 0.05% growth due to lack of continued accountability throughout the school</p>	<p>2.11 Renaissance Learning: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$19,464</p>

		<p>year by staff which will be addressed for next school year. This supports Metrics State Priority 4.</p> <p>Fiscal Impact: \$2,370 increase in services</p> <p>+++ This action will be moved to Goal 1 and Metrics State Priority 4 for the 2016-2017 school year.</p>	
<p>Scope of Service   District Wide</p> <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> <p><u>Black/African American Hispanic White Students with Disabilities Migrant</u></p>		<p>Scope of Service   District Wide</p> <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> <p><u>Black/African American Hispanic White Students with Disabilities Migrant</u></p>	
<p>2.12 Standards Plus Reading and Math Program: Mark Twain Elementary (4th/5th grades) Extend Learning opportunities for students.</p> <p>Additional reading and math resources (worksheets) for students to supplement and review standards as they are taught.</p>	<p>2.12 Standards Plus: Resource 0332 4000-4999: Books And Supplies Supplemental and Concentration \$21,173</p>	<p>2.12 Standards Plus: Resource 0332 Extended learning opportunities for students that provided additional reading and math resources (worksheets) for students to supplement and review standards as they were taught.</p> <p>Action analysis data from quarterly site assessments from Accelerated Reader Reports reflected that students made 0.00% growth. This program reflected no improvement in student reading levels. This supports Metrics State Priority 4.</p> <p>This program will be eliminated for the for the 2016-2017 school year.This met</p>	<p>2.12 Standards Plus: Resource 0332 4000-4999: Books And Supplies Supplemental and Concentration \$21,173</p>

		<p>Metrics State Priority 4.</p> <p>Fiscal impact: \$0.00 no increase in cost of resources</p>					
<table border="1"> <tr> <td>Scope of Service</td> <td>School Wide</td> </tr> </table>	Scope of Service	School Wide		<table border="1"> <tr> <td>Scope of Service</td> <td>School Wide</td> </tr> </table>	Scope of Service	School Wide	
Scope of Service	School Wide						
Scope of Service	School Wide						
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<p>2.13 John Muir Sixth Grade Camp: \$60,000</p> <p>Will provide students with outdoor instructional opportunity that is reflective of the sixth grade common core standards.</p> <p>Time cards for teachers 2 @ daily rate, Cost of camp.</p>	<p>2.13 John Muir Sixth Grade Camp: Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$10,800</p> <p>2.13 John Muir Sixth Grade Camp Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$2,375</p> <p>2.13 John Muir Sixth Grade Camp: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$46,825</p>	<p>2.13 John Muir Sixth Grade Camp: \$48,030</p> <p>Sixth grade camp provided students with outdoor instructional opportunity that are aligned with course access reflective of the sixth grade common core standards. Students were given the opportunity to live in a real-world environment that prepares them for college and career readiness skills. Time cards for teachers who went to camp with students were 6 teachers @ daily rate of pay. Cost of camp facility.</p> <p>Action analysis data from teacher and student surveys following camp participation 65% of sixth graders attended camp. All pupils that attended were given the opportunity to live in a real-world environment, learn new experiences and build team camaraderie that prepared them for new challenges which translated into their every day academic and social lives. This supports Metrics State Priority 7.</p>	<p>2.13 a. John Muir Sixth Grade Camp: Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$6,330</p> <p>2.13 a. John Muir Sixth Grade Camp: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$728</p> <p>2.13 b. John Muir Sixth Grade Camp: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$40,972</p>				

		<p>This action will be moved to Goal 1 and Metrics State Priority 4 for the 2016-2017 school year.</p> <p>Fiscal Impact: \$11,970 decrease to camp costs for transportation which was provided by district buses instead of using charter buses.</p>					
<table border="1"> <tr> <td style="width: 150px;">Scope of Service</td> <td>School Wide</td> </tr> </table>	Scope of Service	School Wide		<table border="1"> <tr> <td style="width: 150px;">Scope of Service</td> <td>School Wide</td> </tr> </table>	Scope of Service	School Wide	
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<p>2.14 John Muir Summer School: 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.</p> <p>6 weeks of summer school , AM and PM sessions, 4 hours per day, 8 teachers.</p>	<p>2.14 JM Summer School Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$21,462</p> <p>2.14 JM Summer School Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$3,537</p>	<p>2.14 John Muir Summer School: Targeted Summer School provided English learners, low income pupils and foster students as well as other students at the middle school who failed classes or who were at-risk of not meeting grade level proficiencies the opportunity to work during summer school with teachers and tutors to increase their listening, speaking and academic skills.</p> <p>6 weeks of summer school was offered daily to students for AM or PM sessions at four hours per session. 8 teachers were hired to provide learning opportunities for students.</p> <p>Action analysis data as measured from middle school dropout rates were 0.48%. Summer school helped deep</p>	<p>2.14 JM Summer School Resource 0332 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$22,062</p> <p>2.14 JM Summer School Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$3,601</p>				

		<p>students engaged in their learning with targeted instruction focused on decreased proficiency gaps by .63% for students as they transitioned to high school. Summer students worked toward grade level proficiencies which increased their listening, speaking, reading and writing in Math and English Language Arts. This supports Metrics State Priority 5.</p> <p>Fiscal impact: \$664 increase salary/benefits.</p>	
<p>Scope of Service   School Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Black/African American Hispanic White Students with Disabilities Migrant</u></p>		<p>Scope of Service   School Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Black/African American Hispanic White Students with Disabilities Migrant</u></p>	
<p>2.15 John Muir Middle School Intervention (Reading Plus): Will continue to provide additional materials and supplies (books) to supplement intervention program at John Muir Middle School.</p>	<p>2.15 John Muir Middle School Intervention Resource 0332 4000-4999: Books And Supplies Supplemental and Concentration \$14,000</p>	<p>2.15 John Muir Middle School Intervention (Reading Plus) The Reading Plus Intervention Program is a targeted program for English learners, but good for all students, that provided additional online reading materials to students to help build their reading and comprehension skills. Students read books online and took tests to evaluate their comprehension of what they read.</p> <p>Action analysis data from weekly Reading Plus Assessment Reports demonstrated an increase in reading levels by 1.5% which resulted in increased higher reading levels and</p>	<p>2.15 John Muir Middle School Intervention Resource 0332 4000-4999: Books And Supplies Supplemental and Concentration \$16,590</p>

		<p>improved reading skills in all content areas . This supports Metrics State Priority 4.</p> <p>+++ This action will be moved to Goal 1 and Metrics State Priority 4 for the 2016-2017 school year.</p> <p>Fiscal impact: \$2,590.00 additional cost in contracted services</p>	
<p>Scope of Service   School Wide</p>		<p>Scope of Service   School Wide</p>	
<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input 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 Hispanic White Students with Disabilities Migrant</u></p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input 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 Hispanic White Students with Disabilities Migrant</u></p>	
<p>Added staff</p>		<p>2.16 Added Technology support staff: 5 FTE</p> <p>Technology support staff ensured all technology devices were in working order and maintained updates for devices throughout the school year which allowed students access to the core curriculum.</p> <p>Added this action based on stakeholder feedback. Provided additional support for student technological devices for classroom use.</p> <p>Action analysis demonstrates this was basic services for 1:1 student access to materials and resources 100% of the day via the technology support provided</p>	<p>2.16 Technology Support Staff: Resource 0332 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$209,725</p> <p>2.16 Technology Support Staff: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$99,577</p>

		<p>by the technology staff as measured by asset maintenance sheets in the technology department. This supports Metrics State Priority 2.</p> <p>Fiscal Impact: \$309,302</p>	
<p>Scope of Service   District Wide</p> <hr/> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   District Wide</p> <hr/> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>An evaluation of the actions, services and expenditures that were completed resulted in acknowledging that we were on track and met the goals we set for this year. There were five areas that we felt needed to be moved into other Metrics Priority areas that better fit the progress of these programs that we were monitoring along with one program that we did not continue due to duplication of service. They are as follows:</p> <ul style="list-style-type: none"> <li>• Yard supervisors: Added this action based on stakeholder feedback. Provided supervision of students throughout the day.</li> <li>• Renaissance Learning Program: Added this action based on stakeholder feedback. Moved to Metric State Priority 4. Monitored student reading levels.</li> <li>• Standards Plus Reading intervention program: Added this action based on stakeholder feedback. This program will be eliminated for the for the 2016-2017 school year.</li> <li>• John Muir Sixth Grade Camp: Added this action based on stakeholder feedback. Moved to Metric State Priority 4. Provided students with outdoor instructional opportunities.</li> <li>• John Muir Middle School Intervention Program Reading Plus: Added this action based on stakeholder feedback. Moved to Metric State Priority 4. Reading intervention program.</li> <li>• Capturing Kids Hearts program will be eliminated for the 2016-2017 school year. Duplication of services.</li> <li>• Technology Support Staff: Added this action based on stakeholder feedback. Maintenance of technology devices throughout the district.</li> <li>• Added Summer School Program license agreement for John Muir Middle School for access to online curriculum Thinking Through Math. Added this action based on stakeholder feedback.</li> <li>• Added two Crossing Guards for Bret Harte and John C Fremont to ensure the safety of students before and after school. Added this action based on stakeholder feedback.</li> <li>• Added two Counselors for John Muir Middle School Counselor and Kings Lake Educational Center &amp; K-5 split for one counselor was added this year to provide counseling services for students based on stakeholder feedback.</li> </ul>		



	<ul style="list-style-type: none"><li>• Added five Technology support staff to ensure all technology devices were in working order and maintained updates for devices based on stakeholder feedback.</li><li>• Adding K-5 playground equipment for upgrades to sites based on stakeholder feedback for the 2016-2017 school year.</li></ul>
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**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 3 from prior year LCAP:</p>	<p>Support parents, families and community members engagement with the education of their child/ren and the students in the Corcoran Unified School District.</p>		<p>Related State and/or Local Priorities:                  1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _                   COE only: 9 _ 10 _                   Local : Specify</p>	
<p>Goal Applies to:</p>	<p>Schools: All schools</p>	<p>Applicable Pupil Subgroups:</p> <ul style="list-style-type: none"> <li>All</li> <li>Low Income Students</li> <li>English Learner Students</li> <li>Hispanic</li> <li>Black/African American</li> <li>White</li> <li>Students with Disabilities</li> <li>Migrant</li> <li>Foster Youth</li> </ul>		
<p>Expected Annual Measurable Outcomes:</p>	<p>A. Metrics State Priority 3:</p> <ol style="list-style-type: none"> <li>1. Efforts to seek parent input in decision making at the district and each school site: Parent involvement at each school site in School Site Council meetings; 100% of scheduled committee meetings will take place as measured by agendas and minutes.</li> <li>2. Promotion of parental participation in programs for unduplicated pupils and: Parent involvement ELAC and DELAC committees for English learners.</li> <li>3. Parent involvement at each school site: Special Education IEP meetings.</li> <li>4. Parent/Guardian participation in programs for unduplicated pupils and individuals who qualified for SES services. 100% of scheduled committee meetings will take place as measured by agendas and minutes.</li> </ol>		<p>Actual Annual Measurable Outcomes:</p>	<p>A. Metrics State Priority 3:</p> <ol style="list-style-type: none"> <li>1. Parent input in decision making at the district and each school site: Parent involvement at the district level: 100% of scheduled committee meetings were held as measured by agendas and minutes. School Site Council meetings were held at each site for a total of 6 meetings which equaled 100%.</li> <li>2. DELAC meetings were held 5 times a year with 100% of scheduled meetings held as measured by agendas and sign-in sheets. Parent involvement at each school site to included ELAC held 6 times a year with 100% of scheduled meetings held as measured by agendas and sign-in sheets.</li> <li>3. Parent involvement in Special Education IEP meetings were held a minimum of one time per year with 100% of scheduled meetings held as measured by signature pages of IEP's.</li> <li>4. Parent/Guardian participation in programs for unduplicated pupils and individuals who qualified for SES services. Data from pre and post assessments from out-of-district providers demonstrated 45% of qualified pupils enrolled in these programs.</li> <li>5. Parent surveys: Increased number of responses received for</li> </ol>

5. 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.

Title I and LCAP surveys: 2015-2016 survey responses increased to 647 compared to 2014-2015 survey responses of 530 as reported district response summary which reflected an increase of 22%.

**LCAP Year: 2015-2016**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>3.0 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.</p>	<p>3.0 Parent Link Software Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$11,995</p>	<p>3.0 Parent Link Software (Blackboard) ParentLink software was purchased and contract completed. Training was provided on how to use the Parent Link Software. This training helped increase parent awareness of program.</p> <p>Action analysis from surveys reflected use of this program increased community involvement with CUSD for parents and provided them with the opportunity to access technology at home which allowed them to monitor their child's grades, assignments and attendance any time of the day or night. LCAP survey question derived from Priority 5 regarding home/school communication, parents responded 57.8% rated communication high between home and school. This supports Metrics State Priority 3.</p> <p>Fiscal impact: \$896 due to adjusted service.</p>	<p>3.0 Parent Link Software Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$12,891</p>
<p>Scope of Service: District 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</p>		<p>Scope of Service: District 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</p>	

<p><input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)  <u>Black/African American Hispanic White Students with Disabilities Migrant</u></p>		<p><input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)  <u>Black/African American Hispanic White Students with Disabilities Migrant</u></p>	
<p>3.1 Parent Liaison: 1 FTE  Continue to provide communication and outreach to parents and community members to increase educational opportunities for school engagement for all stakeholders.</p>	<p>3.1 Parent Liaison: Resource 0332 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$28,845  3.1 Parent Liaison Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$19,730</p>	<p>3.1 Parent Liaison: Resource 0332  The Parent Liaison provided targeted communication and outreach opportunities for parents of English learners along with the community. This increased educational opportunities and other available resources for stakeholders.   Action analysis from DELAC meetings held 5 times a year, the Parent Liaison provided targeted assistance to parents of English learners. She contacting parents and helped translate at 100% of meetings. She provided resources and assistance to families of English learners, school sites and the district. This supports Metrics State Priority 3.   Fiscal impact: \$2.00 decrease in cost of benefits</p>	<p>3.1 Parent Liaison: Resource 0332 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$28,845  3.1 Parent Liaison: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$19,728</p>
<p>Scope of Service   School Wide</p> <hr/> <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 Hispanic White Students with Disabilities Migrant</u></p>		<p>Scope of Service   School Wide</p> <hr/> <p><input type="checkbox"/> All  -----  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)  <u>Black/African American Hispanic White Students with Disabilities Migrant</u></p>	
<p>3.2 Foster Youth: 0.04 FTE of 1 Staff  To continue to monitor and support</p>	<p>3.2 Foster Youth Staff : Resource 0332 1000-1999: Certificated</p>	<p>3.2 Foster Youth: 0.04 of 1 Staff  This position supported foster youth and</p>	<p>3.2 Foster Youth Staff : Resource 0332 1000-1999: Certificated</p>

<p>foster youth. Provide school supplies for Foster Youth students. Assist foster youth with the availability of after-school programs and after-school tutoring.</p>	<p>Personnel Salaries Supplemental and Concentration \$5,000</p>	<p>monitored academic programs, school supplies and as well as provided other resources including the availability of after-school programs and after-school tutoring to ensure student success in all areas.</p> <p>Action analysis reflected 100% of foster youth were offered after-school tutoring along with other resources that are available via letters mailed home to foster youth parents. 75% of foster youth enrolled in and attended after school tutoring. This supports Metrics State Priority 3.</p> <p>Fiscal impact: \$0.00 no change in cost of services</p>	<p>Personnel Salaries Supplemental and Concentration \$5,000</p>
<p>Scope of Service   District 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><u>Black/African American Hispanic White Students with Disabilities Migrant</u></p>		<p>Scope of Service   District Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" 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 Hispanic White Students with Disabilities Migrant</u></p>	
<p>3.3 Student Data Tracking Software Aeries contract: 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.</p>	<p>3.3 Student Data Tracking Software Contract Aeries: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$26,671</p>	<p>3.3 Student Data Tracking Software Contract Aeries Eagle Software: Software purchased to track student academic records and other information for stakeholders.</p> <p>Action analysis of data from student attendance rates demonstrated an increase in attendance from 94% in 2014-2015 to 95.4% in 2015-2016. This</p>	<p>3.3 Student Data Tracking Software Contract Aeries: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$20,790</p>

		<p>program can be used by parents to track student attendance. This supports Metrics State Priority 5.</p> <p>Yearly increase in the cost of services for student data tracking software.</p> <p>This service will be moved to Metrics State Priority 5 in Goal 2 for the 2016-2017 school year.</p> <p>Fiscal impact: \$5,881 decrease in cost of services</p>	
<p>Scope of Service   District 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><u>Black/African American Hispanic White Students with Disabilities Migrant</u></p>		<p>Scope of Service   District 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><u>Black/African American Hispanic White Students with Disabilities Migrant</u></p>	
<p>3.4 Webmaster: \$23,449: Continuing maintenance of district website. Continuing contract with Webmaster to upload all information onto the district webpage along with individual sites.</p>	<p>3.4 Webmaster: Resource 0000 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$23,449</p>	<p>3.4 Webmaster: This service provided the district with continued maintenance of district website.</p> <p>Action analysis demonstrated that all sites and the district provided stakeholders with updated information, resources and activities that were available. 100% on meeting agendas were posted for parents regarding SSC, ELAC, DELAC, and Title I meetings along with the LCAP survey, responses to the survey and percentage of responses to each question. This</p>	<p>3.4 Webmaster: Resource 0000 5000-5999: Services And Other Operating Expenditures Base \$23,449</p>

		<p>supports Metrics State Priority 3.</p> <p>Added this action based on stakeholder feedback and the continued need to maintain a website with current and factual information.</p> <p>Fiscal impact: \$0.00 no change in cost of services</p>	
<p>Scope of Service   District Wide</p>		<p>Scope of Service   District 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 Hispanic White Students with Disabilities Migrant</u></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 Hispanic White Students with Disabilities Migrant</u></p>	
<p>3.5 Kings County Office of Ed Wifi contract:                  Continue to provide WiFi services for students and parents.</p>	<p>3.5 Kings County Office of Ed Wifi: Resource 0332 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$72,990</p>	<p>3.5 Kings County Office of Education Wi-Fi:                  These services continued to provide Wi-Fi access to core materials in ELA and Math. 100% of students can access materials.</p> <p>Action analysis data on LCAP survey question on State Priority 6, technology: 68.5% of responses rated Wi-Fi connectivity services for students a priority. Wi-Fi usage at school and home gave students access to the web and online resources twenty four hours a day. This supports Metrics State Priority 7.</p> <p>This action will be moved to Metrics State Priority 7 in Goal 1 for the 2015-2016 school year.</p>	<p>3.5 Kings County Office of Ed Wifi: Resource 0000 5000-5999: Services And Other Operating Expenditures Base \$36,495</p>

		<p>Fiscal impact: Services and cost were the same as budget. \$36,495 is decreased to account for 50% also accounted in Goal 1, clerical error.</p>	
<p>Scope of Service   District Wide</p>		<p>Scope of Service   District Wide</p>	
<p>X All                  -----                  OR:                  _ Low Income pupils                  _ English Learners                  _ Foster Youth                  _ Redesignated fluent English proficient                  _ Other Subgroups: (Specify)  <u>Black/African American Hispanic White Students with Disabilities Migrant</u></p>		<p>X All                  -----                  OR:                  _ Low Income pupils                  _ English Learners                  _ Foster Youth                  _ Redesignated fluent English proficient                  _ Other Subgroups: (Specify)  <u>Black/African American Hispanic White Students with Disabilities Migrant</u></p>	
		<p>3.6 Parent Education Classes: supplies for 16 meetings; Provided supplies for parent training classes.</p> <p>These were targeted trainings for parents of English learners and low income pupils directed at parents how parents could work with their children at home.</p> <p>Action analysis data from LCAP survey, State Priority 5, 45.3% of parents responded that there was the need for parent training classes. Feedback was also received from DELAC, ELAC and SSC meetings as reflected in minutes of meetings. The meetings helped participants learn parenting skills, how to cook nutritional meals for children and how to work with teachers to help their children succeed in school. Twenty meetings were held twice during the year with ten week sessions. Forty participants attended each session.</p>	<p>3.6 Parent Education Classes: Resource 0332 4000-4999: Books And Supplies Supplemental and Concentration \$1,600</p>



		<p>Training attendees surveyed commented on how much they learned about nutrition and different ways they could help their children at home. This supports Metrics State Priority 3.</p> <p>Fiscal impact: \$1,600 increase to budget</p>																																	
<table border="1"> <tr> <td data-bbox="86 407 233 483">Scope of Service</td> <td data-bbox="233 407 562 483">Added to School Wide services</td> </tr> <tr> <td colspan="2" data-bbox="86 483 562 516"> <input type="checkbox"/> All                 </td> </tr> <tr> <td colspan="2" data-bbox="86 516 562 548">OR:</td> </tr> <tr> <td colspan="2" data-bbox="86 548 562 581"> <input checked="" type="checkbox"/> Low Income pupils                 </td> </tr> <tr> <td colspan="2" data-bbox="86 581 562 613"> <input checked="" type="checkbox"/> English Learners                 </td> </tr> <tr> <td colspan="2" data-bbox="86 613 562 646"> <input type="checkbox"/> Foster Youth                 </td> </tr> <tr> <td colspan="2" data-bbox="86 646 562 678"> <input type="checkbox"/> Redesignated fluent English proficient                 </td> </tr> <tr> <td colspan="2" data-bbox="86 678 562 797"> <input type="checkbox"/> Other Subgroups: (Specify)                 </td> </tr> </table>	Scope of Service	Added to School Wide services	<input type="checkbox"/> All		OR:		<input checked="" type="checkbox"/> Low Income pupils		<input checked="" type="checkbox"/> English Learners		<input type="checkbox"/> Foster Youth		<input type="checkbox"/> Redesignated fluent English proficient		<input type="checkbox"/> Other Subgroups: (Specify)			<table border="1"> <tr> <td data-bbox="1031 407 1178 483">Scope of Service</td> <td data-bbox="1178 407 1520 483">School Wide</td> </tr> <tr> <td colspan="2" data-bbox="1031 483 1520 516"> <input type="checkbox"/> All                 </td> </tr> <tr> <td colspan="2" data-bbox="1031 516 1520 548">OR:</td> </tr> <tr> <td colspan="2" data-bbox="1031 548 1520 581"> <input checked="" type="checkbox"/> Low Income pupils                 </td> </tr> <tr> <td colspan="2" data-bbox="1031 581 1520 613"> <input checked="" type="checkbox"/> English Learners                 </td> </tr> <tr> <td colspan="2" data-bbox="1031 613 1520 646"> <input type="checkbox"/> Foster Youth                 </td> </tr> <tr> <td colspan="2" data-bbox="1031 646 1520 678"> <input type="checkbox"/> Redesignated fluent English proficient                 </td> </tr> <tr> <td colspan="2" data-bbox="1031 678 1520 797"> <input type="checkbox"/> Other Subgroups: (Specify)  <u>Black/African American Hispanic White Students with Disabilities Migrant</u> </td> </tr> </table>	Scope of Service	School Wide	<input type="checkbox"/> All		OR:		<input checked="" type="checkbox"/> Low Income pupils		<input checked="" type="checkbox"/> English Learners		<input type="checkbox"/> Foster Youth		<input type="checkbox"/> Redesignated fluent English proficient		<input type="checkbox"/> Other Subgroups: (Specify) <u>Black/African American Hispanic White Students with Disabilities Migrant</u>		
Scope of Service	Added to School Wide services																																		
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<input type="checkbox"/> Other Subgroups: (Specify) <u>Black/African American Hispanic White Students with Disabilities Migrant</u>																																			
		<p>3.7 Secretary II: Bilingual Parent Assistant/Translator                  Provided translation and resource assistance for parents of English learners.</p> <p>Action analysis data from Aeries Student Data tracker demonstrated 67% of parents are Spanish speaking. Data Quest data for 2015-2016 reflects 43.94% are English learner or reclassified parents. The bilingual secretary provided translation at all meetings along with resources, assistance and guidance. This supports Metrics State Priority 3.</p> <p>Added this action based on stakeholder feedback and the requested need to have a bilingual secretary at the district office to communicate with parents.</p>	<p>3.7 Secretary II: Bilingual Parent Assistant/Translator: Resource 0332 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$30,306</p> <p>3.7 Secretary II: Bilingual Parent Assistant/Translator: Resource 0332 3000-3999: Employee Benefits Supplemental and Concentration \$20,042</p>																																

		Fiscal impact: \$50,348 increase to budget		
Scope of Service	Added to District Wide Services	Scope of Service	District Wide	
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) Black/African American Hispanic White Students with Disabilities Migrant		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		An evaluation of the actions, services and expenditures that were completed this year yielded the following results which aligned with parent outreach and communication continued to increase this year. We met our goals and will continue to search for additional opportunities to engage parents and all stakeholders in student achievement which prepares them for college and careers. The following actions/services will need to be moved to other Metrics Priority areas that align with our monitoring goals: <ul style="list-style-type: none"> <li>• Student Data Tracking Software Contract Aeries: Added this action based on stakeholder feedback. Tracked student academic records.</li> <li>• Kings County Office of Education WiFi: Added this action based on stakeholder feedback. WiFi services for students home use. Moved to Metrics State Priority 7.</li> <li>• Parent Training: Added this action based on stakeholder feedback. Meetings and supplies for parent classes on developing parenting skills. Moved to Metrics State Priority</li> <li>• Bilingual secretary: Added this action based on stakeholder feedback. Provided translation for parents. Moved to Metrics State Priority 3.</li> <li>• Webmaster webpage services: Added this action based on stakeholder feedback. Provided stakeholders with updated information, resources and activities that were available.</li> <li>• Kings County Office of Education Wi-Fi: services to provide Wi-Fi access to core materials in ELA and Math. This action will be moved to goal 1 for 2016-2017.</li> </ul>		

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:		\$7,686,964
Goal	Action	Description and Justification
Goal 1	<p>1.10 Pathways Trust: increase resources to Enhance Career Technical Educational pathways for students. Certificated salary for Career Technical Educational Coach (CTE) Services provided for Corcoran High School.</p> <p>1.11 K-5 PE Teacher: provide a variety of enrichment/educational and cultural activities for students. Services provided for Bret Harte, John C Fremont and Mark Twain.</p> <p>1.13 High School Ag Teacher: 3 Ag teachers to lower class sizes. Services provided for Corcoran High School.</p> <p>1.16 Farm Maintenance Worker: Provide support for all students who belong to the Future Farmers of America and/or who are enrolled in farm related courses. Services provided for Corcoran High School.</p> <p>1.17 K-5 Music Teacher: Provide music</p>	<p>This action is principally directed to our unduplicated pupils by providing students with a coordinator that provided leadership, support and guidance to teachers, which helped with the implementation of Career Technical Education (CTE) Standards and in the development of College and Career Readiness lessons for all CTE programs. In 2014-2015 there was an increase of 13% more students enrolled in CTE pathway courses compared to 2013-2014. These services provide low income and other unduplicated pupils who may not have access to available counseling. This service was provided for Corcoran High School.</p> <p>These actions are principally directed to our unduplicated pupils by providing students with appropriate number of minutes per grade level as aligned to P.E. Standards. This action is principally directed to low-income pupils due to historically high rates of diabetes and the need for physical activity. This program provided services for Bret Harte Elementary, John C Fremont Elementary, and Mark Twain Elementary Schools.</p> <p>This action is principally directed to our unduplicated pupils by providing students with Three Ag Teachers to help lower class sizes with CTE pathways courses and provide additional opportunities for unduplicated and low-income pupils to participate in enrichment activities, which they would not, otherwise had the opportunity to engage in. This service is provided for Corcoran High School.</p> <p>This action is principally directed to our unduplicated pupils by providing students with assistance in improving the condition of the Ag Farm and the animals that students housed there for the local fairs where they represent Corcoran's Future Farmers of America (FFA). This service provided students with opportunities that they would not otherwise have access to. This service is provided for Corcoran High School.</p>

	<p>instruction to elementary students Grades K-5.Services provided for Bret Harte, John C Fremont, and Mark Twain.</p> <p>1.18 JM Elective Teacher: STEM teacher. Services provided for John Muir.</p> <p>1.19 Library Technicians: Provide library assistance and guidance to students helping them check out reading materials and other services as needed.</p> <p>1.20 Health Care Providers: Health care nurses, health care clerk, sign language interpreters. Provide health care services for students. Services provided for Bret Harte, John C Fremont, Mark Twain, John Muir Middle School and Corcoran High School and Kings Lake Education Center.</p> <p>1.21 John Muir Sixth Grade Camp: 6<sup>th</sup> grade camp. Services provided for John Muir Middle School.</p>	<p>This action is principally directed to our unduplicated pupils by providing the addition of a music teacher who will deliver the types of activities that low income and other unduplicated pupils may not have access to. Students learn about different career music opportunities and how music supports and increases their academic achievement. This program provided services for Bret Harte Elementary, John C Fremont Elementary, and Mark Twain Elementary Schools.</p> <p>This action is principally directed to our unduplicated pupils by providing software and devices for hands-on instruction for low-income and other unduplicated pupils; which directly help engage them in real life learning opportunities, which these students may not have, the access to that motivates them to work with different software and technological devices. These services are provided for John Muir Middle School.</p> <p>These actions are principally directed to our unduplicated pupils by providing students with guidance and assistance as they learn how to check out and read books at their appropriate reading levels. These services help low-income and other unduplicated pupils ensure early literacy foundational skills in the content area of reading. This was the most efficient way to provide these services for unduplicated and low-income pupils, who may not have had the opportunity, which increases reading proficiency levels. These services were provided for Bret Harte Elementary, John C Fremont Elementary, Mark Twain Elementary, John Muir Middle School and Corcoran High School</p> <p>These actions are principally directed to our unduplicated pupils by providing students with health care nurses, a health care clerk, and sign language interpreters for low-income and other unduplicated pupils, who may not have these services. These providers offer health care services for other unduplicated pupils, provide medical help, provide sign language to appropriate students and refer pupils to additional resources that are health related. These services provided for Bret Harte, John C Fremont, Mark Twain, John Muir Middle School and Corcoran High School and Kings Lake Education Center.</p> <p>These actions are principally directed to our unduplicated pupils by providing students with the opportunity to attend sixth grade camp. This service for low-income and other unduplicated pupils provides pupils who may not otherwise have access to this educational opportunity a way to attend. This curriculum will provide an instructional opportunity for students that are aligned with course access reflective of the sixth grade common core standards. Unduplicated pupils that attend are given the opportunity to live in a real-world environment, learn new experiences and build team camaraderie that prepare them for new challenges which translate into their every day academic and social lives. These services are provided school wide for John Muir Middle School.</p>
Goal	Action	Description and Justification
Goal 2	<p>2.1 Facility Master Plan:                      -John Muir Middle School exterior of all buildings on campus. Refurbished and new windows installed. (Year 2).                      -Bret Harte Elementary interior classrooms on campus modernized. (Year 2).                      -Bret Harte Elementary cafeteria</p>	<p>These actions are principally directed to unduplicated pupils by providing maintenance for our aging facilities district wide and with specific projects targeted for sites. Research shows that low-income and other unduplicated pupils attending well-maintained schools achieve at higher levels those students who do not. This is a school wide service for Bret Harte, John C. Fremont, and Corcoran High School.</p>

	<p>installation of HVAC system. (Year 2).          -John C. Fremont Elementary interior classrooms on campus modernized. (Year 2).          -John C. Fremont Elementary cafeteria installation of HVAC system. (Year 2).          -K-5 playground equipment replacement</p> <p>2.2 Facility Master Plan: COP payment for items listed above in CUSD's master plan. (5 year plan)          2.3 Facility Master Plan: Replacing cafeteria flooring, district office remodel, fencing for Bret Harte and Corcoran High School, concrete work at Corcoran High School and John Muir, shade covers for Fremont, playground equipment for Fremont. (5 year plan)          2.4 Facility Master Plan: ongoing maintenance to maintain safe and secure environment, repair and refurbish, (broken faucets, faulty wiring, toilets, drinking fountains, AC units maintenance etc.) (5 year plan).</p> <p>2.5 Student Data Tracking Software Aeries contract: Increase availability of student data to parents offering timely communication of student academic progress and achievement.</p> <p>2.7 Technology: Technology support staff          Technology support staff ensured all technology devices were in working order and maintained updates for devices.</p> <p>2.9 Yard Duty Supervisors: Provide assistance in supervising students throughout the day as they come to school, during recess, during lunch, and after school.</p>	<p>This action is principally directed to unduplicated pupils by providing software to track student academic records. Parents receive meaningful and timely communication of their child's progress and academic achievement. Parent trainings provide assistance to parents on how to logon to the web and access student accounts with grades and assignments readily available. Research shows that unduplicated pupils who have parents that participate in this activity achieve at higher levels than those students who do not. This service is provided district wide.</p>
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	<p>2.11 Campus Security: One John Muir Middle School security personnel. Ensure the safety of students before and after school.</p> <p>2.12 Campus Security: One Corcoran High School Campus Security. Ensure the safety of students before and after school.</p> <p>2.13 Crossing Guard (Bret Harte, John C Fremont, Mark Twain): Crossing Guard for Elementary Schools to ensure the safety of students before and after school.</p> <p>2.14 Positive Behavioral Interventions and Supports (PBIS): 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 site incentives and awards.</p>	<p>This action is principally directed to unduplicated pupils by providing technology support staff that assists all sites with continuing services to provide Wi-Fi access to core materials in ELA and Math. Wi-Fi usage at school and home give students accessibility to the web and online resources twenty-four hours a day. Students are continue their learning at home and complete homework assignments and/or other academic assignments. Research shows that unduplicated pupils attending schools with access to this online resource achieve at a higher level than those students who do not. This service is provided district wide.</p> <p>This action is principally directed to unduplicated pupils by providing staff that directly supervise these pupils. These services provide an incentive for retaining qualified and effective teachers giving them the security of knowing sites are carefully being monitored for continuing safety and provide certificated staff duty-free lunch periods. These services are provided for all unduplicated pupils school wide at Bret Harte, John C. Fremont, Mark Twain Elementary, John Muir Middle School Kings Lake Education Center and Corcoran High School.</p> <p>These actions are principally directed to unduplicated pupils by providing staff that directly supervise these pupils Campus security personnel and crossing guard provide an additional layer of safety before, during and after school during recess, lunch, and breaks and throughout the day as needed. These personnel provides an incentive for retaining qualified and effective teachers giving them the security of knowing sites are carefully being monitored for continuing safety. These services are provided for all unduplicated pupils at Mark Twain Elementary, John Muir Middle School, Corcoran High School, John C. Fremont and Bret Harte Schools.</p> <p>This action is principally directed to unduplicated pupils by providing increased coaching opportunities for teachers to enhance Positive Behavioral Interventions and Supports (PBIS) instruction allowing students the opportunity to learn behavioral expectations in a safe and secure learning environment. Research shows that unduplicated pupils attending schools with positive reinforcement achieve at higher levels than students who do not. District wide positive interventions and supports are used for low-income and other unduplicated pupils at Bret Harte Elementary, John C. Fremont Elementary, Mark Twain Elementary, John Muir Middle School and Corcoran High School.</p>
<p><b>Goal</b></p>	<p><b>Action</b></p>	<p><b>Description and Justification</b></p>
<p>Goal 3</p>	<p>3.1 Parent Link Software: provide parents/guardians full access to student daily academic and attendance records.</p> <p>3.4 Webmaster: maintenance of district website and contract with Webmaster to upload all information onto the district webpage along with individual sites.</p>	<p>This action is principally directed to unduplicated pupils by providing direct communication and outreach opportunities for parents of low-income and other unduplicated pupils along with the community stakeholders. This increases educational opportunities for students by providing a Parent Liaison that is a positive asset for parents of English learners, staff, students and the community as a whole. She provides resources and assistance to families of English learners, along with what is good for all students, to schools and the district. This service is district wide.</p> <p>This action is principally directed to unduplicated pupils by providing all sites and the district and parents with updated information, resources and activities that were available throughout the school year. Meeting agendas are posted for parents regarding SSC, ELAC, DELAC, and Title I meetings along with the LCAP survey, responses to the survey and percentage of responses to each question. This service helps parents stay up-to-date on school events, which leads to parent participation at school. Research shows that parents who are active in their child's education lead to students performing at higher academic levels than students who don't have the same support. This service is provided district wide.</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.

32.43	%		
Goal	Action	Quantitative/Qualitative Description	
Goal 1	<p>1.7 Intervention Teachers: provide direct intensive reading and math interventions.</p> <p>1.8 Instructional aides (paraprofessionals) provide targeted intervention for at-risk students that need additional support in all academic areas.</p> <p>1.9 COS Counselor provides students and parents with information regarding college and career course requirements.</p> <p>1.12 ELD Teachers EL Coordinators provided English learners with lessons and instructional strategies that were easily integrated into other academic classes that allow students access to core curriculum.</p> <p>1.15 Online Digital Curriculum &amp; Imagine Learning digital onsite license provides students' access to language and literacy K-5 for Mark Twain, John Muir Middle School and Corcoran High School.</p>	<p>These actions are targeted for low-income and English learner pupils by providing teachers that are trained in the development and delivery of reading and math lessons at each site differentiating instruction to each student's specific skill level. Pupils are continuously monitored and lessons are adjusted as skill levels increase which transfer into each student's core class.</p> <p>This action is targeted for English learner, low income and foster youth pupils by providing counseling services for students and parents with information regarding college course requirements to community and university campuses. Students were directed toward career pathway courses in high school that would prepare them for graduation and required college entrance exams. These counseling services helped parents and students with college/university requirements, technical careers, financial support and other resources of parent and student interest.</p> <p>These actions are targeted for English learner pupils to ensure the instruction our EL students receive is aligned to state standards, is being taught appropriately and in the right settings and effectively increase students ability to read, write and speak in English. These teachers monitor the implementation of integrated and designated ELD across the district ensures that all English learners receive instruction that will increase their English language proficiency that qualitatively better than it would be without this support for our teachers.</p> <p>This action is targeted for English learner pupils to ensure language and literacy skills for English learners who were reading below grade level. K-3 early literacy language skills are needed to anchor foundational reading skills that English learners need while speaking, listening, reading, and writing in all core content areas in English.</p>	
Goal	Action	Quantitative/Qualitative Description	
Goal 2	<p>2.6 Counselors: provide counseling services for students. Bret Harte, John C Fremont, Mark Twain, John Muir Middle School, and Kings Lake Educational Center.</p> <p>2.8 John Muir Middle School Intervention (Reading Plus): provide additional materials and supplies (books) to supplement intervention program at John Muir Middle School.</p>	<p>This action is targeted for English learner, low income and foster youth pupils by providing counseling services for students and parents with information regarding college course requirements to community and university campuses. Students were directed toward career pathway courses in high school that would prepare them for graduation and required college entrance exams. These counseling services helped parents and students with college/university requirements, technical careers, financial support and other resources of parent and student interest.</p> <p>This action is targeted for English learners, low income and foster youth pupils to ensure the instruction our EL students receive is aligned to state standards, is being taught appropriately and in the right settings and effectively increase students ability to read, write and speak in English. The Reading Plus Intervention Program is a targeted program for English learners, but good for all students, which provide additional online reading materials to students to help build their reading and comprehension skills. Students read books online and take tests to evaluate their comprehension abilities.</p>	

	<p>2.10 Renaissance Learning STAR Reading to monitor adequate reading levels for grades K-12.</p> <p>2.15 John Muir Summer School: provide students at the middle school who are failing classes are provided the opportunity to make up the classes they failed during summer school.</p>	<p>This action is targeted for our low income students and English learners by providing and thus increasing student access to materials and supplies by upgrading instructional materials to provide teachers with additional standards based curriculum for students who are academically at risk of not meeting grade level standards proficiencies. Unduplicated pupils will receive instructional materials that are current and closely aligned to California's Common Core State Standards. These materials will be upgraded district wide.</p> <p>This action is targeted for English learners, low income pupils and foster students as well as other students at the middle school who failed classes or who were at-risk of not meeting grade level proficiencies the opportunity to work during summer school with teachers and tutors to increase their listening, speaking and academic skills.</p>
Goal	Action	Quantitative/Qualitative Description
Goal 3	<p>3.1 Parent Liaison: provide communication and outreach to parents and community members to increase educational opportunities for school engagement for all stakeholders.</p> <p>3.3 Foster Youth assist, monitor and provide support for foster youth.</p> <p>3.4 Parent Education classes and trainings: provide supplies for parent training classes.</p> <p>3.5 Secretary II Bilingual Parent Assistant/Translator: provide translation and resource assistance for parents of English learners.</p>	<p>This action is targeted for English learners by providing direct communication and outreach opportunities for parents of English learners along with the community. This increased educational opportunities for students by providing a Parent Liaison that is a positive asset for parents of English learners, staff, students and the community as a whole. She provides resources and assistance to families of English learners, schools and the district.</p> <p>This action is targeted to our pupils who are Foster Youth by providing them with direct support and additional increasing resources, which include but are not limited to supplies, materials, and technology and/or after school tutoring. These services are provided for and available to our foster youth.</p> <p>These were targeted trainings for parents of English learners and low-income pupils were directly focused on how parents could work with their children at home. Meetings provided learning opportunities for parents and stakeholders. The meetings helped build participants learn parenting skills, how to cook nutritional meals for children and how to work with teachers to help their children succeed in school. Research shows that unduplicated pupils who have parents who attend these meetings and trainings increase their academic abilities while others may not have access to the same information and support from home.</p> <p>This action is targeted for English learners by providing direct communication and outreach for parents and the community. The bilingual secretary provides translation for parents in the district office. A large percentage of our parents are bilingual and don't speak English. This service adds a layer of support that the parents of our English learners would not otherwise have.</p>





Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
2000-2999: Classified Personnel Salaries	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	236,688.00	959,621.00	1,341,092.00	1,372,879.00	1,430,084.00	4,144,055.00
3000-3999: Employee Benefits	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Supplemental and Concentration	539,828.00	1,091,667.00	1,393,956.00	1,434,155.00	1,461,823.00	4,289,934.00
4000-4999: Books And Supplies	Base	0.00	21,204.00	651,379.00	300,000.00	300,000.00	1,251,379.00
4000-4999: Books And Supplies	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental and Concentration	378,361.00	550,705.00	61,690.00	56,878.00	57,120.00	175,688.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	59,944.00	223,300.00	223,300.00	223,300.00	669,900.00
5000-5999: Services And Other Operating Expenditures	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	1,674,007.00	940,381.00	899,748.00	894,281.00	625,118.00	2,419,147.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	0.00	133,004.00	124,845.00	8,495.00	330,578.00	463,918.00
6000-6999: Capital Outlay	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	Supplemental and Concentration	350,000.00	350,000.00	500,000.00	500,000.00	500,000.00	1,500,000.00
7000-7439: Other Outgo	Base	101,537.00	0.00	131,624.00	131,624.00	131,624.00	394,872.00
7000-7439: Other Outgo	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
7000-7439: Other Outgo	Supplemental and Concentration	600,344.00	803,791.00	841,561.00	1,255,561.00	1,191,217.00	3,288,339.00

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

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

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).